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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2020-2021 School Plan for Student Achievement (SPSA)

School: Melrose Leadership Academy
CDS Code: 1612596118640
Principal: Brianne Zika
Date of this revision: 5/7/2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Brianne Zika
Address: 4730 Fleming Avenue
Oakland, CA 94619

Position: Principal
Telephone: 510-535-3832
Email: brianne.zika@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/7/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site:

Melrose Leadership Academy

Site Number: 235

<input checked="" type="checkbox"/> Title I Schoolwide Program	<input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)	<input type="checkbox"/> LCFF Concentration Grant
<input type="checkbox"/> Title I Targeted Assistance Program	<input checked="" type="checkbox"/> After School Education & Safety Program (ASES)	<input type="checkbox"/> 21st Century Community Learning Centers
<input type="checkbox"/> Comprehensive Support & Improvement (CSI)	<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant	<input type="checkbox"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 7, 2020

6. The public was alerted about the meeting(s) through one of the following:

<input checked="" type="checkbox"/> Flyers in students' home languages	<input checked="" type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Brianne Zika

Brianne E Zika

6/5/2020

Principal

Signature

Date

Elena Perez

Elena Perez

6/5/2020

SSC Chairperson

Signature

Date

Kathleen Arnold

Kathleen Arnold

6/29/2020

Network Superintendent

Signature

Date

Lisa Spielman

Lisa Spielman

6/30/2020

Director, Strategic Resource Planning

Signature

Date

Jody London

Kyla Johnson Trammell

2020-21 SPSA ENGAGEMENT TIMELINE**School Site:** Melrose Leadership Academy**Site Number:** 235

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/20/2020	MLA Staff	Staff Meeting
2/27/2020	SSC	School Site Council
3/2/2020	Blueprint Design Team	Blueprint Design Team Meeting
3/3/2020	ILT	Instructional Leadership Team Meeting
3/5/2020	PTSA Exec Board	PTSA Exec Board Meeting
4/14/2020	ILT	Instructional Leadership Team Meeting
5/7/2020	SSC	SSC Meeting

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$86,640.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$575,821.00

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$84,816.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$40,377.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,824.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$283,050.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$126,352.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$39,402.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$86,640.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$489,181.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$575,821.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT				
1A: ABOUT THE SCHOOL				
<table border="1"><tr><td>School: Melrose Leadership Academy</td><td>School ID: 235</td></tr><tr><td colspan="2">School Description</td></tr></table>	School: Melrose Leadership Academy	School ID: 235	School Description	
School: Melrose Leadership Academy	School ID: 235			
School Description				

We are a community school, founded in partnership with the Melrose community brought together by a clear, collaborative vision. As we continue to transform our school in response to the needs of our community, we must continue to work together. The students and community we seek to serve are a group that is representative of the diversity that exists in Oakland. We believe that we can positively impact the quality of education and academic outcomes for our most vulnerable populations.

MLA serves 550 TK-8 students. In 2016-17, 52.9% qualified for free- or reduced-price lunch. The projection for 2019-2020 is 43%.

Melrose Leadership Academy was founded in 2001 as an Expeditionary Learning (EL) middle school to create a K-8 experience for the students at Melrose Elementary School, a school serving a community with 95% free/reduced lunch and 100% students of color. The 10 EL Principles: The Primacy of Self-Discovery, The Having of Wonderful Ideas, The Responsibility for Learning, Empathy and Caring, Success and Failure, Collaboration and Competition, Diversity and Inclusion, The Natural World, Solitude and Reflection and Service and Compassion were the pillars of our original school design and 16 years later still live in our MLA Habits of Heart and Mind, which are central to our character development work.

When MLA middle school had to relocate in 2007 due to lack of physical space, we moved to the Sherman campus and began working with the community to create a dual language K-8 school, enrolling our first cohort of dual language Kindergarteners in 2009. Since then we have added one grade level every year while simultaneously running a high needs middle school. We ran out of space again and moved to the Maxwell Park campus in 2012. The school has gone from an enrollment of 186 middle school students to over 550 students in 2018-19.

Our principal is the founding principal of Melrose Leadership Academy. Prior to founding MLA, she served as the principal of Melrose Elementary School. Our teaching staff has an average of 9 years of teaching experience; 6 of them worked at Melrose Elementary School prior to the creation of MLA. Our teaching staff consists of 52% Latino/a, 38% Anglo, 7% Asian, and 1% other.

As we re-designed the school, we felt strongly that MLA should reflect the diversity of Oakland. The high concentration of poverty made it difficult to meet the needs of our students in crisis. We believe that diversity provides more stability to the most vulnerable students and families. Our first cohort of Kinder students was composed of 55% Latino, 25% African American, 20% Anglo and approximately 65% free/reduced price lunch eligible students. In the past few years, MLA has become very desirable to many middle class families. Without a diversity sustainability plan our ability to maintain the diversity which makes our school community so rich and allows us to continue to serve the most vulnerable students is threatened. We must ensure that enrollment systems support diversity.

We reviewed our School Performance Framework (SPF) as part of our schoolwide program evaluation. MLA scored high in Culture and Climate, not surprising since we have implemented new systems to support Restorative Practices and social-emotional support for students. We scored significantly lower in academic achievement. Although our economically disadvantaged students are experiencing better academic results than students of their income level at other Oakland schools, we have a documented disparity in academic achievement between students whose parents have a college education and students whose parents did not graduate from high school, a gap of 26% as measured by EDL scores. In addition to setting overall literacy goals, we need set goals aimed at reducing this disparity.

School Mission and Vision

VISION:

The vision of Melrose Leadership Academy is to partner with families and the community to create an environment that enables students to be bilingual, creative, thoughtful, self-motivated learners. We will nurture a culture of mutual respect and multiculturalism, where dialogue among students and adults is central to learning. Melrose Leadership Academy will be a place where students can exercise their curiosity, their voice, make meaningful choices and challenge themselves and each other academically and where students develop their sense of responsibility to transform our school, community and world.

MISSION:

Melrose Leadership Academy is an Oakland public school located in the Maxwell Park neighborhood of East Oakland that seeks to develop all students to be academically competent, bilingual/biliterate leaders for social justice through Expeditionary Learning and Dual Language practices in a school community that mirrors the rich diversity of Oakland.

AGREEMENTS & HABITS of HEART & MIND: Our work together is guided by our three school-wide Agreements and our Habits of Heart and Mind. The Habits of Heart and Mind are embedded within our three agreements.

Agreement 1: We are kind and create safe spaces: Habits of Heart and Mind we practice are...

- Respect, compassion and kindness
- Cooperation and Collaboration

Agreement 2: We teach and Learn: Habits of Heart and Mind we practice are....

- Curiosity and Joy of Learning
- Reflection
- Persistence

Agreement 3: We are responsible for ourselves and our community: Habits of Heart and Mind we practice are....

- Organization and Preparation
- Leadership and Service

The agreements describe what we do. The Habits describe how we accomplish the MLA agreements. Our Habits of Heart and Mind were developed by the original MLA Design Team. The Agreements were added two years ago as part of our school-wide PBIS work. Using our school vision, mission, agreements and Habits of Heart and Mind, we created an MLA student graduate profile.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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<i>College/Career Readiness</i>	<ul style="list-style-type: none"> - Student production of high quality work across TK-8 in preparation for Expos - Strong evidence of alignment in instructional practices, rigorous expectations, and student achievement in middle school classes - ELA: Overall df3 scores increased from 43 points below to 41 points below; we increased proficiency percentage from 38.4% proficient to 39.7% proficient - Math: Overall proficiency % increase from 23.5 to 27%. 	<ul style="list-style-type: none"> - We hired a K-2 Reading Interventionist to increase achievement in early literacy - We hired a TSA to provide targeted professional development, team-building and coaching for the middle school team. - We engage in whole-school inquiry cycles led by our TSA and in collaboration with our ILT. We held a reading cycle in the fall, then a writing cycle in the winter, and now a math cycle in the spring.
<i>Focal Student Supports</i>	<ul style="list-style-type: none"> - Our newcomers are showing increases in achievement in reading levels on the RI and EDL/DRA - Our newcomers are showing a higher level of engagement, safety, and risk-taking in school 	<ul style="list-style-type: none"> - Newcomer Program - Academic Mentor - Recess Coach - Newcomer Navigator (counseling) - Newcomer Lunches with Office of Equity - Newcomer high school visits
<i>Student/Family Supports</i>	<ul style="list-style-type: none"> - We relaunched our SELs committee this year with support from our Network 2 partners; in collaboration with Padres Unidos - Over 350 families participated in design team decision making around moving campuses; families report feeling more in the loop and stronger communication than in years passed 	<ul style="list-style-type: none"> - Room Parent structure - Individual Counseling Support with Fred Finch - RJ Circles with Network 2 Partner, Susan Andrien - After School Scholarships for Low-Income Families - MLA Expansion Design Team - Focal group counseling - We revived our Student Leadership Team; we shifted the structure of our SSC to a secondary structure and voted a student onto the SSC

<i>Staff Supports</i>	<ul style="list-style-type: none"> - Middle School Teachers report feeling supported by leadership team - TK-2 teachers report feeling supported by their peers and coaches 	<ul style="list-style-type: none"> - 2 staffed preps per week (instead of 1) - Weekly team collaboration time (Wednesdays) - Summer curriculum institute - Expedition Planning Release days - Structured/Facilitated Planning Sessions - Agency by Design Fellowship - Coaching partnership with ELLMA - BTSA coaching - TSA to hold whole-school coaching and PD
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	<ul style="list-style-type: none"> - Math scores (SBAC and IABs) in 3-8 continue to plateau and decrease in some areas - Student achievement and growth in classes of new teachers is decreasing in comparison with returning teachers - Teachers are generating their own curriculum, much of which is using texts that are not aligned to the rigor level of the CCSS for ELA and SLA 	<ul style="list-style-type: none"> - MLA math curriculum pilots are happening in pockets of grade levels; overall lack of math program alignment - Minimal professional development support for onboarding of new teachers
<i>Focal Student Supports</i>	<ul style="list-style-type: none"> - ELs making less progress in math and ELA than their EO peers 	<ul style="list-style-type: none"> - Lack of alignment in vision for how to use ELD/ELA blocks of time in TK-2 - Lack of instructional alignment and documented curriculum for 3-5 ELA model
<i>Student/Family Supports</i>	<ul style="list-style-type: none"> - Numbers of suspensions and URFs increasing for students with special needs - Numbers of URFs high for boys of color during recess and unstructured play time across 1st through 8th grade - Increasing levels of trauma demonstrated in newcomer population 	<ul style="list-style-type: none"> - New middle school SDC with 11 brand new students and new teaching team - Minimal staffing for recess supervision - Rapidly increasing numbers of late-entry newcomers with high levels of trauma -- staff struggling to coordinate services - Major language gap and lack of connection between dominant English and dominant Spanish speaking families

<i>Staff Supports</i>	<ul style="list-style-type: none"> - Lacking subs on both campuses - Lacking support for Inquiry-based professional development cycles - Lacking technology support on both campuses - Lacking developmentally appropriate PD support for each grade level band - Struggling to create community across both campuses - New teachers struggling with onboarding 	<ul style="list-style-type: none"> - Loss of the assistant principal as a leadership role on main campus - Loss of second TSA to support with math and TK-5 PD - Expansion across 2 sites without time to collaborate - New leadership transition
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1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023: Average DF3 will be positive for both math and ELA by May, 2023.

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students (cohort matched)	+5pp	60.29%	n/a	71.0%
1st Grade at or above Benchmark	All Grade 1 Students (cohort matched)	+5pp	68.1%	n/a	76.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-31.0	n/a	-1.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-8 Students	+5pp	38.4%	n/a	48.4%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Students	+15 points DF3	-68.9	n/a	-39.0
CAST (Science)	All Students	TBD	25.5%	n/a	35.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023: Low income students and long-term English Learners will make significant growth by 2023.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Low Income Students	+20 points DF3	-76.0	n/a	-36.0
SBAC ELA (LTEs)	English Learners	+20 points DF3	-137.0	n/a	-97.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-8 Students	-5pp	33.8%	n/a	23.80%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	Low Income Students	+20 points DF3	-99.9	n/a	-59.9
SBAC Math (LTEs)	English Learners	+20 points DF3	-168.6	n/a	-128.6

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

ELL Reclassification	English Learners	Reclassify 16%	9.1%	n/a	19.0%
LTCL Reclassification	Long-Term English Learners	Reclassify 25%	20.0%	n/a	30.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023: Over 80% of all students at MLA report high levels of connectedness by 2023, and suspensions and chronic absence decrease overall and for target student groups

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	60.3%	n/a	70.0%
Suspensions	All Students	-2pp	0.3%	n/a	0.9%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.9%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.9%
Chronic Absence	All Students	-2pp	24.9%	n/a	4.0%
Chronic Absence	African-American Students	-2pp	9.8%	n/a	2.0%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023: 80% of MLA teachers being evaluated will receive an average score of "proficient "or above in Domain 1: Plans and Prepares Standards-Aligned Lessons.

Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
OETF Average Scores on Summative Evaluation	Evaluated Teachers	n/a	n/a	80.0%	85.0%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Newcomers, students with disabilities/IEPs, and ELLs still do not have equitable access to funding, effective and experienced teachers, and wrap around supports. There continues to be a need to fund positions, train teachers and implement and refine instructional strategies that support the specific academic and socioemotional needs of these student groups. We are working to support these groups intentional professional development and curriculum adoption/alignment that support teachers to better differentiate instruction for these student groups, and will work to better coordinate academic and socioemotional supports for students with IEPs and newcomers.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Melrose Leadership Academy	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Rigorous Academics (High Quality Work and Mastery of Content)	
Theory of Change:	<p>If we.....</p> <ul style="list-style-type: none"> - provide teachers time to create well developed expeditions within the EL Education framework with a focus on common core and NGSS standards, - support them to ramp up the complexity and higher-order thinking requirements of anchor tasks - support them to differentiate instruction and provide scaffolds for language acquisition <p>Then we....</p> <ul style="list-style-type: none"> - can maximize student and teacher will, skill and capacity which will lead to improved academic outcomes for our students.
Related School Goal:	All Students continuously grow towards meeting or exceeding standards in English Language Arts.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
<ul style="list-style-type: none"> - Teachers participated in a curriculum design workshop over the summer of 2019, led by our TSA - Teachers participated in weekly PD sessions on Wednesdays focused on looking at student work for evidence of rigor and mastery - Teachers had collaboraitve planning release days twice a year with their grade level team to reflect on student mastery from the previous semester and plan standards-aligned content for the next semester - Leadership hosted walk-throughs with network partners and other principals and ILT to capture current practice around language acquisition practices and standards alignment 	
What evidence do you see that your practices are effective?	
<ul style="list-style-type: none"> - Mid-year IAB scores for Math and ELA for students in grades 3-8 showed an increase above last year's SBAC scores - All students have a high-quality piece of work to share for each class in their fall Expo - Collaboration increased in the 4th and 5th grade teacher team, giving students across the grade level bands aligned access to rigorous instruction - Evaluation scores increased in January/February in teachers' second round of observations through feedback and coaching 	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
<ul style="list-style-type: none"> - There were no changes made mid-year 	
19-20 Standards-Based Instruction Priority: Rigorous Academics (High Quality Work and Mastery of Content)	

Theory of Change:	<p>If we.....</p> <ul style="list-style-type: none"> - provide teachers time to backwards plan expeditions within the EL Education Framework based on the rigor of CCSS and NGSS, - support them to ramp up the complexity and higher-order thinking requirements of anchor tasks - support them to differentiate instruction and provide scaffolds for language acquisition <p>Then we....</p> <ul style="list-style-type: none"> - can maximize student and teacher will, skill and capacity which will lead to improved academic outcomes for our students.
Related School Goal:	All Students continuously grow towards meeting or exceeding standards in math.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
<ul style="list-style-type: none"> - Teachers attended a summer curriculum planning institute during which they made skeletal plans for their yearlong expeditions and began to draft their STAs for their fall expeditions - Teachers participated in inquiry cycles around literacy assessments and monitoring student progress - Teachers piloted common writing assessments aligned to the CCSS 	
What evidence do you see that your practices are effective?	
<ul style="list-style-type: none"> - ELA and math scores on interim IABs showed some improvement over the previous year's SBAC scores - Students had high quality written work to share in their student led conferences 	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
No changes were made mid-year	
19-20 Conditions for Student & Adult Learning Priority: Culture and Climate (Character)	
Theory of Change:	<p>If we create a supportive environment for our students and staff they will.....</p> <ul style="list-style-type: none"> - feel safe to make mistakes and learn - they can rely on their community to be there for them <p>Then our students and staff will be able to.....</p> <ul style="list-style-type: none"> - engage in rigorous academic work - exercise their agency in impacting their community
Related School Goal:	All students build relationships to feel connected and engaged in learning.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
<ul style="list-style-type: none"> - Staff participate in weekly PLCs led by our TSA with an inquiry-stance - Staff PD began with a month of community building - Staff participate in weekly collaborative meetings with their grade level teams 	
What evidence do you see that your practices are effective?	

- MLA has a highly connected and collaborative staff; teams that work well together have aligned practices in their classrooms - Some teams struggled to collaborate this year and instructional plans were not aligned	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
- Our TSA shifted her focus mid-year to begin supporting the 4th and 5th grade team because they were struggling to collaborate and their work was not aligned. This team also happened to be on our satellite Sherman campus and were feeling very isolated from their colleagues.	
19-20 Conditions for English Language Learners Priority:	Develop teacher expertise to successfully teach ELLs
Theory of Change:	If we as a school..... - have a systematic ELD program to provide a stronger foundation for students - provide ample opportunities for students to engage in stronger discourse practices - ensure that students consistently engage with strategic work with complex texts Then our students will... - independently engage with complex texts, - accelerate their English language acquisition, and - we will have higher reclassification rates
Related School Goal:	English Learner students continuously develop their English, reaching English fluency in six years or less.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
- We did not effectively implement this priority this year	
What evidence do you see that your practices are effective?	
- We do not have ample evidence that our practices were effective in helping students meet this goal	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
n/a	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	
- We learned early in the year that there were some major mistakes in the 19-20 SPSA proposed budget. The former network superintendent led the former principal to believe that she had a significant amount more to spend on staff than she actually did. Due to an error on calculations, we had to eliminate a position in the beginning of the year. As a result, we lost our second TSA, stretching our one and only TSA across 10 grade levels while also running the newcomer program and teaching algebra.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Melrose Leadership Academy			School ID: 235	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	MLA's students will feel safe, seen by, and connected to both their peers and their teachers, creating a culture where students can focus on learning.			
School Theory of Change:	If we create an environment in which... <ul style="list-style-type: none">- students are supported in building community across difference in tier 1 circles through daily "crew" lessons- students are taught how to resolve conflicts through RJ circles with a trusted adult- students are given developmentally appropriate and structured opportunities to collaborate and engage with their peers- students are given leadership opportunities to make MLA the best school it can be for all students, then students will feel more connected to each other and to their teachers at MLA, creating the safety for them to take risks and learn.			
Related Goal(s):	Over 80% of all students at MLA report high levels of connectedness by 2023, and suspensions and chronic absence decrease overall and for target student groups			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teachers collaboratively design daily crew lessons for their classes to build community across difference.	Leaders provide extended contract time and professional development support for teachers to design crew plans.	Daily crew lessons are implemented; crew plans live in the team google drive.	
1-2	Teachers host RJ circles when conflicts arise that support students in repairing harm.	Leaders train core day and after school teachers in the process of holding RJ circles through modeling.	RJ circles are held when a teacher submits a URF.	
1-3	Teachers host "parent nights" to support families in understanding how to best support their learners at home.	Leaders identify clerical staff to support families with follow-up for distance learning.	100% of families are engaging in distance learning.	

1-4	Teachers give students qualitative feedback on their relational and performance character through reflections and report cards when shared with families in student led conferences.	Leaders provide teachers with grading platform that enables tracking of student character targets.	Jump rope character learning targets are completed at the end of each marking period and shared with families during student led conferences.	
1-5	Teachers celebrate students when they demonstrate the core values by giving "aprecios"	Leaders hold the aprecios and core values system at the core of all asambleas and student communication.	Apresiasi are celebrated during weekly assemblies.	
1-6	Teachers and clerical staff will partner with low income and Spanish-dominant families to help them participate in the daily life of the school and support their children's learning at MLA.	Leaders will hold monthly meetings to support families in creating connections across difference.	Increase in the feeling of connectedness amongst parents and students.	<ul style="list-style-type: none"> - Numbers of suspensions and URFs increasing for students with special needs - Numbers of URFs high for boys of color during recess and unstructured play time across 1st through 8th grade - Increasing levels of trauma demonstrated in newcomer population
1-7	Teachers will have access to basic supplies to ensure all students feel welcome and ready to engage in learning.	Leaders will support operations team in ensuring learning materials are always in stock.	Students have necessary supplies.	
1-8	Clerical staff learn how to implement PBIS and RJ strategies to support students during lunch and recess.	Leaders will coordinate PD opportunities for clerical and certificated staff to learn RJ and PBIS practice together as one system.	RJ and PBIS are implemented across MLA.	

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	MLA students will have access to standards-aligned tier 1 curriculum in each of their classes.
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School Theory of Change:	<p>If we give students access to daily, standards-aligned Tier 1 curriculum in ELA and math while supporting teachers with implementation through:</p> <ul style="list-style-type: none"> - ensuring access to Tier 1 curriculum in ELA and Math that is aligned to the rigor and complexity of the CCSS - summer "unpacking" of the curriculum through a mini curriculum institute June 1-5 - summer ILT meeting to decide how to best implement the Tier 1 materials given our unique and creative model - continuous support in how to effectively use the curriculum materials ONLINE through weekly PLCs - provide teachers with personalized coaching support in how to implement the chosen materials - provide teachers with collaborative planning time aimed at how to implement the chosen materials - training in how to add elements of an expedition to a curricular module - support with how to shift instruction by looking at student work and analyzing data - protected time and plans for how to share standards-based feedback with students and parents through crew conferences <p>then students mastery of the grade level ELA and math CCSS will increase.</p>			
Related Goal(s):	Average DF3 will be positive for both math and ELA by May, 2023. Low income students and long-term English Learners will make significant growth by 2023.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Teachers will participate in curriculum week over the summer to deepen their understanding of the math and ELA standards.	Leaders will lead a 2-day curriculum institute to support teachers in accessing the tier 1 math and ELA curricula and understanding the standard alignment.	Each teacher will have a module analysis chart after the unpacking	<ul style="list-style-type: none"> - Math scores (SBAC and IABs) in 3-8 continue to plateau and decrease in some areas - Student achievement and growth in classes of new teachers is decreasing in comparison with returning teachers - Teachers are generating their own curriculum, much of which is using texts that are not aligned to the rigor level of the CCSS for ELA and SLA

2-2	Teachers will implement daily rigorous lessons aligned to the ELA and math CCSS, using agreed upon elements of high-quality CCSS-aligned curricula	Leaders will participate in weekly learning walks to give teachers feedback on their curriculum implementation and practice	Teachers will have learning walk feedback to push their practice; students will have daily access to rigorous grade level standards.	<ul style="list-style-type: none"> - Math scores (SBAC and IABs) in 3-8 continue to plateau and decrease in some areas - Student achievement and growth in classes of new teachers is decreasing in comparison with returning teachers - Teachers are generating their own curriculum, much of which is using texts that are not aligned to the rigor level of the CCSS for ELA and SLA
2-3	Teachers will monitor student progress on district assessments.	Leaders will ensure teachers have time and support to analyze student assessment data and shift their practice accordingly.	Teachers will have data analysis charts; students will have access to their progress monitoring data.	<ul style="list-style-type: none"> - Math scores (SBAC and IABs) in 3-8 continue to plateau and decrease in some areas - Student achievement and growth in classes of new teachers is decreasing in comparison with returning teachers - Teachers are generating their own curriculum, much of which is using texts that are not aligned to the rigor level of the CCSS for ELA and SLA
2-4	Students who are reading one year or more below grade level will have access to reading intervention in TK-2.	Leaders will identify an equity-based formula to support the intervention schedule.	EDL score increase for low income students.	
2-5	7-8 math teacher will teach one section of compression algebra.	Leaders will ensure students who are ready for accelerated math have the option of taking algebra.	8th grade students ready for algebra will graduate for high school ready for accelerated math.	
2-6	ELA teachers will teach both an integrated content block and an ELA block daily for middle school.	Leaders ensure all students have access to both math and ELA blocks daily.	All students have ELA daily; newcomers have designated ELD as well.	
2-7	All teacher will be supported in developing expeditions aligned to standards.	Leaders will provide professional development in expedition design.	All teachers have an STA for each unit they teach, including elements of expeditions.	
2-8	Students who are reading one year or more below grade level will have access to texts to support their phonics acquisition.	Leaders will purchase guided reading and phonics materials.	Guided reading and phonics library.	

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	All students will have access to high-quality Tier 1 literacy curriculum and instruction in both Spanish Language Arts and English Language Arts.			
School Theory of Change:	<p>If we provide students with rigorous literacy instruction through</p> <ul style="list-style-type: none"> - giving teachers access to high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts - giving teachers training in how to use the high-quality Tier 1 curriculum in Spanish Language Arts and English Language Arts - supporting teachers in designing Expeditions that use literacy materials from the SLA curriculum and ELA curriculum - providing time in PLCs for teachers to collaboratively plan for ONLINE delivery using SLA and ELA curriculum - providing newcomers with both ELA and SLA intervention to strengthen literacy skills in their home language <p>then both English Language Learners and Spanish Language Learners will make at least a year's progress, as measured by the SBAC ELA, DRA, EDL, and Avant.</p>			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Teachers will teach language targets in their daily lessons.	Leaders will ensure teachers have professional development input and coaching opportunities to develop language targets.	Teachers include language learning targets in their STAs and daily lessons.	<ul style="list-style-type: none"> - Math scores (SBAC and IABs) in 3-8 continue to plateau and decrease in some areas - Student achievement and growth in classes of new teachers is decreasing in comparison with returning teachers - Teachers are generating their own curriculum, much of which is using texts that are not aligned to the rigor level of the CCSS for ELA and SLA
3-2	Teachers will monitor student progress in literacy by following the assessment calendar.	Leaders will provide teachers with release days for assessments when necessary and possible.	Assessment calendar and assessment google doc is completed	
3-3	Teachers will monitor student progress in mastering language targets in their particular content area.	Leaders will provide teachers with a progress monitoring platform -- jumprope.	Teachers monitor student progress of language mastery in jumprope.	

3-4	Teachers will provide access to high quality instruction in both Spanish and English daily.	Leaders will shift staffing and budget model to fund dual language teachers in every grade level.	All students have access to both Spanish and English instruction daily.	
3-5	Teachers will identify opportunities for transfer between English and Spanish.	Leaders will shape inquiry-based PD to support teachers in identifying opportunities for transfer.	STAs note opportunities for transfer between languages.	
3-6	Visual arts, music, PE, library, and electives teachers will be supported in implementing integrated ELD strategies.	Leaders will hire highly qualified electives teachers.	All students have access to the arts and library.	

District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	MLA teachers will have personalized and grade-level team professional development to support them in increasing their instructional rigor and alignment to standards. PD will attend to the characteristics of adult learners through having an inquiry-based and student-centered approach.			
School Theory of Change:	<p>If teachers have consistent access to high-quality professional development, including:</p> <ul style="list-style-type: none"> - Weekly instructional alignment PLCs facilitated by teacher-leaders - Creative choice in shaping their own inquiry about their professional practice and impact - Opportunities to monitor student progress through looking at student work in a PD space - Structured and facilitated collaboration with grade level and content-alike peers - Access to high-quality, published, standards-aligned curriculum - Personalized coaching for new teachers to MLA <p>then teachers will increase their collective efficacy and impact on student learning.</p>			
Related Goal(s):	80% of MLA teachers being evaluated will receive an average score of "proficient "or above in Domain 1: Plans and Prepares Standards-Aligned Lessons.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

4-1	Teachers will "unpack" high-quality, standards-aligned curriculum to understand standard alignment (see other categories for more information about PD vision)	Leaders will provide access to quality curriculum and designated time and PD to support teachers in understanding the standards-alignment.	All teachers have a curriculum map that maps the standards for the year, the assessments for the year, and the module lessons to be taught from the tier 1 adopted curriculum.	<ul style="list-style-type: none"> - Math scores (SBAC and IABs) in 3-8 continue to plateau and decrease in some areas - Student achievement and growth in classes of new teachers is decreasing in comparison with returning teachers - Teachers are generating their own curriculum, much of which is using texts that are not aligned to the rigor level of the CCSS for ELA and SLA
4-2	All teachers will participate in a coaching cycle with an administrator or TSA.	Leaders will host coaching cycles for each teacher.	All teachers participate in a coaching cycle.	
4-3	Teacher leaders will host inquiry cycles to support the learning of their peers.	Leaders will host a PD team weekly meeting to support the PD team in crafting inquiry cycles.	PD calendar.	
4-4	Teachers will collaborate with each other and observe each other's practice to push their own professional growth.	Leaders will provide a STIP sub schedule to support teachers with coverage so they can see each other teach.		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Language Learners will have access to integrated ELD in their core subjects, and designated ELD at their language acquisition level, that is connected to the core content of their day.			
School Theory of Change:	<ul style="list-style-type: none"> - providing a protected time in every English Language Learner's schedule for the appropriate amount of designated ELD - providing designated ELD instruction that draws from the Tier 1 curriculum and content 			
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

5-1	Teachers will generate language learning targets that accompany each of their daily learning targets.	Leaders will make a clear ask that teachers have language learning targets posted on daily lessons and will provide PD support for teachers.	Learning walks show that teachers have language learning targets posted.	
5-2	Teachers will integrate language learning best practices into their daily instruction for integrated ELD.	Leaders will support teachers in developing their awareness and use of integrated ELD strategies.	PD thinksheets from ELD inquiry cycles demonstrate that teachers are developing their awareness of integrated ELD best practices.	
5-3	Teachers will provide designated ELD to English Language Learners using content connected to their core day instruction.	Leaders will support teachers in choosing which curricular materials to use during designated ELD blocks.	Teachers that teach designated ELD have an ELD curriculum map.	
5-4	Teachers will provide designated ELD to English Language Learners using content connected to their core day instruction.	Leaders will design a schedule that enables grade level teams to pull designated ELD blocks during ELA windows of instruction.	All ELLs have access to designated ELD, beginning in TK.	

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 235
School: Melrose Leadership Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
ASES funding will support lall students in feeling belonging in after school programs by implementing RJ practices in alignment with RJ during the core day.	\$126,352	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers host RJ circles when conflicts arise that support students in repairing harm.	235-1
Teachers will have "release days" to implement the EDL -- diagnostic reading assessments.	\$3,777	General Purpose Discretionary	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Leaders will provide teachers with release days for assessments when necessary and possible.	235-2
Assistant Principal will be stipended for his work as a site leader and coach for TK-2 teachers, due to being an expanded site.	\$10,072	General Purpose Discretionary	1320	Certificated Supervisors' and Administrators' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Leaders will host coaching cycles for each teacher.	235-3
TK-2 reading interventionist.	\$51,834	LCFF Supplemental	1105	Certificated Teachers' Salaries	1048	Teacher Bilingual	0.60	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Leaders will identify an equity-based formula to support the intervention schedule.	235-4
Purchase of basic supplies for both campuses.	\$22,223	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will have access to basic supplies to ensure all students feel welcome and ready to engage in learning.	235-5
Maintenance of copiers on both campuses.	\$4,305	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will have access to basic supplies to ensure all students feel welcome and ready to engage in learning.	235-6
Partial funding of the 7-8 math and algebra compression teacher role.	\$44,057	LCFF Supplemental	1105	Certificated Teachers' Salaries	4281	Teacher Bilingual	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	7-8 math teacher will teach one section of compression algebra.	235-7
Hire a .4 STIP sub at the Sherman campus to support with teacher coverage for PD.	\$20,065	LCFF Supplemental	1105	Certificated Teachers' Salaries	4542	STIP Teacher	0.40	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Leaders will ensure teachers have time and support to analyze student assessment data and shift their practice accordingly.	235-8

Partial funding of the 8th grade ELA/ELD and history teacher role.	\$50,637	LCFF Supplemental	1105	Certificated Teachers' Salaries	6575	Teacher, Structured English Immersion	0.65	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Leaders will design a schedule that enables grade level teams to pull designated ELD blocks during ELA windows of instruction.	235-9
Partial funding of the 8th grade Spanish and science teacher role.	\$37,452	LCFF Supplemental	1105	Certificated Teachers' Salaries	7205	Teacher Bilingual	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will provide access to high quality instruction in both Spanish and English daily.	235-10
Partial funding of the 4th and 5th grade ELA/ELD teacher role.	\$21,928	LCFF Supplemental	1105	Certificated Teachers' Salaries	7571	Teacher, Structured English Immersion	0.30	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will provide designated ELD to English Language Learners using content connected to their core day instruction.	235-11
Hire a 3rd-8th grade STIP sub to provide coverage for teachers when implementing literacy assessments.	\$40,932	LCFF Supplemental	1105	Certificated Teachers' Salaries	7572	STIP Teacher	0.70	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will monitor student progress in literacy by following the assessment calendar.	235-12
Partial funding of the 3rd-8th grade TSA.	\$9,724	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7745	10-Month Classroom TSA	0.10	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Leaders train core day and after school teachers in the process of holding RJ circles through modeling.	235-13
Purchase of texts on students reading levels for intervention.	\$3,836	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Students who are reading one year or more below grade level will have access to reading intervention in TK-2.	235-14
Partial funding of the 8th grade Spanish and science teacher role.	\$37,452	Measure G1	1105	Certificated Teachers' Salaries	7205	Teacher Bilingual	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will provide access to high quality instruction in both Spanish and English daily.	235-15
Purchase of Spanish texts.	\$2,071	Measure G1	4300	Materials & Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Students who are reading one year or more below grade level will have access to texts to support their phonics acquisition.	235-16
Hiring a visual arts teacher for TK-8.	\$51,435	Parent Group Donations	1105	Certificated Teachers' Salaries	2274	Teacher, Structured English Immersion	0.60	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Visual arts, music, PE, library, and electives teachers will be supported in implementing integrated ELD strategies.	235-17

Stipending teachers to collaboratively design grade level crew lessons and RJ circles.	\$18,885	Salesforce Principal Innovation Fund	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers collaboratively design daily crew lessons for their classes to build community across difference.	235-18
Hire a Community Schools Manager to support with PBIS and RJ implementation.	\$100,305	Salesforce Principal Innovation Fund	2305	Classified Supervisors' and Administrators' Salaries	3480	Program Mgr Community School	0.80	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Clerical staff learn how to implement PBIS and RJ strategies to support students during lunch and recess.	235-19
Hire a 10-month TSA to support 3rd through 8th grade teachers with instructional coaching and RJ implementation.	\$89,014	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7745	10-Month Classroom TSA	0.90	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Leaders will host coaching cycles for each teacher.	235-20
Extended contract time for teacher leaders to provide coaching and PD for their peers.	\$2,553	Title I: Basic	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Leaders will host coaching cycles for each teacher.	235-21
Extended contract time for teachers to support families in engaging in distance learning.	\$1,133	Title I: Parent Participation	2422	Clerical Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers and clerical staff will partner with low income and Spanish-dominant families to help them participate in the daily life of the school and support their children's learning at MLA.	235-22
Extended contract time for clerical staff to support families in engaging in distance learning.	\$1,259	Title I: Parent Participation	2925	Other Classified Salaries: Overtime	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers and clerical staff will partner with low income and Spanish-dominant families to help them participate in the daily life of the school and support their children's learning at MLA.	235-23
Snacks for SSC and parent meetings.	\$1,460	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers host "parent nights" to support families in understanding how to best support their learners at home.	235-24



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Melrose Leadership Academy

**agrees to implement the following engagement practices, in keeping with
Oakland Unified School District's Standards for Meaningful Family Engagement:**

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- During Student-Led Conferences (three times a year), performance data is shared with parents, goals are agreed upon by the teacher and family, and strategies to support the students in meeting these goals both in the home and at school are discussed.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- During Student-Led Conferences (three times a year), performance data is shared with parents, goals are agreed upon by the teacher and family, and strategies to support the students in meeting these goals both in the home and at school are discussed.
- During EXPOs at the end of each semester, parents are given an opportunity to see their child's completed work and hear their child reflect on the content and skills learned.
- During SST meetings, the academic achievement of individual students is discussed and monitored, as needed.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- MLA holds an annual Title 1 meeting with families in the fall.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- MLA shares this general academic information with parents during Back to School Night.
- The School Site Council revisits this information throughout the year.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- All MLA events and information is shared via a bi-monthly Bulletin in both English and Spanish.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Our PTSA and Padres Unidos coordinate family volunteer opportunities on a weekly basis through large events (such as the Dance-a-thon) and through smaller events (such as Wednesday "power hour").

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Each teacher shares a weekly class newsletter with their families through TalkingPoints or through their Room Parents. This newsletter details the homework and skills for the week, along with strategies to support their students' success.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- This topic is discussed during an annual staff meeting and through professional development held before school begins.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- The School Site Council is held on the second Thursday of each month. Families are invited to learn about MLA's Title 1 funds, SPSA, goals, and to share their voice in making decisions about our school.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- MLA holds an Annual Title I meeting in the fall.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Translation is provided at family events.

The school provides support for parent and family engagement activities requested by parents by:

- Families are surveyed during the Title 1 meeting and asked about topics they need support with.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Notes from Title 1 meetings are shared with the SELLS committee.

Adoption

This policy was adopted by the Melrose Leadership Academy School Site Council on November 14, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents.

Brianne Zika
Name of Principal


Signature of Principal

12/6/19
Date

Please attach the School-Parent Compact to this document.

Home-School-Community Pledge

MLA School Pledge	Parent Pledge	Student Pledge
<p>We believe that: All students are capable of achieving greatness in their learning</p> <ul style="list-style-type: none"> ➤ all students should be held to high standards and supported to achieve them ➤ education should be empowering for the students and the community ➤ education should be inclusive and respectful of everyone's participation ➤ education should promote social justice ➤ education should prepare individuals to make choices in their lives ➤ education should be a collective, collaborative process ➤ education should build confidence, integrity, encourage social engagement and a deep understanding of the world ➤ students should be reflective learners, aware of their own strengths and weaknesses ➤ education should be transformative ➤ education should develop critical and compassionate thinking ➤ education should nurture limitless imagination and creativity ➤ We will maintain open communication regarding community events, school and classroom needs and school policies. Classroom placement decisions are made based on the needs of the child. 	<p>I believe that parents and family are the first and most important teachers. To support my child's learning and success in school, I will:</p> <ul style="list-style-type: none"> ➤ send my child to school every day ➤ make sure that my child gets adequate sleep and has a healthy diet ➤ provide a quiet place and time for my child to do homework, and review their homework ➤ promptly respond to messages from my child's school ➤ attend Back to School Night, Parent-Teacher-Student conferences, EXPO, and other school events ➤ help my child's school however possible ➤ endeavor to participate in the total school program ➤ sign in the office when visiting my child's school ➤ ensure that my child and I read at least 30 minutes per day ➤ support my child in school to address barriers to learning ➤ limit the time that our household watches television or plays video games ➤ volunteer for a minimum of two hours per month ➤ make sure my child dresses in a manner consistent with the school and district dress code policies ➤ share ideas to help continue growing a united community 	<p>I believe I will be successful in school, and to show this I will:</p> <ul style="list-style-type: none"> ➤ take responsibility for my own education ➤ come to class on time every day ➤ come to school ready to learn ➤ model behaviors that promote learning ➤ demonstrate the MLA Habits of Heart and Mind ➤ be responsible for my own behavior ➤ be a cooperative learner ➤ ask for help when I need it ➤ carry information between school and home ➤ regularly return my completed homework on time ➤ read or be read to in English or Spanish at home at least 30 minutes every day ➤ work to resolve conflicts in a peaceful manner
<p style="text-align: center;">MLA Community Pledge</p> <p>We will work together as a community to support and nurture creative, high-achieving, thoughtful, self-motivated learners, actively involved in their own learning in order to transform the school, their community and the world.</p>		



Strategic Resource Planning



School Site Council Membership Roster (2019-2020)

School Name: MELROSE LEADERSHIP ACADEMY

Chairperson : ELENA PEREZ

Vice Chairperson: TAINO MESA

Secretary: JT TAYLOR

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Brianne Zika	X				
Taino Mesa					X
Luis Ceja				X	
Andrea Lowe				X	
Maria Elena Perez				X	
JT Taylor				X	
Holly Welch			X		
Anabel West		X			
Caroline Miazgowicz		X			
Andy Acosta		X			

Meeting Schedule
(day/month/time)

Every 2nd Thursday of each month at 5:30 PM

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups;
2. There MUST be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff

AND

5 Parents/Community
Members/Student