



Welcome

Parent Handbook and Calendar



Melrose Leadership Academy
4730 Fleming Ave.
Oakland, CA 94619
Phone (510) 535 - 3832
Fax (510) 535 - 3834

<http://melroseleadership.ousd.k12.ca.us>

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PRINCIPAL'S WELCOME

Welcome to Melrose Leadership Academy! Thank you for choosing our school.

We are honored to work in partnership with you to provide a quality, well-rounded education to our students. Our work together will be focused on realizing our school vision.

MLA's ultimate goal is to educate bilingual, bi-literate students who are empathetic, open minded, articulate and who understand their responsibility to our community. Our vision describes an education that builds confidence, integrity, imagination, creativity and that promotes social justice. We strive to provide a climate where students are wholly respected and fully challenged academically in a safe environment. Our TK-8 structure allows us to build a strong, supportive environment for our young people. We encourage our students to develop the leadership qualities necessary to actively participate in the socially just transformation of our school, our community and the world.

Melrose Leadership Academy is a Dual Language, Expeditionary Learning School. Our Dual Immersion program is being implemented in grades TK-8. Our curriculum is created to promote deep engagement in learning and academic achievement. MLA strives to engage in active, challenging, meaningful, public and collaborative learning.

We employ Restorative Justice practices that allow all MLA community members to participate in the advancement of our school vision. MLA students, families, teachers and staff work together in restorative and community building circles to repair harm and build strong, healthy relationships. Through restorative justice, MLA bolsters student leadership, encourages responsibility and creates a better learning environment.

We've implemented our three school-wide agreements, developed by staff and parents. These agreements are:

- We are kind and create safe spaces
- We teach and learn
- We take responsibility for ourselves and our community

These agreements are applicable to all community members. And abiding by them creates a safe, healthy learning environment where we can all contribute, learn and thrive.

MLA has a great staff of dedicated professionals who understand that a great teacher never stops learning. They work collaboratively to develop curriculum aligned to the new Common Core Standards. Our teachers support each other to continuously improve their practice through participation in Collaborative Inquiry. The Mills College Scholars program will continue to support this inquiry work. Consistent communication between the school and home is very important. You can expect weekly

communication from your classroom teacher. Teachers will send home school notices and homework. Middle school students will get daily homework recorded on the homework log. Teachers will include information about what is being taught and any special classroom announcements. If you have any concerns related to the classroom, please contact the classroom teacher.

MLA's yearly plans are developed collaboratively, including teachers and parents. I encourage you to attend our monthly School Site Council meetings (SSC) held on the second Thursday of the month, to learn about our site plan, school budget and to give input on future site plans. MLA's SSC is the body that develops and monitors site plans.

This year I will be focused on these three priorities:

- Supporting teachers to create, refine, document and implement Expeditions (integrated, standards-based curriculum). I have organized my schedule to observe and provide feedback to teachers on Mondays, Wednesdays and Fridays.
- Expanding the role of student leadership to create a systematic student voice that can inform and interact with school staff and parents. And,
- Work with parent leadership to improve communication and equitable parent participation in school activities and decision-making. I will continue weekly meetings with the PTSA president, monthly meetings with the SSC president and will attend regular Grow MLA non-profit meetings.

As an MLA parent, you have committed to participating in parent conferences, EXPOS, supporting school policies, and volunteering for at least two hours per month at the school. Parent volunteers are essential to the success of our school. There are many volunteer opportunities at MLA. The Parent Teacher Student Association (PTSA) has several committees that you can join, which focus on different aspects of school support. You can also volunteer in classrooms, the cafeteria during lunch, on the playground or in the main office. We also have several Saturday Community Work Days during the year. Your volunteer work has a profound impact on the quality of the program that we provide for all students.

The PTSA also raises funds for school programs. Our biggest fundraisers are the fall Read-A-Thon, the Cada Familia Campaign and our spring Art and Wine event. Funds are used to provide music in grades TK-2, additional playground supervision and resources for classrooms.

MLA also has a non-profit organization called Grow MLA. This year the organization will focus on raising funds to improve the playgrounds.

MLA is an incredible community. Every one has something special to share. Our diversity is unique and makes us strong. I look forward to our collaborative work this year on behalf of all of our precious children.

A handwritten signature in dark ink, reading "Moyra Contreras". The signature is fluid and cursive, with a long horizontal stroke extending from the end of the name.

Moyra Contreras, Principal

VISION

The vision of Melrose Leadership Academy is to partner with families, students 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 multi-culturalism, where dialogue among students and adults is central to learning. Melrose Leadership Academy will be a place where students exercise their curiosity and voice, make meaningful choices, and challenge themselves and each other academically and where students challenge themselves to develop a sense of responsibility to transform our school, community and world.



HABITS OF HEART AND MIND



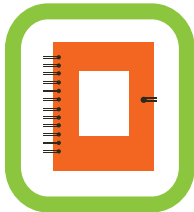
Organization and Preparedness



Respect, Compassion and Kindness



Cooperation and Collaboration



Reflection



Curiosity and Joy of Learning



Leadership and Service



Persistence

STAFF

Moyra Contreras, Principal

Andrea Maoki, Assistant Principal

Core Teaching Staff

Vilma Serrano - TK
Beatriz Alvarez - Kinder
Emily Bean - Kinder
Amara Schoenberg - Kinder
Nessa Mahmoudi/
Farrah Majail - 1st
Lindsey Pothast - 1st
Evelyn Ramirez - 1st
Gabriela Casal - 2nd
Karin Morris - 2nd
Julie Palacios - 2nd
Laura Kaneko - 3rd
Jose Padilla - 3rd
Lara Ginsberg - 4th
Luz Salazar-Jed - 4th
Marbella Rio - 5th
Anabel West - 5th
Timothy Marshall - 6th
Sydney Morgan - 6th
Hilda Bucio - 6th/7th
Laura Alvarez - 6th/7th
Charity Balona/
Fernando Perez - 7th
TBA - 8th

Administrative Staff

Sheila Loarca - Administrative Assistant
Adriana Moreno - Attendance Specialist

Support Staff

Celina Andrade - Resource Specialist
Isabel Burgos - Noon Supervisor/ ASP
Joan Buhler - Resource Specialist
Elvira Calderon - Resource Specialist Assistant
Elisa Escobedo - Noon Supervisor/ ASP
Armando García - Site Supervisor for ASP
Manuel García - School Site Officer (SSO)
Laura Gonzalez - Librarian
Marie Nightingale - Speech/Language Pathologist
Sandra Perez - Cafeteria Manager
Lou Saechao - Night Custodian
Kesse Taylor - Day Custodian
Jocelyn Taboada - Psychologist
Maria Vaca - Community Relations
Monique Wethington - Restorative Justice

Additional Teaching Staff

Holly Welch - STIP Sub
Aracely Sifuentes-Ordaz - Art
Eli Wise - Music

CLASS SCHEDULE

Regular School Days

TK/Kindergarten	1st/2nd Grades	3rd Grade	4th Grade	5th Grade	6th Grade	7th/8th Grades
8:30-9:50 Instruction	8:30-10:10 Instruction	8:30-9:45 Instruction	8:30-9:45 Instruction	8:30-11:15 Instruction	8:30-9:00 Period 1	8:30-9:00 Period 1
9:50-10:05 Recess <i>(upper)</i>	10:10-10:20 Recess <i>(upper)</i>	9:45-9:55 Recess <i>(lower)</i>	9:45-9:55 Recess <i>(lower)</i>	11:15-11:30 Lunch	9:00-9:50 Period 2*	9:00-9:50 Period 2*
10:05-12:05 Instruction	10:20-12:05 Instruction	9:55-11:00 Instruction	9:55-11:00 Instruction	11:30-11:50 Recess <i>(lower)</i>	9:55-10:40 Period 2*	9:55-10:40 Period 2*
12:05-12:20 Recess <i>(upper)</i>	12:05-12:20 Lunch	11:05-11:15 Lunch	11:00-11:15 Lunch	11:50-3:00 Instruction	10:45-11:10 Period 3*	10:45-11:35 Period 3*
12:20-12:40 Lunch	12:20-12:40 Recess <i>(upper)</i>	11:15-11:35 Recess <i>(lower)</i>	11:15-11:35 Recess <i>(lower)</i>		11:15-11:35 Lunch	11:40-11:50 Lunch
12:40-1:40 Instruction	12:40-2:00 Instruction	11:35-11:40 Passing	11:35-11:40 Passing		11:35-11:50 Recess* <i>(lower)</i>	11:50-12:15 Recess* <i>(lower)</i>
1:40-2:00 Recess <i>(upper)</i>	2:00-2:10 Recess <i>(upper)</i>	11:40-1:45 Instruction	11:40-3:00 Instruction		11:55-1:05 Period 3*	12:20-1:05 Period 3*
2:00-3:00 Instruction	2:10-3:00 Instruction	11:45-1:55 Recess <i>(lower)</i>			1:10-2:05 Period 4*	1:10-2:05 Period 4*
		1:55-2:00 Passing			2:10-3:00 Period 5	2:10-3:00 Period 5
		2:00-3:00 Instruction				
					*5 min. follow for passing	*5 min. follow for passing

Minimum School Days

TK/Kindergarten	1st/2nd Grades	3rd Grade	4th Grade	5th Grade	6th Grade	7th/8th Grade
8:30-9:50 Instruction	8:30-10:10 Instruction	8:30-9:45 Instruction	8:30-11:00 Instruction	8:30-11:15 Instruction	8:30-9:50 Period 2*	8:30-10:00 Period 3*
9:50-10:05 Recess <i>(upper)</i>	10:10-10:20 Recess <i>(upper)</i>	9:45-9:55 Recess <i>(lower)</i>	11:00-11:15 Lunch	11:15-11:30 Lunch	9:55-11:10 Period 3*	10:05-11:35 Period 2*
10:05-12:05 Instruction	10:20-12:00 Instruction	9:55-11:05 Instruction	11:15-11:30 Recess <i>(lower)</i>	11:30-11:50 Recess <i>(lower)</i>	11:15-11:35 Lunch	11:40-11:50 Lunch
12:05-12:20 Recess <i>(upper)</i>	12:00-12:15 Lunch	11:00-11:15 Lunch	11:30-1:00 Instruction	11:50-1:10 Instruction	11:35-11:50 Recess <i>(lower)</i>	11:50-12:15 Recess* <i>(lower)</i>
12:20-1:00 Lunch	12:15-12:30 Recess <i>(upper)</i>	11:15-11:30 Recess <i>(lower)</i>			12:50-1:10 Period 1	12:20-1:10 Period 1
	12:30-1:00 Instruction	11:30-12:40 Instruction				
					*5 min. follow for passing	*5 min. follow for passing

SCHOOL POLICIES

Dress code

Students must come to school every day in clothing that follows the school dress code:

- Any color pants/jeans/skirt, must be plain (no writing or logos)
- An MLA t-shirt (available at the school for purchase)

TK and Kinder parents are asked to bring a change of clothes to have here at school.

If a student comes to school dressed inappropriately, a parent will be asked to bring in clothing from home.

If a parent cannot be reached, the student will put on appropriate clothing borrowed from the school.

Homework

Students may be assigned homework every weekday. Homework is an opportunity for students to practice what they have learned at school. Students are required to complete and hand in their homework as requested. It is the parents' responsibility to monitor the students' homework.

K-5 students are asked to:

- Read together for 20-30 minutes with an adult
- Complete homework as assigned

Middle school students are asked to:

- Read for 30 minutes, reflect on their reading
- Complete any Humanities, Math/Science homework as assigned

Attendance

At MLA we believe that timely attendance is integral to having a successful school day. Students that are on time experience higher levels of academic success and participation in active learning. When students have ample time to eat breakfast, review the day's homework and center themselves for learning, they are better able to participate in the discussions, presentations and interactive activities that are the cornerstone of morning classroom routines. We expect students to be at school at 8:25 am. The teacher greets the class outside at 8:25 am and the class begins at 8:30 am.

Positive attendance is key to academic success. Students are expected to come to school every day, on time, unless they are ill. Please try to schedule regular medical appointments before or after school. If a student has an appointment, s/he is required to come to school before and after the appointment.

Students with excessive absences will be referred to the School Attendance Review Team (SART). The SART team will work with the family to develop a plan for improved attendance. If attendance does not improve, the students will be referred to the district Student Attendance Review Board (SARB).

MEAL PROGRAM

Breakfast/Lunch Program

Breakfast is provided to students at no cost. Breakfast is served in the cafeteria. Lunch is also available. Some students qualify for a free or reduced price lunch based on family income. Students who do not qualify for a subsidized lunch may purchase one. All students can bring lunch. Milk is available for purchase for students who bring lunch from home. Students are responsible for opening their own containers. We do not heat food for students in the cafeteria. We have up to 100 students in the cafeteria at any given time and it is impossible to heat lunches. There are several different grade-alike lunch periods.

Lunchroom Agreements

Lunchtime is an important part of a child's school day. During this time we encourage students to continue making good choices to support their healthy development and potential for optimal learning. While we respect each parent's autonomy in making nutritional choices for his/her child, we ask for your support in ensuring, in accordance with Oakland Unified School District's Wellness Policy, that we reduce our children's risk for childhood obesity and chronic illness often associated with sugary drinks and high sodium foods. **Please do not send candy, soda or chips to school with your child.** We encourage students to:

1. Make nutritious food choices
2. Enter and exit the cafeteria quietly
3. Stay seated while in the cafeteria
4. Clean up your table
5. Notify the lunch monitor or custodian of spills
6. Take unopened, uneaten food to the community table to avoid wasting food. Do not share food with each other at your table.

Please reinforce these expectations with your child. We need your support in ensuring students understand and adhere to these expectations.

POSITIVE COMMUNITY

Melrose Leadership Academy is guided by a very ambitious vision. Our response to behaviors must be aligned to our vision. Although we are creating a school that we have not experienced, when we think of the components of school, we tend to fall back on what we experienced ourselves. We most likely experienced a punitive discipline process that relied on punishment-based strategies such as reprimands, loss of privileges, office referrals and suspensions. These strategies have been found to be ineffective in improving school climate and changing student behavior. According to Positive Behavioral Interventions and Supports (PBIS), “Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.” When we teach behavioral expectations and reward students for following them, we can positively impact the entire school climate.

Positive Behavioral Intervention and Supports

In the Spring of 2012 our staff began Positive Behavior Intervention and Supports (PBIS) training. A PBIS planning team was formed in the Fall of 2012 which includes staff and parents. This team was charged with developing a comprehensive school behavior plan.

Our behavioral intervention and support model rests on the principles of positive presumption, inquiry and collaboration. We begin with the premise that all students want to experience a sense of belonging and experience success at school.

This past year staff generated school-wide agreements that will serve as guideposts for the various aspects of our school community. They are the following:

1. We are kind and create safe spaces.
2. We are responsible.
3. We teach and learn.

To assure student success, our classroom teachers and afterschool program instructors have integrated their classroom rules and consequences into these newly developed school-wide expectations.

Another way classroom teachers and after school instructors create positive climate is by holding community-building circles on a weekly basis. Community-building circles are opportunities for students to make connections with each other using the content they are studying.

In addition, class meetings are used to support students in reflecting on community health and addressing classroom concerns. In the event that student conflicts arise which require more time and privacy than a class meeting can allow, teachers or students may request support with a Peace-Keeping Circle.

At the school-wide level several initiatives were piloted last year and will be continued. APRECIOUS, our community-wide appreciation system asks all members of the community to identify individuals who are upholding the School-Wide Agreements or exemplifying the Habits of Heart of Mind. Recommendations are included in a raffle drawing and then posted on the MLA tree in the main entrance hallway.

In addition, school-wide meetings were also piloted last year and will continue this year. These provide an opportunity for us to come together to share our learning, make important announcements and to celebrate accomplishments. Cross-age collaborations will occur monthly. Students will meet with their cross-age collaborative partners for the purpose of team-building and/or shared learning.

When behavior significantly impedes a student's ability to meet expectations they are referred to the APOYO team. This collaborative team strives to know each child deeply, generates an understanding of what makes each child function at his/her highest level and responds to unmet needs by aligning school and community partner resources. Our collaborative processes include the expertise of the child, the family and school staff in defining supports that will lead to each child experiencing success.

In addition to coordinating services, the APOYO team also addresses larger climate issues and monitors effectiveness of interventions.

RESTORATIVE JUSTICE

Restorative Justice is a set of principles and practices employed in Oakland Unified School District to hold students accountable for their actions and behavior and the effects of those actions on others and the community as a whole. The underlying premise of restorative practices is that people are happier, more cooperative, more productive, and more likely to make positive changes when those in authority do things with them rather than to them or for them.

Key goals

- To understand the harm done to an individual, group or the community and develop empathy for both the harmed and the harmer
- To listen and respond to the needs of the person harmed and the person who harmed
- To encourage accountability and responsibility through personal reflection within a collaborative planning process
- To reintegrate the harmer (and if necessary the harmed) into the community as valuable, contributing members
- To create caring climates to support healthy communities
- To change the system when it contributes to the harm

Models and applications

Class meetings – an opportunity to discuss issues and concerns important to students

Circles – a meeting held in a circle where only the person holding the talking piece is able to speak, everyone in the circle has the opportunity to share

Conferencing – may involve facilitators, students, teachers, administrators, parents, and community members, or may be limited to those harming and those harmed and perhaps a few family members of both

Reintegration following suspensions – a circle process is used to reintegrate a student



PORTFOLIOS

All middle school students participate in a portfolio process. They collect their best work and reflections on this work every year. The 8th graders are required to complete and present a portfolio of their work in order to promote from MLA. Through their portfolios, students demonstrate that they have developed both the academic skills and habits to succeed in high school. Students will be working on the pieces for their portfolio during their core classes and CREW. Once their portfolio is complete and meets all requirements, 8th grade students will give a 30 minute presentation of their portfolio to their families and teachers.

Through the portfolio process, students learn to reflect on their academic growth and accomplishments, learn to present themselves professionally, and develop important habits of persistence, reflection, responsibility, and revision. We support the 8th graders in meeting the requirements through core classes and in CREW. However, students may need to complete work at home if they get behind or need more time to revise their work. They will need to be responsible and organized with their assignments in order to successfully pass portfolio.

The portfolio includes the following pieces:

1. Math/Science Reflection: Students will describe their growth over the year in the core competency of modeling based on evidence from their work in both math and science. They will demonstrate that their final piece of work proves that they have mastered this skill using evidence from their work.
2. Humanities Reflection: Students will describe their growth over the year in the core competency of argumentation. The reflection will include examples of argumentation through literary genres (narratives and poems that communicate a message) and expository genres (argumentative essays about history and current issues). Students will choose pieces and explain how these examples prove they have mastered this skill.
3. Persistence Reflection: Students will write a reflection about their growth in the habit of persistence over this year. It will include a definition of what persistence means to them and then they will demonstrate that they've learned to be persistent in different ways this year, based on specific evidence and examples.
4. Cover: Students will create a visual representation of themselves, using visual metaphors and symbols. They will receive support from an art instructor to create their cover.
5. Resume
6. Personal Statement
7. Character Reference from an adult
8. Character Reference from a CREW-mate focused on persistence.

CONFERENCES

Student/Parent/Teacher Conferences are scheduled with every parent at the end of the first semester to discuss student progress and areas of focus in the upcoming semester.

Middle school students spend time in core classes preparing for conferences. They reflect on their academic achievement in Humanities, Math and Science, the areas in which they are doing well and also where they need to improve. This reflection is used during the conference to develop individualized plans for each student.

Teachers will also be having Student/Teacher conferences in the middle of each semester to review students' progress reports and set goals for the remainder of the semester to works towards grade level mastery of content.

EXPO

At the end of each semester, MLA and host an Academic and Performance Exposition of Student Work. It is a celebration of student learning which includes demonstrations, art exhibits, performances, academic portfolios and presentations, videos, and much more. The EXPO provides students an authentic audience for their work. Students and their families are expected to attend and actively participate. Year after year, students astound us with their presentations of academic work and artistry.

EXPEDITIONARY LEARNING

Expeditionary learning inspires the motivation to learn, engage teachers, and students in new levels of focus and effort, and transforms our school into a place where students and adults become leaders of their own learning. It is our intention to provide a model that challenges students – even those starting with low skill levels – with high-level tasks and active roles in the classroom. This model succeeds at every grade level.

Melrose Leadership Academy implements Expeditionary Learning practices. Expeditionary Learning is organized around 10 guiding principles. It promotes deep engagement in learning and supports students to achieve at high levels. Learning is active, challenging, meaningful, public and collaborative. Through Expeditionary Learning practices, students gain critical skills in literacy, numeracy, problem-solving, critical thinking, collaboration, persistence and master subject-matter content. Teachers develop "expeditions" that promote in-depth, integrated learning. The EL Guiding Principles are:

- | | | |
|------------------------------------|----------------------------------|----------------------------|
| 1. The Primacy of Self-discovery | 5. Success and Failure | 9. Solitude and Reflection |
| 2. The Having of Wonderful Ideas | 6. Collaboration and Competition | 10. Service and Compassion |
| 3. The Responsibility for Learning | 7. Diversity and Inclusion | |
| 4. Empathy and Caring | 8. The Natural World | |

For more information regarding Expeditionaty Learning, please visit: <http://elschools.org>

We will be working with the **Core Practices** booklet which you can view and download:

http://elschools.org/sites/default/files/Core%20Practice%20Final_EL_120811.pdf

AFTER SCHOOL PROGRAMS

Love Learn Success

Grades: Transitional Kindergarten-8th Grade

The Love Learn Success (LLS) After School Program is the fee based extended day enrichment program for MLA's primary grade students. Program hours are from school day dismissal time until 6:00 PM Monday- Friday. After school attendance is available on a full-time or part-time basis, with registration and enrollment occurring during the late spring and summer for the following academic year. Families may select the days and hours of care and are placed in those times for the academic year. Schedule and enrollment changes are evaluated and accommodated as feasible by the Program Director.

Students in 2nd-5th grade receive an hour of Academic Support per day to allow time for homework help. Students participate in enrichment activities, which include cooking and gardening, arts and crafts, ballet folklórico, outdoor games, yoga, capoeira, and afro-brazilian dance.

Before-School Care is also available for families who need to regularly drop students off earlier then 8:15 AM. This program is available on a monthly basis, for a small fee. More information can be found in the office or at the LoveLearn Success website:

<http://lovelearnsuccess.org/melrose-leadership-academy/>

COMMUNITY INVOLVEMENT

MLA staff and students benefit from the important support provided by the following groups. In the spirit of building community, we welcome all ideas for participating in the MLA community. All parents, grandparents and guardians are welcome to join these groups. If you are interested or would like more information, please contact the school.

SSC/ELAC

The School Site Council is made up of teachers, parents and classified employees. This group works with the principal to develop, review and evaluate school plans and the school budget. The English Learner Advisory Council advises and assists in making important decisions related to services for English Learners. Meetings are the second Thursday of the month.

PTSA

PTSA is MLA's Parent, Teacher, Student Association. This organization is dedicated to supporting the education of all students through its many diverse committees. PTSA raises funds, organizes volunteers, hosts and supports community events throughout the school year. Green Team (landscaping, work days, school grounds), Fundraising Committee (Cada Familia, Dance-A-Thon, Swap Day, Tamales Sale, Art and Wine Festival), Community Building Committee (altars, MLA Under the Stars, Movie Nights), Padres Unidos (parent support for Spanish speaking parents to get involved, get information about school activities, ask questions, and create initiative towards each other and the school through engagement), Sports Committee (support during recess, promote teamwork through physical activities), Communications Committee (e-bulletin, marquee, school calendar, Facebook, MLA website), Healthy Foods Committee (food donations, advocacy for healthy school lunches). Meetings are conducted in both Spanish and English and are held on the first Thursday of every other month.

Grow MLA

Grow MLA is a nonprofit created to apply for foundation grants and currently has a small discretionary fund managed by parents, administrators and community members.

Language Classes

We make every effort to offer English/Spanish classes for adults. These classes will allow participants to acquire a second language.

Volunteer Opportunities

At a time when local and state education funding is in peril and public schools face severe budget reductions volunteers are needed more than ever. In just a few hours a week, school volunteers have tremendous power to make a difference in individual students' lives and in the overall progress of a classroom and our school.

There are many ways that parents and other community members can get involved in the school, Some volunteer opportunities include:

- Helping in the classroom
- Helping in the office
- Fundraising
- Volunteering in the garden and/or attending MLA work days
- Attending SSC, and/or PTSA meetings
- Advocate on behalf of our students and our school at the district level

"We have an obligation to our children, to ourselves and to future generations to build great public school systems, because strong schools help form healthy communities. Volunteers play an essential role in not only filling gaps in the system, but in forging the essential bonds that allow school and community to grow in concert."

-Former Superintendent Tony Smith

HOME-SCHOOL-COMMUNITY PLEDGE

MLA School Pledge

We believe that all students are capable of achieving greatness in their learning. To support each student, we will:

- hold students to high standards and support to achieve them
- appreciate school community for upholding MLA's Habits of Heart and Mind
- empower students and the community
- respect everyone's participation and remain inclusive
- promote social justice and a deep understanding of the world
- prepare individuals to make choices in their lives
- encourage the development of critical and compassionate thinking community
- nurture limitless imagination and creativity
- build confidence and integrity
- maintain open communication regarding community events, school and classroom
- make classroom decisions based on the needs of children and take time to find out
- create a collective, collaborative environment based on the needs of the child
- utilize restorative practices
- strive to be our best selves
- make decisions consistent with the realization of the MLA vision
- respectfully share ideas; listen and ask questions
- grow a strong, equitable, inclusive, vibrant community
- remember the remarkable work we do and the difference we make in the lives of our students

Family Pledge

I believe that parents and family are the first and most important models and teachers. To support my child's learning and success in school, I will:

- send my child to school every day on time
- make sure that my child gets adequate sleep and has a healthy diet
- make sure my child dresses in a manner consistent with the school and district dress code policies
- provide a quiet place and time for my child to do homework, and review their homework
- ensure that my child and I read at least 30 minutes per day
- reduce the time that our household watches television or plays video games
- attend Back to School Night, Parent-Teacher-Student conferences, SST's SARTS, Restorative Justice Circles, EXPO, and other school events
- learn about and uphold the school community's vision and core practices (Restorative Justice, Expeditionary Learning, Inquiry)
- sign in the office when visiting my child's school
- volunteer for a minimum of 2 hours per month
- respectfully share ideas; listen and ask questions
- grow a strong, equitable, inclusive, vibrant community
- remember the remarkable work I do and the difference I make in the lives of our students

Student Pledge

I believe that I play a crucial role in my education. I will fully take charge of my school experience, and to show this I will:

- fully engage myself in my education
- come to class on time every day
- learn, practice and live by the MLA Habits of Heart and Mind
- return my completed homework on time
- actively participate in community circles to create and support a safe community
- push myself to ask for help when I need it
- exchange information between school and home
- read or be read to in English or Spanish at home at least 30 minutes every day
- respectfully share ideas; listen and ask questions
- respect the school environment and work to keep it beautiful
- grow a strong, equitable, inclusive, vibrant community
- remember my goodness, brilliance, importance and ability to make great decisions



2018-19 School Calendar

July

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

October

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

January

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

April

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

- Jul 4 Independence Day
- Aug 8 Professional Development Day
- Aug 9 Site Based PD/Collaboration Day
- Aug 10 Teacher Work Day
- Aug 13 First Day of School
- Sep 3 Labor Day
- Sep 21 End of Marking Period (Secondary)
- Sep 28 Professional Development Day
- Oct 19 In Lieu of Lincoln's Birthday
- Nov 2 End of Marking Period (Secondary)
- Nov 9 End of Report Card Period (Elementary)
- Nov 12 Veteran's Day
- Nov 19-23 Thanksgiving Break
- Dec 21 First Semester Ends (Secondary)
- Dec 24-31 Winter Break

- Jan 1-4 Winter Break
- Jan 21 Martin Luther King, Jr. Day
- Jan 25 Professional Development Day
- Feb 18 Presidents' Day
- Feb 22 End of Marking Period (Secondary)
- Mar 8 End of Report Card Period (Elementary)
- Mar 25-29 Spring Break
- Apr 1 Cesar Chavez Day
- Apr 12 End of Marking Period (Secondary)
- May 27 Memorial Day
- May 30 Last Day of School / End of Report Card Period (Elementary) / Second Semester Ends (Secondary)
- May 31 Teacher Work Day
- Jun 7 Summer Learning Teacher Work Day
- Jun 10 Summer Learning Begins

- First/Last Day of School
- Schools & Offices Closed
- Schools Closed
- No School for Students
- Marking Periods/ Report Card Periods
Individual student progress reports are sent to families within one week of these dates
- Summer Learning