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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy

Ask of the Board Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Melrose Leadership Academy
CDS Code: 1612596118640
Principal: Denise Saddler
Date of this revision: 5/16/20

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: Denise Saddler	Position: Principal
Address: 4730 Fleming Avenue Oakland, CA 94619	Telephone: 510-535-3832 Email: denise.saddler@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/16/2023

The District Governing Board approved this revision of the SPSA on:

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Melrose Leadership Academy **Site Number:** 235

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" 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 | <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 checked="" type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 EDC § 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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 16th, 2023

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, ParentSquare blasts, etc.)

Signatures:

Dr. Denise Saddler
Principal


Signature

 5/18/23
Date

Alison Yin
SSC Chairperson


Signature

 5/18/23
Date

Kathleen Arnold
Network Superintendent

Signature

5/18/23
Date

Lisa Spielman
Director, Strategic Resource Planning


Signature

 5/22/2023
Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/13/2022	School Site Council	Reviewed projected Title 1 budget approximation and voted on intended use of Title 1 funds.
1/10/2023	School Site Council	In light of budget updates, revised vote on intended use of Title 1 funds.
2/7/2023	ILT	Identified Priority Strengths, Root Causes of challenges, Challenges and Root Causes of challenges
2/21/2023	School Site Council	SPSA review and program evaluation. Reviewed budget priorities.
3/13/2023	Culture and Climate	CCSPP grant application and 23-24 school culture planning.
3/14/2023	ILT	Stages of ELD implementation reflection and action planning.
3/28/2023	School Site Council	Revision of 23-24 SPSA
4/11/2023	School Site Council	Revision of ELD Task Card
5/16/2023	School Site Council	Revision and Approval of SPSA

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$116,655.00
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	\$669,768.07

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)	\$113,625	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$47,010	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,030	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$306,935	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$144,896	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$54,272	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$116,655	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$553,113	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$669,768
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

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 660 TK-8 students. In 2021-2022, 50.9% qualified for free- or reduced-price lunch.

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 660 students in 2022-2023.

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 three 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
47.7%	52.2%	36.4%	4.2%	1.3%	0.0%	50.9%	9.5%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
6.0%	16.0%	65.8%	0.7%	0.8%	0.0%	0.5%	8.2%

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

School Goal for College, Career & Community Readiness: By May 2024, we will meet and surpass our pre-pandemic (2019) overall rates of proficiency in math, reading in English, and reading in Spanish. Students in TK-2 will return to their pre-pandemic Spanish reading proficiency levels by 2024, closing 50% of the gap in 2022 and 50% of the gap in 2023. Students in 3-8 demonstrate their strong skills in English Language Arts by increasing their mastery on standards-based assessments. English Learners in 3-8 will increase their English achievement at double the rate of their English only-peers as measured by the IAB, iReady, and/or RI. Students in 3-8 demonstrate their strong skills in math by increasing their mastery on standards-based assessments.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	n/a	n/a	<i>not available until Fall 2023</i>	50.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	n/a	n/a	<i>not available until Fall 2023</i>	50.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	n/a	25.4%	<i>not available until Fall 2023</i>	50.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-30.8	n/a	-1.8	<i>not available until Fall 2023</i>	14.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	47.2%	42.70%	<i>not available until Fall 2023</i>	55.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
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SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-68.9	n/a	-47.2	<i>not available until Fall 2023</i>	-27.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	20.30%	<i>not available until Fall 2023</i>	30.0%
CAST (Science) at or above Standard	All Students	25.5%	n/a	41.3%	<i>not available until Fall 2023</i>	35.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal Student Groups: English Learners and Students with Special Needs in grades 3-8 will increase their standards-based English Language Arts achievement at double the rate of their English only and general ed peers as measured by the IAB or SBAC.
 English Learners and Students with Special Needs in grades 3-8 will increase their standards-based Math achievement at double the rate of their English only and general ed peers as measured by the IAB or SBAC.
 All students continuously grow towards meeting or exceeding standards in Language Arts.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-114.6	n/a	-126.7	<i>not available until Fall 2023</i>	-94.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-115.4	n/a	-118.9	<i>not available until Fall 2023</i>	-100.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	21.4%	21.1%	<i>not available until Fall 2023</i>	30.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-142.4	n/a	-119.7	<i>not available until Fall 2023</i>	-122.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-137.4	n/a	-135.6	<i>not available until Fall 2023</i>	-117.0

Reclassification Measures & Annual Targets

**Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	12.0%	4.8%	19.0%	<i>not available until Fall 2023</i>	15.0%
LTEL Reclassification	Long-Term English Learners	15.4%	0.0%	21.7%	<i>not available until Fall 2023</i>	15.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for Student & Family Students decrease chronic absenteeism by 10%.

Engagement: 80% of the students who take the CHKS survey will report feeling connected to school.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	63.7%	76.7%	82.0%	<i>not available until Fall 2023</i>	85.0%
Out-of-School Suspensions	All Students	0.3%	n/a	0.8%	<i>not available until Fall 2023</i>	0.3%
Out-of-School Suspensions	African American Students	0.0%	n/a	0.8%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	4.4%	n/a	0.8%	<i>not available until Fall 2023</i>	3.0%
Chronic Absenteeism	All Students	4.9%	4.7%	21.2%	<i>not available until Fall 2023</i>	3.0%
Chronic Absenteeism	African American Students	0.0%	0.0%	24.3%	<i>not available until Fall 2023</i>	0.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for High-Quality Staff: Retention rate of 80% for all staff.

Staff have the resources, support, and relationships they need to do their best work.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	81.8%	73.3%	76.9%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	<ul style="list-style-type: none"> - Over 68% of Kinder students know their letters by February - In 5th Grade 21-22, 77.8% of students met or exceeded standard in ELA, 59% of students met or exceeded standard in Math, and 58.5% of students met or exceeded standard in Science - In 4th Grade 21-22, 62.5% of students met or exceeded standard in ELA 	<ul style="list-style-type: none"> - Kinder students receiving consistent support from reading tutors - In 5th Grade 21-22, Math was only taught in English, creating greater exposure to Math academic vocabulary - Additionally, the 5th grade team included 3 veteran teachers with familiarity with the curriculum - The 4th Grade teacher received coaching from the 5th Grade teacher in ELA instruction - Both the 4th and 5th Grade ELA teachers provided high levels of differentiation to support students
<i>LCAP Goal 2: Focal Student Group Supports</i>	<ul style="list-style-type: none"> - ELD: English Learners are reclassifying at more of a steady increase than in the past - Newcomers are developing English language skills at a greater rate than in the past - SLA: Socioeconomically disadvantaged students made significant growth according to iReady ASR 	<ul style="list-style-type: none"> - TSA led PD & collaboration time to support teachers in identifying language strategies - Reading intervention model prioritizes support for students who are reading below grade level - Implementation of Tier 2 strategies to provide greater access to complex text for all students
<i>LCAP Goal 3: Student & Family Engagement</i>	<ul style="list-style-type: none"> - Student connectedness to school has increased - Chronic absences in grades 4th-6th & 8th have decreased - Strong connection with PTSA through coffee with the principal and morning volunteer greetings 	<ul style="list-style-type: none"> - Grade level teams host weekly "apoyo" meetings - COST team holds weekly meetings with more focus on upper grades - Supportive structures to facilitate more touchpoints between school admin and families
<i>LCAP Goal 4: Staff Supports</i>	<ul style="list-style-type: none"> - 5th Grade iReady growth midyear is at 45.6% - Kinder Spanish letter identification approaching mastery 	<ul style="list-style-type: none"> - Maxwell campus teachers have been provided with additional grade level collaboration time - Ongoing PD cycles and extended contract hours available to teachers

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	<ul style="list-style-type: none"> - Math proficiency continues to trail behind ELA in all grade levels - There is a significant performance discrepancy between elementary and middle school proficiency in Math in ELA (elementary students are performing at a higher rate and performance declines in middle school) 	<ul style="list-style-type: none"> - High teacher turnover impacting Math classrooms and Middle School grades - There is no consistent system in Middle School for targeted intervention - There are a higher number of newcomers in the Middle School grades who have received consistent instruction in CCSS and so there are more foundational gaps to fill
<i>LCAP Goal 2: Focal Student Group Supports</i>	<ul style="list-style-type: none"> - Not all teachers are implementing ELD practices in core curriculum - ELD: ELL's are reclassifying at a lower rate than in the past - Math: There are some gaps in math proficiency between overall performance and subgroups - SLA: ELL students, low income students, and students with IEPs are making less academic progress than peers 	<ul style="list-style-type: none"> - ELD: While middle school teachers do have time in their schedule for designated ELD, walkthrough data shows that teachers are not implementing ELD practices in this space -- there is a need for focused PD and instructional design in our ELD spaces. ELA teachers need integrated ELD PD as well - Math: Core teachers have a math intervention block in the afternoons but it functions as a study hall for most students given teacher burnout and lack of planning time - SLA: Teachers need more coaching and PD on strategies for differentiation without lowering the standard and cognitive load for students
<i>LCAP Goal 3: Student & Family Engagement</i>	<ul style="list-style-type: none"> - Chronic absences in TK-3rd and 7th have increased 	<ul style="list-style-type: none"> - Apoyo meetings not happening in TK-2nd grades - COST focus has been prioritized around upper elementary and middle school students, and therefore lower grade students are not getting enough early intervention strategies - Teachers need more training and planning time for SEL, Crew, restorative justice practices
<i>LCAP Goal 4: Staff Supports</i>	<ul style="list-style-type: none"> - 7th & 8th Grades have the lowest SBAC scores - Math proficiency trails behind ELA proficiency - Chronic absenteeism is at 21.4% as a school (goal was 3%) - TSAs are not able to support all teachers and students who need the help 	<ul style="list-style-type: none"> - Students do not have access to sufficient intervention services in middle school - Math content and language development are not consistently aligned - We need more support and stronger tiered strategies in place to support absenteeism - Lack of substitutes and staffing capacity requires TSAs to have to cover classes and fill-in in other ways, taking time away from coaching and intervention

1D: IDENTIFIED NEED

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

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

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Melrose Leadership Academy

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We have implemented many of the strategies and actions mapped out in our 2022-2023 SPSA.

- For area 1 (conditions for student learning), we had a specific focus on implementing morning meeting in grades TK-3 and on implementing Crew in grades 4-8. We were successful in creating space for these daily check-ins to occur, but our teachers continue to need support with planning intentional activities during this time. Teachers continue to need significant support to make crew a successful Tier 1 community building support. We continue to implement RJ as a practice at MLA and held multiple circles over the course of the year to support both students and their families in repairing harm that was caused. That said, most of the RJ circles are held by the admin team. There is a need for additional PD and support so that teachers can begin to hold their own circles with students. We saw a significant increase in identity-based harm this year, particularly as it relates to gender, race, and sexuality. This is why we shifted our attention mid-year to intentional crew planning.

- For area 2, (standards based instruction), we had a specific focus on ensuring the conditions were in place for students to have access to rigorous, grade level instruction in each core content area. We rebuilt the schedule for both campuses to ensure there was enough instructional time allocated to each core subject, we began implementing Benchmark adelante and advance in TK-3, Heggerty in TK-2, EM2 in TK-5, OpenUp in 6-8, and the EL Modules in 4-8. Students continue to have access to FOSS in 3-8 as well. While we were able to ensure teachers are accessing and using the adopted materials in each grade, we have not yet implemented PD cycles aligned to each of the curriculum or instructional practices. TK-2 participated in a PD cycle on the fall based on Heggerty, and a winter PD cycle based on Benchmark. 4-8 participated in inquiry cycles by department, but the cycles were not specifically aligned to the curriculum, as they were self-led. Part of the challenge we continue to face is that our admin team is stretched incredibly thin and there is limited capacity to design and lead separate PD for both sites. We implemented iReady in grades K-5 to monitor reading achievement in Spanish and English and to monitor math achievement. We provided access to reading intervention for students below grade level in 1st through 3rd grade, small group reading instruction for students in TK and K, and small group math intervention for students in 3rd through 5th grade. Middle schoolers had access to intervention twice a week through a daily study skills block taught by their math teacher, or ELD block taught by their ELA teacher.

- For area 3 (language and literacy), we had a specific focus on refining the language allocation to ensure students were getting access to the appropriate amount of English and Spanish literacy, along with ELD support. We were able to make some significant shifts in 2nd and 3rd grades in the ELA allocation. Our 5th through 8th graders now have access to designated ELD for the first time. Our newcomers are weaving in and out of the grade level mainstream class in a seamless manner. What we are missing is specific PD focused on supporting language learners due to not having any staff that can lead PD at MLA.

- For area 4 (staff conditions), we had a specific focus on building community across sites, building teams within grade levels, launching affinity groups with our Equity Leadership Team, and giving teachers differentiated PD in which they had some voice and choice. We restructured the daily schedule so that teachers in grades 2-8 have common prep at least 3 times a week, and teachers in grades TK-1 have common prep at least 1 time a week, and 2 other preps for coaching and individual prep. This collaborative prep time enabled teams to make great progress in collaborative planning and streamlined the schedules for both staff and students. Teachers shared they were appreciative of the extra prep every week, though teachers in TK-1 shared frustration that their 2nd-5th grade colleagues had 30 min more prep per week than they did. This was due to the scheduling challenges of having staff go back and forth between the sites. It will continue to be a challenge next year. Further, while we launched our Equity Leadership Team led by 5 teachers, the team was not yet able to launch any PD or affinity groups for the staff, as they shared they were still not yet ready. They did join the Rebel Leader Collective through the National Equity Project and are continuing to build their capacity to lead their colleagues in equity work.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

See the analysis above.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to a continued shortage in subs, our leadership team had to step into classroom spaces frequently as teachers. Additionally, MLA's Principal left midyear. As a result, many of the big picture goals and plans for professional development and school culture were put on hold, as our leadership team was consistently in classroom spaces or responding to student conflict. Our TSAs were originally allocated to support with professional development and coaching for teachers but also had to shift some of their work to supporting day-to-day operations in absence of a full-time principal.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? (Qualitative/quantitative data is required. Describe growth/change using data/metrics.)	Based on this evaluation, what will you change, continue, or discontinue? Why?
10 Month Teacher on Special Assignment (TSA)	i-Ready Math at or above Mid-Grade	Teachers will implement daily rigorous lessons aligned to the ELA and math CCSS, using agreed upon elements of highquality CCSS-aligned curricula	Our TSA facilitated a PD inquiry cycle on Math instruction. The PD cycle included walkthroughs and feedback. The percentage of students 3-4 years below grade level in the Math iReady Diagnostic decreased from 14.8 % to 14.3 % in 2022-2023 in 5th Grade and across grade levels.	Continue this title 1 expenditure as our TSA position is critical in supporting and coaching teachers which has a direct impact on student achievement
Extended Contracts for Teachers	Chronic Absenteeism	Teachers host RJ circles when conflicts arise that support students in repairing harm.... Therefore students will feel safer attending school everyday...	Once conflicts are resolved and students have the necessary tools to repair harm, more time is focused on learning. Teachers hosted parent orientation in the first weeks of school where procedures and expectations were shared. This included the importance of attendance and absenteeism impact on student achievement. Our overall absenteeism decreased from 7.2 % in 21-22 to 6.4% in 23-24.	Continue to support attendance to increase student achievement through SART and SARB. Attendance recognition during Assemblies. Teachers need continued training and skill building to support holding RJ circles.

<p>Extended Contracts for Teachers</p>	<p>College/Career Readiness</p>	<p>Students who are reading one year or more below grade level will have access to reading intervention in K-2.</p>	<p>Reading Intervention is provide to small groups in K-2 by our Reading Intervention Specialist and Reading Tutors two to four times a week. Students in these small groups show consistent growth in the reading skills.97% of our students receiving reading intervention have made steady progress towards reaching Grade level Standards. 3% have not and have been referred for further testing 5% have reached grade level standards and exited the reading intervention program.</p>	<p>Our Data shows that students receiving Reading Intervention showed consistent growth.</p>
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2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Melrose Leadership Academy

School ID: 235

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

LCAP Goal 1: All students graduate college, career, and community ready.

School Priority:	MLA students will have access to standards-aligned tier 1 curriculum in each of their classes.				
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 in June - continuous support in how to effectively use the curriculum materials 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>				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will participate in curriculum week over the summer to deepen their understanding of the math and ELA standards and the adopted SLA, ELA, and Math curricula.	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.	All classes have a year-long curriculum map based in the standards (K-2) Teachers have unpacked standards and understand standard connections to curriculum.	We will meet and surpass our pre-pandemic (2019) overall rates of proficiency in math, reading in English, and reading in Spanish.	Tier 1

1-2	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	All classes have daily standards-aligned learning targets.	Students in 3-8 demonstrate their strong skills in English Language Arts by increasing their mastery on standards-based assessments.	Tier 1
1-3	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.	Report cards and Student-Led Conferences report out on student standard mastery. Action plans and student groupings are created based on reponse to data analysis.	We will meet and surpass our pre-pandemic (2019) overall rates of proficiency in math, reading in English, and reading in Spanish.	Tier 1
1-4	Students who are reading one year or more years below grade level will have access to reading intervention in TK-2.	Leaders will identify an equity-based formula to support the intervention schedule.	Students reading below grade level have access to instruction with intervention teacher and reading tutors. SIPPS intervention schedule in place.	Students in TK-2 will return to their pre-pandemic reading proficiency levels by 2024, closing 50% of the gap in 2022 and 50% of the gap in 2023.	Tier 2
1-5	All teacher will be supported in developing expeditions aligned to standards during summer and fall curriculum planning days.	Leaders will provide professional development in expedition design.	Expedition plans and Standard-Target-Assessment Plans are documented.	Students in 3-8 demonstrate their strong skills in English Language Arts by increasing their mastery on standards-based assessments.	Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	All students will have access to high-quality Tier 1 literacy curriculum and instruction in both Spanish Language Arts and English Language Arts that follows the MLA language allocation model.
School Theory of Change:	<p>If we provide students with rigorous literacy instruction through</p> <ul style="list-style-type: none"> - ensuring schedules meet the ratio of Spanish: English minutes according to OUSD's 90/10 language allocation - clarifying the core instructional experiences of each grade level in Spanish and English - 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 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>
Students to be served by these actions:	<i>All students will have access to high-quality Tier 1 literacy curriculum and instruction in both Spanish Language Arts and English Language Arts that follows the MLA language allocation model.</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers will teach language targets in their daily lessons.	Leaders will ensure teachers have professional development input and coaching opportunities to develop language targets.	Language target map for each grade level.	All students continuously grow towards meeting or exceeding standards in Language Arts.	Tier 1
2-2	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.	MLA Assessment Data Tracker	All students continuously grow towards meeting or exceeding standards in Language Arts.	Tier 1

2-3	Teachers will monitor student progress in mastering language targets in their particular content area.	Leaders will provide middle schools teachers with a progress monitoring platform -- jumprope.	MLA jumprope data	All students continuously grow towards meeting or exceeding standards in Language Arts.	Tier 1
2-4	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.	Schedule aligns to language allocation model.	All students continuously grow towards meeting or exceeding standards in Language Arts.	Tier 1
2-5	Teachers will identify opportunities for transfer between English and Spanish.	Leaders will shape inquiry-based PD to support teachers in identifying opportunities for transfer.	Language target map for each grade level.	All students continuously grow towards meeting or exceeding standards in Language Arts.	Tier 1
2-6	Visual arts, music, PE, library, and electives teachers will be supported in implementing integrated ELD strategies.	Leaders will hire highly qualified electives teachers.	Fully hired electives team on both campuses.	All students continuously grow towards meeting or exceeding standards in Language Arts.	Tier 1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	
School Priority:	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:	<p>If we create an environment in which...</p> <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, <p>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.</p>
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	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.	Students participate in tier 1 crew lessons 3-5 times a week.	Students decrease chronic absenteeism by 10%. 80% of the students who take the CHKS survey will report feeling connected to school.	Tier 1
3-2	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.	Students have options to participate in RJ when there is a conflict.	Students decrease chronic absenteeism by 10%. 80% of the students who take the CHKS survey will report feeling connected to school.	Tier 2
3-3	Teachers host parent orientations in the first few weeks of school to build relationships with families.	Leaders create calendar that prioritizes orientations in the fall. Leaders support teachers and parents in using ParentSquare app.	All students and parents participate in 2-3 conferences per year.	Students decrease chronic absenteeism by 10%. 80% of the students who take the CHKS survey will report feeling connected to school.	Tier 1
3-4	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.	All students receive character feedback on their report cards.	Students decrease chronic absenteeism by 10%. 80% of the students who take the CHKS survey will report feeling connected to school.	Tier 1

3-5	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.	Students participate in a monthly asamblea and celebrations are shared.	Students decrease chronic absenteeism by 10%. 80% of the students who take the CHKS survey will report feeling connected to school.	Tier 1
3-6	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 send a bulletin twice a month via Smore and ParentSquare.	Bulletin goes out 2 times per month. Families report feeling informed by the school.	Students decrease chronic absenteeism by 10%. 80% of the students who take the CHKS survey will report feeling connected to school.	Tier 2
3-7	Classified staff learn how to implement PBIS and RJ strategies to support students during lunch and recess.	Leaders will coordinate PD opportunities for classified staff to learn RJ and PBIS practice together as one system.	Students participate in RJ circles if a conflict occurs on the yard.	Students decrease chronic absenteeism by 10%. 80% of the students who take the CHKS survey will report feeling connected to school.	Tier 1
3-8	Teachers will identify room parents for coordinating and ensure parent communication about school events and parent groups.	Leaders will coordinate a calendar and space to establish regularly scheduled meetings with various parent groups.	Meeting calendar for parent groups: FOAD, Padres Unidos, LGBTQ, PTSA	Students decrease chronic absenteeism by 10%. 80% of the students who take the CHKS survey will report feeling connected to school.	Tier 1

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Priority:	MLA teachers will have opportunities build trusting and authentic collaborative relationships while continuing to focus on improving their practice. 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"> - Authentic opportunities to connect and build meaningful relationships with faculty and staff - Weekly PLCs facilitated by teacher-leaders - Creative choice in shaping their own inquiry to drive their professional practice - Weekly collaboration with grade level team and admin focused on alignment, pacing and instruction - Opportunities to monitor student progress through looking at student work and assessments in PLCs - Access to high-quality, published, standards-aligned curriculum - Personalized support for new teachers to MLA <p>then teachers will increase their collective efficacy and impact on student learning.</p>

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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.	Expedition maps and STAs.	Retention rate of 80% for all staff. Staff have the resources, support, and relationships they need to do their best work.	Tier 1
4-2	All teachers will participate in a coaching cycle with an administrator or TSA.	Leaders will host coaching cycles for each teacher.	Coaching calendar	Retention rate of 80% for all staff. Staff have the resources, support, and relationships they need to do their best work.	Tier 1

4-3	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.	Teachers will have basic supplies yearround.	Retention rate of 80% for all staff. Staff have the resources, support, and relationships they need to do their best work.	Tier 1
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CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Black students, families, and staff will feel welcome and an important part of MLA's community.
School Theory of Change:	If Black students, families, and staff have access to spaces in which their voices are centered and their identities are affirmed, they will feel welcome and an important part of MLA's community.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Grade level teams will generate crew and morning meeting plans that support all students in respecting each others' unique identities.	Leaders will prioritize time for grade level teams to plan crew and morning meeting activities; will partner with EL Education for input and support.	Crew and morning meeting plans.	Students decrease chronic absenteeism by 10%. 80% of the students who take the CHKS survey will report feeling connected to school.	Tier 1
5-2	Teachers will build authentic connections and relationships with Black students and their families.	Leaders will support teachers leading Spanish workshops with Black families in partnership with FoAD.	At least 2 workshops held for Black families during the school year. Meeting with FoAD at least once per month.	Students decrease chronic absenteeism by 10%. 80% of the students who take the CHKS survey will report feeling connected to school.	Tier 2

5-3	Staff will support students in building friendships across lines of difference.	Leaders will provide PD to support teachers in this work.	PD on race and identity work.	Students decrease chronic absenteeism by 10%. 80% of the students who take the CHKS survey will report feeling connected to school.	Tier 1
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Reference your required pre-work: Stages of ELD Implementation Self-Assessment</i>	
School Priority:	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:	<p>If classified English Learners have access to daily targeted designated ELD, including:</p> <ul style="list-style-type: none"> - providing a protected time in every English Learner's schedule for the appropriate amount of designated ELD - providing designated ELD instruction that draws from the Tier 1 curriculum and content - providing designated ELD instruction that targets students growth areas according to ELPAC - providing opportunities for ELs to collaborate through talk - providing ELs and their families with consistent feedback on language acquisition targets and goals - providing integrated ELD opportunities that enable students to collaborate with language models - providing integrated ELD opportunities that support students with accessing the core content - authentically partnering with families of English Learners to support their childrens' language acquisition <p>then English Language Learners will increase their language acquisition.</p>
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers will look at ELL data to understand which students in their classrooms are ELLs, LTELs, EOs, and RFEPs.	Leaders will plan for and provide time in PD to look at data at beginning of year and understanding the language needs of students.	PD calendar and presentation. Teachers can identify the language designations of their students.	English Learners in 3-8 will increase their English achievement at double the rate of their English only-peers as measured by the IAB, iReady, and/or RI.	Tier 1
6-2	Teachers will provide appropriate scaffolds for language support.	Leaders will plan for cycle of inquiry around GLAD implementation.	Observation of GLAD strategies being used in the classroom.	English Learners in 3-8 will increase their English achievement at double the rate of their English only-peers as measured by the IAB, iReady, and/or RI.	Tier 1
6-3	English Language instruction is happening for 120 minutes per week.	Leaders work with grade levels to ensure there are 120 weekly minutes of ELD in their instructional schedules.	Instructional schedules reflect 120 minutes of ELD.	English Learners in 3-8 will increase their English achievement at double the rate of their English only-peers as measured by the IAB, iReady, and/or RI.	Tier 1

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	All students will have access to high quality Spanish instruction.
School Theory of Change:	If students have access to Spanish instruction following the 90-10 model, they will be literate in both Spanish and English by the end of the 3rd grade, and they will receive the biliteracy pathway award.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES	WHICH MTSS TIER DO THESE
7-1	n/a				

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Extended Contracts for PD	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Leaders provide extended contract time and professional development support for teachers to design crew plans.	235-1
STIP Teacher	\$75,888	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	7572	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	All teachers will participate in a coaching cycle with an administrator or TSA.	235-2
STIP Teacher	\$83,421	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8230	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	All teachers will participate in a coaching cycle with an administrator or TSA.	235-3
Early Literacy Tutor	\$32,198	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7471	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Students who are reading one year or more years below grade level will have access to reading intervention in TK-2.	235-4
Early Literacy Tutor	\$32,636	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8010	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Students who are reading one year or more years below grade level will have access to reading intervention in TK-2.	235-5
Early Literacy Tutor	\$35,123	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8006	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Students who are reading one year or more years below grade level will have access to reading intervention in TK-2.	235-6
School Enrichment Recess Coach	\$3,893	LCFF Discretionary	2205	Classified Support Salaries	7747	School Enrichment Recess Coach	0.05	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Classified staff learn how to implement PBIS and RJ strategies to support students during lunch and recess.	235-7

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$2,397	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will have access to basic supplies to ensure all students feel welcome and ready to engage in learning.	235-8
Copy Machine Maintenance	\$3,500	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will have access to basic supplies to ensure all students feel welcome and ready to engage in learning.	235-9
Clinical Interns	\$20,000	LCFF Discretionary	5739	Mental Health Provider	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Staff will support students in building friendships across lines of difference.	235-10
EL Contract	\$17,220	LCFF Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Leaders will provide professional development in expedition design.	235-11
Teacher, Bilingual	\$6,752	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Teacher, Bilingual	0.05	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Teachers will provide access to high quality instruction in both Spanish and English daily.	235-12
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$22,244	LCFF Supplemental	1105	Certificated Teachers' Salaries	2274	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Visual arts, music, PE, library, and electives teachers will be supported in implementing integrated ELD strategies.	235-13
Teacher, Bilingual	\$29,951	LCFF Supplemental	1105	Certificated Teachers' Salaries	7205	Teacher, Bilingual	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers will provide access to high quality instruction in both Spanish and English daily.	235-14

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Teacher	\$30,355	LCFF Supplemental	1105	Certificated Teachers' Salaries	9151	STIP Teacher	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Visual arts, music, PE, library, and electives teachers will be supported in implementing integrated ELD strategies.	235-15
Teacher, Structured English Immersion	\$35,498	LCFF Supplemental	1105	Certificated Teachers' Salaries	7549	Teacher, Structured English Immersion	0.45	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Visual arts, music, PE, library, and electives teachers will be supported in implementing integrated ELD strategies.	235-16
10-Month Classroom Teacher on Special Assignment (TSA)	\$62,882	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8843	10-Month Classroom Teacher on Special Assignment (TSA)	0.50	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Leaders will identify an equity-based formula to support the intervention schedule.	235-17
10-Month Teacher on Special Assignment (TSA)	\$100,106	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Teacher on Special Assignment (TSA)	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Leaders will ensure teachers have professional development input and coaching opportunities to develop language targets.	235-18
School Enrichment Recess Coach	\$11,678	LCFF Supplemental	2205	Classified Support Salaries	7747	School Enrichment Recess Coach	0.15	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Classified staff learn how to implement PBIS and RJ strategies to support students during lunch and recess.	235-19
Supplies	\$4,468	LCFF Supplemental	4300	Materials & Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teachers will have access to basic supplies to ensure all students feel welcome and ready to engage in learning.	235-20
To be allocated in Fall 2023.	\$3,000	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	i-Ready Reading at or above Mid-Grade	Leaders will ensure teachers have professional development input and coaching opportunities to develop language targets.	235-21

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$87,289	Measure G, Library Support	1105	Certificated Teachers' Salaries	75	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.60	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Visual arts, music, PE, library, and electives teachers will be supported in implementing integrated ELD strategies.	235-22
Extended Contracts	\$2,311	Measure G1	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers host RJ circles when conflicts arise that support students in repairing harm.	235-23
11-Month Community School Manager	\$57,462	Measure G1	2305	Classified Supervisors' and Administrators' Salaries	3480	11-Month Community School Manager	0.40	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Leaders train core day and after school teachers in the process of holding RJ circles through modeling.	235-24
Teacher, Structured English Immersion	\$43,387	PTA/PTO Donations	1105	Certificated Teachers' Salaries	7549	Teacher, Structured English Immersion	0.55	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Visual arts, music, PE, library, and electives teachers will be supported in implementing integrated ELD strategies.	235-25
Early Literacy Tutor	\$4,600	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7471	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Students who are reading one year or more years below grade level will have access to reading intervention in TK-2.	235-26
Early Literacy Tutor	\$4,662	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8010	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Students who are reading one year or more years below grade level will have access to reading intervention in TK-2.	235-27
Early Literacy Tutor	\$5,018	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8006	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Students who are reading one year or more years below grade level will have access to reading intervention in TK-2.	235-28

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$23,013	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	1632	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Students who are reading one year or more years below grade level will have access to reading intervention in TK-2.	235-29
10-Month Classroom Teacher on Special Assignment (TSA)	\$97,698	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	7745	10-Month Classroom Teacher on Special Assignment (TSA)	0.70	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	All teachers will participate in a coaching cycle with an administrator or TSA.	235-30
Math Supplies	\$2,302	Salesforce Principal Innovation Fund	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will have access to basic supplies to ensure all students feel welcome and ready to engage in learning.	235-31
Extended Contracts	\$3,030	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers host parent orientations in the first few weeks of school to build relationships with families.	235-32
Teacher, Bilingual	\$66,438	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	1048	Teacher, Bilingual	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Students who are reading one year or more years below grade level will have access to reading intervention in TK-2.	235-33
10-Month Classroom Teacher on Special Assignment (TSA)	\$41,870	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7745	10-Month Classroom Teacher on Special Assignment (TSA)	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Teachers will implement daily rigorous lessons aligned to the ELA and math CCSS, using agreed upon elements of high-quality CCSS-aligned curricula	235-34
Extended Contracts	\$5,316	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	Teachers will monitor student progress on district assessments.	235-35

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$23,013	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	1632	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Students who are reading one year or more years below grade level will have access to reading intervention in TK-2.	235-36



Melrose Leadership Academy

2022-2023

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, the teacher and family agree upon goals, and strategies to support the students in meeting these goals at home and 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, the teacher and family agree upon goals, and strategies to support the students in meeting these goals both in 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 are shared via a bi-monthly Bulletin in 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 every week 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 and 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 affecting children and families and 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, and 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.

Jointly developed on Oct. 13, 2022

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 October 13, 2022, and will be in effect for the period of August 8, 2022, to May 25, 2023.

The school will distribute this policy to all parents.

Lisa Contreras
Name of Principal

Lisa Contreras
Signature of Principal

10/13/22

Please attach the School-Parent Compact to this document.



School-Parent Compact

2022-23

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2022-23 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of its ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - A. Hold all students to high standards of student achievement in character, mastery of knowledge and skills, and high-quality work.
 - B. Implement the OUSD-adopted curriculum for literacy, math, science, social studies, and the arts.
 - C. Provide enriching and empowering curricular experiences in alignment with the
 - D. Expeditionary Learning (EL Education) core practices include authentic projects, fieldwork, and visits with experts that support students in making a positive change toward social justice in their community.
 - E. Implement culturally responsive inclusive learning experiences and enable all students' participation while fostering collaboration and teamwork.
 - F. Implement the OUSD-adopted assessment schedule to monitor student progress; share feedback transparently with students to support them in developing agency, revising their work, and meeting their learning goals.
 - G. Provide intervention and difference whenever possible and appropriate to support students who are performing below grade level.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - A. Each MLA teacher will host at least two (2) family conferences for each student per year -- one in the fall and one in the spring.
 - B. Conferences will have a uniform agenda across grade levels.
 - C. Conferences will give families the opportunity to learn about their child's progress towards meeting grade-level standards and character learning targets.
 - D. Students will lead their own conferences, with the support of their crew leader or teacher, beginning (at the latest) towards the end of 3rd grade.
- 3) Provide parents with frequent reports on their children's progress and assistance in**

understanding the state's academic content standards and assessments and how to monitor and improve their children's achievement.

- A. Elementary report cards are made available to families at the end of each trimester via the Aeries Parent Portal and are reviewed during Parent-Teacher conferences.
 - B. Middle School progress reports and report cards are made available to families at the end of each marking period via the Aeries Parent Portal.
 - C. Each MLA teacher hosts an annual Back to School Night within the first 8 weeks of the school year to share an orientation to the learning goals for the year.
 - D. Elementary Teachers will share weekly grade-level newsletters with families, describing the learning targets of focus for the week, long-term projects of note, and upcoming state assessments.
 - E. Upper Elementary and Middle School Teachers will share academic updates with families by consistently updating students' learning target mastery on Jumprope.
 - F. Each MLA teacher hosts two (2) annual EXPOs -- expositions of student learning -- in which students present their high-quality work to their families and to the community and share the process they followed to complete their work.
 - G. Families of students who are in need of intervention or additional support participate as a member of SST, IEP, and 504 team meetings.
- 4) Provide parents with reasonable access to staff.**
- A. Teachers will respond to parent virtual communication (emails, phone calls to the office, and ParentSquare messages) within 24 hours on working days.
 - B. Families may reach out to their school's site leader to request an in-person meeting with the teacher, should further collaboration and clarification be necessary are virtual communication has already been attempted.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class and observe classroom activities.**
- A. MLA's family leadership groups, such as the PTSA, Padres Unidos, FoAD, and GreenTeam, coordinate parent involvement in volunteer activities.
 - B. All MLA family communication is translated into Spanish.
- 6) Provide parents with materials and training to help them improve their children's academic achievement.**
- A. MLA's family leadership groups, such as the PTSA, Padres Unidos, and FoAD, collaborate with school staff to host workshops for families.
 - B. MLA's SELLS committee shares information with MLA families regarding the reclassification of English Learners.
 - C. On occasion, individual teachers and teams of teachers may host a parent event such as a "math night" to support families in learning how to support their students at home.
- 7) Educate staff members on the value of parent and family member contributions and on how to work with parents and family members as equal partners.**
- A. During staff onboarding, teachers are introduced to MLA's family leadership groups and are trained in MLA's approach to family engagement.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- A. All MLA family communication is translated into Spanish.
 - B. MLA's Leadership Team sends a Bullen to families 1-2 times per month. The Bullen includes upcoming events and essential information.

- C. MLA families are encouraged to download and log into the ParentSquare application to receive communications from the District, School, and their child's teacher.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Embody the agreements described in the MLA Home-School-Community Pledge.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Embody the agreements described in the MLA Home-School-Community Pledge and follow the rules in the MLA Parent Handbook.
- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular me.

Student Responsibilities

As a student, I agree to carry out the following responsibilities to the best of my ability:

- Embody the agreements described in the MLA Home-School-Community Pledge and follow the rules in the MLA Student Handbook.

This Compact was adopted by the Melrose Leadership Academy on **October 13, 2022**, and will be in effect from August 8, 2022, to May 25, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2022.

Lisa Contreras
Name of Principal

Lisa Contreras
Signature of Principal

10/13/22



Strategic Resource Planning (SRP)

MELROSE LEADERSHIP ACADEMY

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Alison Yin
Vice Chairperson:	Lateefa Ali
Secretary:	Shannon Darcy

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

	Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
1	Lisa Contreras	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
1	Marina Carrillo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
0	Gloria Garcia	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1	Julie Palacios	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
0	Mary Ramos	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
1	Shannon Darcey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Alison Yin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Lateefa Ali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Senhit Gamble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
0	Isadora S.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Every 3rd Tuesday of each month at 5:15 p.m.
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members