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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Melrose Leadership Academy



2025-26 School Plan for Student Achievement (SPSA)

School: Melrose Leadership Academy
CDS Code: 1612596118640
Principal: Jonathan Mayer
Date of this revision: 4/21/25

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: Jonathan Mayer	Position: Principal
Address: 4730 Fleming Avenue Oakland, CA 94619	Telephone: 510-535-3832 Email: jonathan.mayer@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/21/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Melrose Leadership Academy

Site Number: 235

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☐ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/21/2025

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:

Jonathan Mayer

Principal

Jonathan Mayer

Signature

4/23/2025

Date

Juan Vaca

SSC Chairperson

Juan Vaca

Signature

4/25/2025

Date

SELLS Representative (optional)

Signature

Date

Monica Thomas

Network Superintendent

Monica Thomas

Signature

4/25/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

4/25/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/18/2024	SSC & SELLS combined	Shared rationale and overview of site plan.
12/13/2024	SELLS Meeting	Discussed title 1 expenditures, needs for school, translation services, established time in person to meet and discussed issues involving ELL students
12/16/2024	SSC	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
1/6/2024	Site Leadership Team	Discuss Budget get feedback for priorities
1/7/2025	Instructional Leadership Team	Discuss budget and get feedback from ILT regarding budget and priorities for 2025-26, and got feedback around priorities
1/13/2025	Staff Meeting School Site Counsel	Discussed Budget and asked for feedback with a survey shared challenges. Staff reported out priorities sharing whole group; Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.; Sent out Parent square survey after discussing Budget
1/27/2025	SSC Site Leadership Team	Looked at data from teachers and parents surveys regarding the budget priorities and voted how to spend Title 1 funds for the year. Discussed Title 1 monies and G1 monies - and priority to continue staffing with current positions wherever possible
2/3/2025	Site Leadership Team	Discuss ELD component and second cycle of inquiry and need to continue to develop School Wide protocols, consistent curriculum, etc to have increased success with our ELLs
2/24/2025	SSC	Reviewed and approved SPSA for 24-25, including all allocated monies for the 24-25 school year. Also approved sections 1 and 2 of SPSA for 25-26
3/17/2025	SSC	Review and approve sections 3 and 4 of SPSA for 25-26.
4/21/2025	SSC	Reviewed all sections of the SPSA, discussed, and approved the SPSA overall, now that each section has been discussed and approved at SSC.

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$145,780.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$768,434.69

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$141,840
Title I, Part A Parent & Family Engagement (#3010)	\$3,940
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$145,780

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$768,434.69

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$44,300
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$300,000
After School Education & Safety (ASES #6010)	\$146,869
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$131,486
SUBTOTAL OF STATE & LOCAL FUNDING:	\$622,655

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School Name: Melrose Leadership Academy****School ID: 235****CDS Code: 1612596118640****SSC Approval Date:****Board Approval Date:****School Mission and Vision****VISION:**

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

MISSION:

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

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

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

- Respect, compassion and kindness
- Cooperation and Collaboration

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

- Curiosity and Joy of Learning
- Reflection
- Persistence

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

- Organization and Preparation
- Leadership and Service

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

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2024-2025

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
47.8%	4.3%	67.7%	0.0%	17.1%	12.2%	55.8%	31.6%	7.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
51.0%	8.0%	0.6%	0.7%	0.4%	0.0%	53.7%	3.4%	94.3%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	57% of 2-5 students will be at or above the Biliteracy Zone* 45% of 3rd-5th Grade Students will be at grade level on I-Ready Math Increase number of students at grade level in I-Ready math
Identified School Need:	Teachers need the knowledge and skills to effectively teach and assess reading, and respond to identify the needs in the data. Increase number of students with phonics 80% of eligible 2nd grade students will pass at least 6 SIPPS Mastery Tests by February

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	N/A	N/A	N/A	N/A	n/a
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	N/A	N/A	N/A	not available until fall 2025	n/a

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	56.3%	82.3%	not available until fall 2025	65.0%
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English Language Arts Measures & Targets

Measure <small>*SBAC & CAST exclude 10% penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	6.7	5	not available until fall 2025	9.7
SBAC ELA Participation	All Students	96.5%	93.6%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	60.0%		not available until fall 2025	69.0%

Mathematics/Science Measures & Targets

Measure <small>*SBAC & CAST exclude 10% penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-21.0	-35.1	not available until fall 2025	-10.0
SBAC Math Participation	All Students	88.4%	88.4%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	25.1%	23.4%	not available until fall 2025	30.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	32.1%	34.3%	not available until fall 2025	35.0%
California Science Test (CAST) Participation	All Students	91.8%	97.2%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Our ELLs will grow by one and a half levels on the ELPAC over the years. On IReady our ELL students will grow by one year in English reading and math.; Our AA students will grow by more than one grade level on the I-Ready and SBAC assessments
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2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

Identified School Need: Ensure structures are in place for daily Designated ELD and SLD: we need to be purposeful about our language allocation. Staff will engage in professional development with the ELLMA office's Stages of ELD tools, and fortify our language practices (ALAS, GLAD, Thinking Maps, scaffolds, Rally Coach etc.).

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-87.4	-81.5	not available until fall 2025	-70
SBAC ELA Distance from Standard Met	African American Students	-20.1	-37.9	not available until fall 2025	-10.1
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	34.6%		not available until fall 2025	25.0%
SBAC Math Distance from Standard Met	Special Education Students	-60.7	-88.3	not available until fall 2025	-10.0
SBAC Math Distance from Standard Met	African American Students	-69.0	-83.1	not available until fall 2025	-40.0

Reclassification Measures & Targets

*Reference [Stages of ELD Data slides](#)

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	17.9%	25.5%	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	29.4%	40.7%	not available until fall 2025	34.0%

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

School Goal: Increasing Student Attendance by 1% to 95. 7% student attendance;

Identified School Need: Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	76.7%	65.9%	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	0.7%	0.3%	not available until fall 2025	0.5%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	2.6%	1.9%	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	44.8%	10.1%	not available until fall 2025	10.0%
Chronic Absenteeism	African American Students	31.3%	3.3%	not available until fall 2025	5.0%

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

School Goal:	Retain, support, and invest in a diverse staff that uplifts MLA's vision, with a focus on increasing and retaining Black staff.				
Identified School Need:	We want all staff to be high quality, stable, and reflective of Oakland's rich diversity. "Students and families feel welcomed, safe, healthy, and engaged. 1. Retention of our Black students and staff members through an inclusive and supportive culture 2. Create comprehensive systems around supporting our growing Newcomer population for TK-8"				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	76.6%	76.7%	not available until fall 2025	80.0%

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	57% of 2-5 students will be at or above the Biliteracy Zone* 45% of 3rd-5th Grade Students will be at grade level on I-Ready Math Increase number of students at grade level in I-Ready math	In the area of math we have longer periods for math in grades 6th-8th (68 minutes instead of 50 minutes); and in fourth and fifth grade we are organized by departments so there is one math teacher supporting all fourth graders and fifth graders, ensuring a consistent curriculum in both grades.
LCAP Goal 2:	Our ELLs will grow by one and a half levels on the ELPAC over the years. On IReady our ELL students will grow by one year in English reading and math.; Our AA students will grow by more than one grade level on the I-Ready and SBAC assessments	WE have a solid ILT and are building and retaining the leadership so that we can now begin navigating the challenges of having systematic ELD and ELA instruction. The district has some solid curriculum and Professional development and the staff is now ready and has had a strong cycle of inquiry that has led to a new understanding of the need for two key practices: 1. Using ELD and ELA existing curriculum systematically in all grades so we can systematically teacher ELD; 2. The need to increase student talk and provide support by sending teachers to GLAD training and the Benchmark Express ELD training so that all teachers know what curricula to use and so that we have ELD instructional delivery.
LCAP Goal 3:	Increasing Student Attendance by 1% to 95. 7% student attendance;	We have been having meetings with families whose attendancde is 85-90 percent as well as students who are struggling to make it 80% of the time - furtunately there is only a few of these famileiles - providing incentives and building relationships. We support our ELL families by providing them with bus passes, connecting them to health care, mental health care, housing, and legal support. We also support them by hiring staff who are almost all Spanish and English bilingual, and representing their culture and experience throughout the school day and during events. New Comers often feel very comfortable at Melrose Leadership Academy quickly.
LCAP Goal 4:	Retain, support, and invest in a diverse staff that uplifts MLA's vision, with a focus on increasing and retaining Black staff.	Our Personnel Committee is very focused on diversity. Principal goes to hiring fairs, looks at lots of resmes and has connections with a UC Berkeley program to ensure a wide variety of diverse applicatins. We also use word of mouth to recruit from our after program and special day classes. Our Coaching of all new teachers supports staff retention.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>57% of 2-5 students will be at or above the Biliteracy Zone*</p> <p>45% of 3rd-5th Grade Students will be at grade level on I-Ready Math Increase number of students at grade level in I-Ready math</p>	<p><i>Challenge (literacy) is that many of our new comers are attending classrooms that teach the majority of the day in Spanish. For example, a newcomer in Second Grade, or a new ELL in second grade will receive only 1 hour a day English instruction. Often this includes very limited opportunities to read in English.</i></p> <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Use IReady reading in grades 2nd - 8th and RAZ Kids (A-Z reading) in 3rd - 5th so students can engage in high interest books so when they are reading they can improve reading level more quickly. 2. For Math - need to strengthen teacher practices around student engagement including strategies such as Pair Share, using visual models, making the learning mandatory. We will continue to participate in the math collaboratives, increase our participation in math PLCs, Walk Throughs, and completing our math CEAs.
LCAP Goal 2:	<p>Our ELLs will grow by one and a half levels on the ELPAC over the years. On IReady our ELL students will grow by one year in English reading and math.; Our AA students will grow by more than one grade level on the I-Ready and SBAC assessments</p>	<p><i>The challenges include: A significant percentage of our ELL's have some attendance issues. Additionally, balancing our master schedule with dual immersion and differencing schedules for each grade is challenging. This is because grades Tk-3rd are self contained and have different curricula and schedules and percents for how ELD and ELA are delivered. In fourth grade, students have a specific English teacher, but there has not been time in the schedule to provide targeted ELA - English instruction - and ELD - English Language development - systematically to every leveled group of students. In grades K - 2, our model is 90:10 so our students learn English later than many of our peer schools.</i></p>
LCAP Goal 3:	<p>Increasing Student Attendance by 1% to 95. 7% student attendance;</p>	<p><i>Challenge: A significant number of families go to Latin American countries for several weeks around the holidays, or even in January to visit family, which drops them into the chronically absent category. Our New Comer families miss more school than other families because they are tending to health concerns, legal visits, and coping with housing, child care, and transportation issues.</i></p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

LCAP Goal 4:	<i>Retain, support, and invest in a diverse staff that uplifts MLA's vision, with a focus on increasing and retaining Black staff.</i>	<i>We have hired four African American Teachers during the past two years and retained four this year 2024-25. We also hired three Latino Teachers this past year. We are continuing to provide support and coaching to the classroom teachers. Hiring is challenging because in grades TK-5 as these are bilingual classrooms where it is ideal to have a Spanish dominant or fluent Spanish speaking teacher in addition to having a highly qualified teacher.</i>
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2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Melrose Leadership Academy

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

Our Title One positions have successfully worked with small group intervention, mentoring, and PD on ELL strategies. There been no changes after completing the SPSA from last year.

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

For goal one, we have 80% of our students passing at least six of their sipps mastery tests.

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.

We will work more closely with the district ELLMA office to create a more consistent ELD program schoolwide, including both the curriculum being delivered as well as the consistency of instruction in the daily schedule
Supporting Black Staff: We are providing 1-1 coaches for our African American staff. Principal checks in in with teachers regarding their long term plans for working in education field and at MLA.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
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we may transfer this to extended contracts to provide targeted intervention to students to support walking the stage	On Track to Graduate: 9th Grade	Meet with 8th grade students to prepare for their end of year Portfolio presentation	At least 10 additional students will complete their portfolios and present them in front of a group of peers and at least one parent or staff member	Yes - if this is successful, it is always a good use of money to pay extended contract to help very motivated, but struggling students to complete work needed to walk the stage or participate in end of the year ceremonies.
.05 FTE of a STIP sub	ELL Reclassification	STIP sub is pulling small groups of second graders daily to provide SIPPS instruction	Stip at Sherman is pulling two second grade groups on a regular basis and Dibels scores (fluency in English) have increased in year over year (23-24 to 24-25) by 20 plus percent in second grade	WE will be using our monies for 2025-26 to continue pulling small groups using the EEIP position and possibly expand these efforts to other grades of students
.4 FTE of a 10 month TSA	One-Year Teacher Retention	TSA is coaching 5 teachers at Sherman Campus - meeting weekly and debriefing - coaching to implement district approved curriculum and further align MLA's curriculum	All five teachers are on point to return for next year. Informal feedback very happy with the coaching and support they are receiving from the TSA	We will continue to have the TSA coach teachers at Sherman and are in fact moving him to an 11 month TSA position. We will be using our District Base Funding to fund this TSA next year
.7 FTE of a 7th grade math teacher	SBAC Math Distance from Standard Met	Teaching general Ed classroom 7th grade. Additional teacher has reduced class size in middle school from 30 to 1 to 23-1 in middle school classes	Seventh grade teacher, in third year is flourishing, balancing rigorous instruction with partner and small group projects as he takes advantage of the smaller class size to have 6 balanced groups of four students; number of standards based group presentations have increased this past year	We will continue with three core teachers for Math in our middle school. Fortunately, due to increased enrollment, we will not have to fund our core middle school programming out Title 1 for 2025-26
na	SBAC ELA Distance from Standard Met	na	na	na

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Melrose Leadership Academy	SCHOOL ID:	235
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3: SCHOOL STRATEGIES & ACTIVITIES

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

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

School Goal:	57% of 2-5 students will be at or above the Biliteracy Zone* 45% of 3rd-5th Grade Students will be at grade level on I-Ready Math Increase number of students at grade level in I-Ready math
Identified Need:	Teachers need the knowledge and skills to effectively teach and assess reading, and respond to identify the needs in the data. Increase number of students with phonics 80% of eligible 2nd grade students will pass at least 6 SIPPS Mastery Tests by February

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	SPED Students	Academic	Tier 3 - Intensified
1-2	New teachers attend foundational curricula training.	English Learner Students	Academic	Tier 1 - Universal
1-3	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-4	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Our ELLs will grow by one and a half levels on the ELPAC over the years. On IReady our ELL students will grow by one year in English reading and math.; Our AA students will grow by more than one grade level on the I-Ready and SBAC assessments
Identified Need:	Ensure structures are in place for daily Designated ELD and SLD: we need to be purposeful about our language allocation. Staff will engage in professional development with the ELLMA office's Stages of ELD tools, and fortify our language practices (ALAS, GLAD, Thinking Maps, scaffolds, Rally Coach etc.).

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Spanish Language Development for AA students which will strengthen their language skills and improve SBAC ELA scores	African American Students	Academic	Tier 1 - Universal

2-2	GLAD and Kagan high engagement (Rally Coach, for example) strategies targeted for AA students which will strengthen their math skills and improve SBAC Math scores	African American Students	Academic	Tier 1 - Universal
2-3	Train new teachers in and reinforce GLAD best practices during Faculty meetings; Ensure the designated ELD and SLD is in the master schedule.	English Learner Students	Academic	Tier 1 - Universal
2-4	Hold at least 3 PD Cycles looking at our data of ELLs.	English Learner Students	Academic	Tier 1 - Universal

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

School Goal:	Increasing Student Attendance by 1% to 95. 7% student attendance;
Identified Need:	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	Academic	Tier 1 - Universal
3-2	Create an attendance team that meets regularly. Discuss chronic issues during COST.	English Learner Students	Academic	Tier 2 - Supplemental
3-4	Provide targeted intervention for students who are chronically absent.	English Learner Students	Academic	Tier 3 - Intensified
3-5	Provide targeted intervention for students who are chronically absent.	African American Students	Academic	Tier 3 - Intensified
3-5	Increase parent engagement for student connectedness to school	All Students	Behavioral	Tier 1 - Universal
3-6	Create incentives for attendance	All Students	Behavioral	Tier 1 - Universal
3-7	Provide a robust after school program, aligned to school day and providing families with additiona support	All Students	Behavioral	Tier 1 - Universal
3-8	Provide exciting electives, such as Band, Art, Music, etc. in middle school	Middle School	Academic	tier 1 universal
3-9`	Provide safe , playful and joyous environment for lunch recess and all recess	All Students	Behavioral	tier 1 universal

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

School Goal:	Retain, support, and invest in a diverse staff that uplifts MLA's vision, with a focus on increasing and retaining Black staff.
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Identified Need:		We want all staff to be high quality, stable, and reflective of Oakland's rich diversity. "Students and families feel welcomed, safe, healthy, and engaged. 1. Retention of our Black students and staff members through an inclusive and supportive culture 2. Create comprehensive systems around supporting our growing Newcomer population for TK-8"		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Work with District Talent Division to Recruit and Retain new staff through the Oakland Teaching partnership programs	All Students	Academic	Tier 1 - Universal
4-2	Assertively recruit African American candidates.	All Students	Academic	Tier 1 - Universal
4-3	Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	Academic	Tier 1 - Universal
4-4	Provide mentors with structure and a Rubric on how to work with their mentees.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		Stages and Actions for ELD Implementation		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Learner Students	SEL / Mental Health	Tier 1 - Universal

6-2	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Learner Students	Academic	Tier 1 - Universal
6-3	Create Vertical Alignment throughout the grade levels for ELD instructions	English Learner Students	Academic	Tier 1 - Universal
6-4	Determine which grades, in addition to Middle school will level students by CELDT levels	English Learner Students	Academic	Tier 2 - Targeted
6-5	Have Newcomer NTEL position to provide targeted intervention in small groups, grades 3-8	English Learner Students	Academic	Tier 2 - targeted
6-6	Have SIPPS implemented grades 2-8 as is needed for all students who need English Phonics	English Learner Students	Academic	Tier 2 - Targeted

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Contract with After School Provider The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extracurricular success.	\$121,869	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Provide a robust after school program, aligned to school day and providing families with additiona support	235-1
Contract with After School Provider - Provide a robust after school program, aligned to school day and providing families with additiona support	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Provide a robust after school program, aligned to school day and providing families with additiona support	235-2
Pay for a 1.0 FTE art teacher This funding source will pay for a teacher to support either a few times a day or one day a week. All students who attend the VAPA class will benefit from this supportive position for the art teacher.	\$88,244	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	2274	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	1.0			Provide exciting electives, such as Band, Art, Music, etc. in middle school	235-3
Provide exciting electives, such as Band, Art, Music, etc. in middle school	\$9,787	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	New Position 04	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.08			Provide exciting electives, such as Band, Art, Music, etc. in middle school	235-4
Supplies for art program - paper etc. Provide exciting electives, such as Band, Art, Music, etc. in middle school	\$454	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Provide exciting electives, such as Band, Art, Music, etc. in middle school	235-5
Pay for EEIP prep teacher - Provide targeted intervention for students who are chronically absent.	\$33,000	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	New Position 04	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.27			Provide targeted intervention for students who are chronically absent.	235-6
Contract with After School Provider - Provide a robust after school program, aligned to school day and providing families with additiona support	\$250,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Provide a robust after school program, aligned to school day and providing families with additiona support	235-7
paying for specific consultants through after school program - Provide a robust after school program, aligned to school day and providing families with additiona support	\$50,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Provide a robust after school program, aligned to school day and providing families with additiona support	235-8
Pay for extended contracts for teachers-summer planning, PD cycles of inquiry, etc. New teachers attend foundational curricula training.	\$30,300	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			New teachers attend foundational curricula training.	235-9

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
supplies for school - Create incentives for attendance	\$14,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Create incentives for attendance	235-10
Pay for an EEIP teacher to pay for additional prep, targeted small group instruction, coverage of IEP's	\$61,171	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	New Position 02	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.5			Provide targeted intervention for students who are chronically absent.	235-11
Non allocated monies at this time - ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	\$4,105	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4399	Unallocated	n/a	n/a	n/a			ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	235-12
Helping to pay for a PE teacher	\$28,167	PTA/PTO Donations	1105	Certificated Teachers' Salaries	7549	Teacher, Structured English Immersion	0.3			Create incentives for attendance	235-13
Helping to pay for an EEIP teacher to cover prep times, targeted intervention - Provide targeted intervention for students who are chronically absent.	\$36,703	PTA/PTO Donations	1105	Certificated Teachers' Salaries	New Position 04	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.3			Provide targeted intervention for students who are chronically absent.	235-14
Paying for safety - noon supervisor Provide safe , playful and joyous environment for lunch recess and all recess	\$8,547	PTA/PTO Donations	2905	Other Classified Salaries	1777	Noon Supervisor	0.2			Provide safe , playful and joyous environment for lunch recess and all recess	235-15
Paying for safety - noon supervisor; lunch recess	\$9,582	PTA/PTO Donations	2905	Other Classified Salaries	10164	Noon Supervisor	0.2			Provide safe , playful and joyous environment for lunch recess and all recess	235-16
Paying for safety - noon supervisor - lunch recess Provide safe , playful and joyous environment for lunch recess and all recess	\$4,485	PTA/PTO Donations	2905	Other Classified Salaries	10166	Noon Supervisor	0.1			Provide safe , playful and joyous environment for lunch recess and all recess	235-17
Paying for safety - noon supervisor - lunch recess Provide safe , playful and joyous environment for lunch recess and all recess	\$9,582	PTA/PTO Donations	2905	Other Classified Salaries	10500	Noon Supervisor	0.2			Provide safe , playful and joyous environment for lunch recess and all recess	235-18
Paying for safety - recess coach throughout the day Provide safe , playful and joyous environment for lunch recess and all recess	\$22,433	PTA/PTO Donations	2205	Classified Support Salaries	7747	School Enrichment Recess Coach	0.4			Provide safe , playful and joyous environment for lunch recess and all recess	235-19
non allocated at this time Provide safe , playful and joyous environment for lunch recess and all recess	\$3,503	PTA/PTO Donations	4399	Unallocated	n/a	n/a	n/a			Provide safe , playful and joyous environment for lunch recess and all recess	235-20

[illegible]

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:

- Back to School Night, Monthly Newsletters, Parent Square Blurbs, SST Meetings

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:

- Parent education on how to support their children with learning during: SST, 504, and IEP meetings. Back to School Night, Blurbs in News Letters, Access to online learning platforms

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.
- Communicating during monthly Coffee on the Curb gatherings.
- The school communicates to families about the school's Title I, Part A programs by:
- Communicating during monthly Coffee on the Curb Meetings, SST Meetings, 504 Meetings, and IEP Meetings

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:

- Online access to student test scores. Scores posted on Aeries Students Management system. Online access to curriculum. Weekly classroom newsletter to parents on what is happening in the classroom.

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:

- Through Parent Square, Mayer's Monthly Memo to Parents

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:

- Huge PTSA involvement: Monthly garden clean up gatherings, Parents Welcome students to the school, Parents support reading in the lower grades, Weekly volunteer day on Wednesday mornings.

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:

- Sending IReady access home. Providing Chrome Books. Providing examples of how to explain Curriculum to students. Extra support during SST, 504, and IEP meetings.

OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making

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

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

- Professional development trainings, PTA meetings and SSC meetings

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:

- Holding monthly SSC meetings, PTA meetings, teachers, communicate through Parent Square, and parents are welcome to visit teachers during office hours.
- 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:
- Providing all communications in Spanish and English, bilingual Community School Manager, Front office Staff who are bilingual, all bilingual leadership.

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:

- Providing all communications in Spanish and English, bilingual Community School Manager, Front office Staff who are bilingual, all bilingual leadership. Providing translations services for families who don't speak Spanish or English.

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

- Doing surveys in Spanish and English to gather their ideas. Running School Site meeting to get parent input.

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:

- Helping parents access health care and immigration services. Translating materials for parents.

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

ADOPTION

This policy was jointly developed and adopted by the Melrose Leadership Academy on October 4, 2024 and will be in effect for the period August 12, 2024 through May 27th, 2025.

The school will distribute this policy to all parents on or before October 30, of the current school year.

<u>Jonathan mayer</u>	<u><i>Jonathan Mayer</i></u>	<u>10.04.24</u>
Name of Principal	Signature of Principal	Date

School-Parent Compact

Melrose Leadership Academy

2024-2025

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 2024-25 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their 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.**

Daily rigorous standards based instruction; teacher PD, support and coaching;

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Melrose Leadership Academy holds Student-Led conferences in the fall, and holds second conferences for students who are struggling academically, as indicated by a GPA of below 2.5.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Teachers put grades in Jump rope weekly; there are also both progress reports and quarterly grades. Parents and students can look at Jump rope at any time to get an update on student progress and grades. In grades K-5 report cards are distributed every 12 weeks - trimesters; in grades 6-8 grades are given quarterly.

- 4) Provide parents reasonable access to staff.**

Teachers have office hours and are available during their prep time. We do request parents request meetings in advance and give teachers 24 hours to both respond to requests as well as to set meetings.

- 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 to observe classroom activities.**

Teachers have office hours and are available during their prep time. We do request parents request meetings in advance and give teachers 24 hours to both respond to requests as well as to set meetings.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**

Assignments are posted on line with links to lessons when possible. Parents are welcome to come to office hours and ask questions. Parents can request information from teachers. Students bring home workbooks, such as math, with explanations as well as textbooks, which are available on line with examples.

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

We provide staff professional development opportunities about community outreach, building relationships with parents and encourage all staff to call home both for positive and negative interactions with students in order to build relationships with parents.

- 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.**

We encourage staff to make positive calls home when we are seeing progress; to share with parents when students are struggling to complete homework or classroom, and we have our front office staff, Ms. Adriana and Ms. Vaca at the Sherman and Maxwell sites, available to support calls in Spanish as well as reach out to OUSD district translators when other languages - arabic and vietnamese, for example -are needed.

Teacher Responsibilities

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

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Be CMS in my interactions with students, families and other staff members.

Parent Responsibilities

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

- 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 time by ensuring 30 minutes of reading, movement, and math daily..

Make sure my child completes their homework and goes to teachers office hours as needed to master the learning material.

Student Responsibilities

Students agree to carry out the following responsibilities to the best of my ability:

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.
- Abide by the Melrose Leadership Academy Way, being MLA: Mindful, Lideres, Aprendiendo

This Compact was adopted by the Melrose Leadership Academy October 6, 2024, and will be in effect for the period of August 6, 2024 to May 30, 2025.

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 October 15, 2024.

Jonathan Mayer

Jonathan Mayer **10.4. 2024**

Título I, Parte A Política de participación de padres y familias en la escuela

Todas las escuelas de Título I desarrollarán conjuntamente una política escrita de participación de padres y familias con aportes y distribución a todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de padres y familias del Título I, Parte A.

Melrose Leadership Academy

acuerda implementar las siguientes prácticas de participación, de acuerdo con

Estándares del Distrito Escolar Unificado de Oakland para una participación familiar significativa:

ESTÁNDAR 1 DE PARTICIPACIÓN FAMILIAR DE OUSD: Programa educativo para padres/cuidadores

Las familias reciben apoyo con habilidades de crianza y crianza de niños, comprensión del desarrollo de niños y adolescentes y establecimiento de condiciones en el hogar que apoyen a los niños como estudiantes en cada edad y nivel de grado.

- La escuela brinda a los padres asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos mediante:
- Noche de regreso a clases, boletines informativos mensuales, anuncios de Parent Square, reuniones de SST

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al:

- Educación para padres sobre cómo apoyar a sus hijos con el aprendizaje durante: reuniones de SST, 504 y IEP. Noche de regreso a clases, anuncios en boletines informativos, acceso a plataformas de aprendizaje en línea

ESTÁNDAR 2 DE PARTICIPACIÓN FAMILIAR DE OUSD: Comunicación con padres y cuidadores

Las familias y el personal de la escuela participan en una comunicación significativa, bidireccional y regular sobre el aprendizaje de los estudiantes.

La escuela comunica a las familias sobre la Política de participación de padres y familias de la escuela mediante:

- Convocar una reunión anual, en un momento conveniente, a la que se invitará y alentará a todos los padres a asistir, para informar a los padres sobre la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.
- Comunicarse durante las reuniones mensuales de Coffee on the Curb.
- La escuela comunica a las familias sobre los programas Título I, Parte A de la escuela mediante:
- Comunicarse durante las reuniones mensuales de Café en la Acera, reuniones de SST, reuniones 504 y reuniones de IEP
- La escuela comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que los estudiantes alcancen mediante:

Acceso en línea a los resultados de los exámenes de los estudiantes. Puntajes publicados en el sistema de gestión de estudiantes Aeries. Acceso en línea al plan de estudios. Boletín semanal de aula para padres sobre lo que sucede en el aula.

- La escuela distribuye información relacionada con los programas escolares y para padres, reuniones, informes escolares y otras actividades a los padres en un formato e idioma que los padres comprendan mediante:
- A través de Parent Square, el memorando mensual de Mayer para los padres

ESTÁNDAR 3 DE PARTICIPACIÓN FAMILIAR DE OUSD: Programa de voluntariado para padres

Las familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela brinda oportunidades para que las familias sean voluntarias en las aulas y otras actividades escolares al:

- Gran participación de la PTSA: reuniones mensuales para limpiar el jardín, los padres dan la bienvenida a los estudiantes a la escuela, los padres apoyan la lectura en los grados inferiores, día de voluntariado semanal los miércoles por la mañana.

ESTÁNDAR 4 DE PARTICIPACIÓN FAMILIAR DE OUSD: Aprendizaje en casa

Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas las tareas y otras actividades y decisiones relacionadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:

- Enviando acceso IReady a casa. Proporcionar libros Chrome. Proporcionar ejemplos de cómo explicar el plan de estudios a los estudiantes. Apoyo adicional durante las reuniones de SST, 504 e IEP.

ESTÁNDAR 5 DE PARTICIPACIÓN FAMILIAR DE OUSD: Poder y toma de decisiones compartidos

- Las familias y el personal escolar son socios iguales en las decisiones que afectan a los niños y las familias y juntos informan, influyen y crean políticas, prácticas y programas.

Con la ayuda de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales al:

- Capacitaciones de desarrollo profesional, reuniones de la PTA y reuniones del SSC

La escuela brinda oportunidades para reuniones periódicas con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos al:

- Celebrar reuniones mensuales del SSC, reuniones de la PTA, los maestros, comunicarse a través de Parent Square y los padres pueden visitar a los maestros durante el horario de oficina.
- La escuela involucra a los padres de manera organizada, continua y oportuna en la planificación, revisión y mejora de los programas del Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela mediante:
- Proporcionando todas las comunicaciones en español e inglés, gerente de escuela comunitaria bilingüe, personal de recepción que es bilingüe, todos líderes bilingües.

La escuela brinda oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, mediante:

- Proporcionando todas las comunicaciones en español e inglés, gerente de escuela comunitaria bilingüe, personal de recepción que es bilingüe, todos líderes bilingües. Brindar servicios de traducción para familias que no hablan español o inglés.

La escuela brinda apoyo para las actividades de participación de padres y familias solicitadas por los padres mediante:

- Realización de encuestas en español e inglés para recoger sus ideas. Realizar una reunión en el sitio escolar para obtener opiniones de los padres.

ESTÁNDAR 6 DE PARTICIPACIÓN FAMILIAR DE OUSD: Colaboración y recursos comunitarios

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos al:

- Ayudar a los padres a acceder a servicios de atención médica y de inmigración. Traducir materiales para padres.

Si un Plan Escolar de Título I no es satisfactorio para los padres, los padres pueden enviar cualquier comentario sobre el Plan Escolar para el Rendimiento Estudiantil (SPSA) a la Oficina de Planificación de Recursos Estratégicos.

ADOPCIÓN

Esta política fue desarrollada y adoptada conjuntamente por Melrose Leadership Academy el 4 de octubre de 2024 y estará vigente durante el período del 12 de agosto de 2024 al 27 de mayo de 2025.

La escuela distribuirá esta política a todos los padres a más tardar el 30 de octubre del año escolar actual.

<u>Jonathan mayer</u>	<u><i>Jonathan Mayer</i></u>	<u>10.4.24</u>
Name of Principal	Signature of Principal	Date



Pacto entre la escuela y los padres

Melrose Leadership Academy

2024-2025

Este Pacto entre Escuela y Padres ha sido desarrollado conjuntamente con padres y miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.

Este Convenio entre escuela y padres está vigente para el año escolar 2024-25.

Responsabilidades escolares:

La escuela se compromete a llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- 1. Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A cumplir con los exigentes estándares académicos del Estado de California.**

Instrucción diaria basada en estándares rigurosos; desarrollo profesional, apoyo y capacitación de docentes;

- 2. Celebrar conferencias de padres y maestros durante las cuales se discutirá este pacto en relación con el logro individual de cada niño.**

Melrose Leadership Academy lleva a cabo conferencias dirigidas por estudiantes en el otoño y segundas conferencias para estudiantes que tienen dificultades académicas, como lo indica un GPA inferior a 2,5.

- 3. Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.**

Los maestros ponen calificaciones en Jumprope semanalmente; También hay informes de progreso y calificaciones trimestrales. Los padres y estudiantes pueden consultar Jumprope en cualquier momento para obtener una actualización sobre el progreso y las calificaciones de los estudiantes. En los grados K-5,

las boletas de calificaciones se distribuyen cada 12 semanas (trimestres); en los grados 6-8, las calificaciones se dan trimestralmente.

4. Proporcionar a los padres acceso razonable al personal.

Los maestros tienen horarios de oficina y están disponibles durante su tiempo de preparación. Solicitamos a los padres que soliciten reuniones con anticipación y les damos a los maestros 24 horas para responder a las solicitudes y programar reuniones.

5. Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y observar las actividades del aula.

Los maestros tienen horarios de oficina y están disponibles durante su tiempo de preparación. Solicitamos a los padres que soliciten reuniones con anticipación y les damos a los maestros 24 horas para responder a las solicitudes y programar reuniones.

6. Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.

Las tareas se publican en línea con enlaces a lecciones cuando es posible. Los padres son bienvenidos a venir a la oficina y hacer preguntas. Los padres pueden solicitar información a los profesores. Los estudiantes llevan a casa libros de ejercicios, como de matemáticas, con explicaciones, así como libros de texto, que están disponibles en línea con ejemplos.

7. Educar a los miembros del personal sobre el valor de las contribuciones de los padres y familiares, y sobre cómo trabajar con los padres y familiares como socios iguales.

Brindamos al personal oportunidades de desarrollo profesional sobre extensión comunitaria, construcción de relaciones con los padres y alentamos a todo el personal a llamar a casa para tener interacciones positivas y negativas con los estudiantes a fin de construir relaciones con los padres.

8. Garantizar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

Alentamos al personal a hacer llamadas positivas a casa cuando veamos progreso; para compartir con los padres cuando los estudiantes tienen dificultades para completar la tarea o el salón de clases, y tenemos a nuestro personal de recepción, la Sra. Adriana y la Sra. Vaca en los sitios Sherman y Maxwell, disponibles para apoyar llamadas en español y comunicarse con el distrito de OUSD. traductores cuando se necesitan otros idiomas, como el árabe y el vietnamita.

Responsabilidades del maestro: Acepto apoyar el aprendizaje de mis estudiantes de las siguientes maneras:

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- Esforzarse por abordar las necesidades individuales del estudiante.
- Proporcionar un ambiente de aprendizaje seguro, positivo y saludable.
- Ser CMS en mis interacciones con estudiantes, familias y otros miembros del personal.

Responsabilidades de los padres: Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Ser voluntario en el salón de clases de mi hijo si es posible.
- Participar en decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo garantizando 30 minutos de lectura, movimiento y matemáticas diariamente.
- Asegurarme de que mi hijo complete su tarea y asista a las horas de oficina de los maestros según sea necesario para dominar el material de aprendizaje.

Responsabilidades del estudiante: Los estudiantes acuerdan llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Llegar a la escuela a tiempo todos los días.
- Hacer mi tarea todos los días.
- Pido ayuda cuando la necesito.
- Respetar a mi escuela, compañeros de clase, personal, miembros de la comunidad y familia en todo momento.
- Respetar el estilo de Melrose Leadership Academy, siendo MLA: Mindful, Lideres, Aprendiendo

Este Pacto fue adoptado por Melrose Leadership Academy el 4 de octubre de 2024 y estará vigente durante el período del 12 de agosto de 2024 al 27 de mayo de 2025.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A antes del 15 de octubre de 2024.

Jonathan Mayer

Jonathan Mayer **10.4.2024**



MELROSE LEADERSHIP ACADEMY
School Site Council Membership Roster
2024-2025

SSC - Officers

Chairperson:	Juan Vaca
Vice Chairperson:	Sydney Shantz
Secretary:	Shannon Darcey

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?)
Jonathan Mayer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Timothy Marshall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Sydney Schantz*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Cristina Rojas*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Andi Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Shannon Darcey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Carina Lieu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Juan Vaca	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Carissa Romano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
XXXXXXXXXXXXXXXXXXXX (student representative)	<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"/>	

SSC Meeting Schedule: (Day/Month/Time)	3rd Monday of each month at 5:30 p.m.
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SSC Legal Requirements (EC Sections 65000-65001):

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

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