OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Madison Park Business And Art Academy – Elementary Campus.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

> ➢ Title I Schoolwide Plan
> ➢ After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Madison Park Business And Art Academy – Elementary Campus.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School:	**Madison Park Academy Lower Campus**
CDS Code:	1612596002182
Principal:	Sabrina Moore
Date of this revision:	6/5/2017

The Single 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:	Sabrina Moore	**Position:**	Principal
Address:	470 El Paseo Drive	**Telephone:**	510-636-7919
	Oakland, CA 94603	**Email:**	sabrina.moore@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

School Site: Madison Park Academy Lower Campus   **Site Number:** 154

[X]	Title I Schoolwide Program	[X]	Local Control Funding Formula (LCFF) Base Grant		
[ ]	Title I Targeted Assistance Program	[X]	LCFF Supplemental Grant	[ ]	21st Century
[X]	After School Education & Safety Program (ASES)	[X]	LCFF Concentration Grant	[ ]	School Improvement Grant (SIG)

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).

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

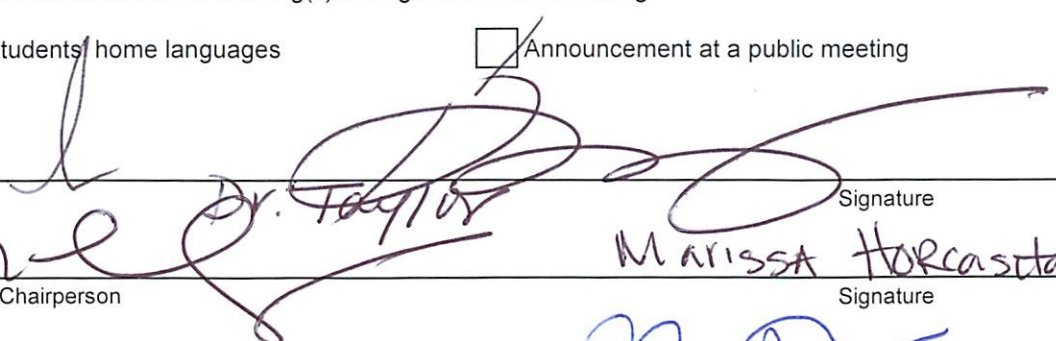   **Date(s) plan was approved:** May 17, 2017

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

[X] Flyers in students' home languages   [ ] Announcement at a public meeting   [ ] Other (notices, media announcements, etc.)

Signatures:

Sabrina Moore		5/17/17
School Principal	Signature	Date
(Dr. Taylor)	Marissa Horcasitas	5/17/17
Print name of SSC Chairperson	Signature	Date
Monica Thomas		5/17/17
Network Superintendent	Signature	Date
Marcus Silvi	_Marcus Silvi_	5/25/17
Coordinator, Office of Accountability Partners	Signature	Date

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Madison Park Academy Lower Campus   **Site Number:** 154

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

Date	Stakeholder Group	Engagement Description
1/18-2/18/2017	Parents	Participate in Parent Site Based Survey to compile data on student preferences for 2017-2018 Priorities
1/18-2/18/2017	Students 2-3-4-5	Participate in Student Site Based Survey to compile data on student preferences for 2017-2018 Priorities
1/18-2/18/2017	Staff (Classified / Certificated)	Participate in Staff Site Based Survey to compile data on student preferences for 2017-2018 Priorities
2/3/2017	Instructional Leadership Team	Conduct ILT work session to analyze site data and discuss school goals.
2/3/2017	Faculty and SSC	Share Current Data Realities and Parent Survey
3/10/2017	Instructional Leadership Team	Conduct ILT work session to flesh out teacher, leadership and organization practices aligned to school goals
2/22/2017	Faculty and SSC	Follow up with parents on all collected survey data, budget training and support session and outlining of parent priorities for 17-18 SY
2/20/2017	Administrative Leadership Team	Conduct ALT work session to align Tk-12 goals and supports for student successfully movement between levels ES, MS, HS.

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant … **General Purpose Discretionary #0000**	$55,300.00	TBD
Local Control Funding Formula Supplemental Grant … **LCFF Supplemental #0002**	$180,914.14	TBD
Local Control Funding Formula Concentration Grant … **LCFF Concentration #0003**	$25,000.00	TBD
After School Education and Safety Program … **ASES #6010**	$96,628.84	TBD
TOTAL:	**$357,842.97**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program … **Title I Resource #3010**	$47,123.48	TBD
Title I, Part A: Parent Engagement Activities … **Title I Resource #3010**	$1,578.10	TBD
21st Century Community Learning Centers … **Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$48,701.58**	**$0.00**

PART A: ABOUT THE SCHOOL

School Description

Madison Park Business and Art Academy (MPA) is a TK-12 academy model school located in the Sobrante Park neighborhood of East Oakland. MPA is comprised of two campuses: MPA Primary – located on the lower campus – serves students in grades TK-5 and MPA Secondary – located on the upper campus – serves students in grades 6-12. Our academy model is designed to support all TK-12 students as they progress through grade levels by aligning culture, systems, and resources across both campuses.

Our vision at MPA Primary is to educate, challenge and nurture our students to succeed in secondary school and beyond. Our dedicated teachers and staff offer Structured English Immersion support and a rigorous academic curriculum in 14 classrooms. At MPA we also encourage family involvement and provide many opportunities for parents to get involved along with parent support and resources such as school site council, a parent resource center, food bank, and a GED program.

School Mission and Vision

MPA TK-12 students experience a full service educational journey that cultivates resilience, develops innovative agents of change that both reflect on and evaluate choices. MPA shall create a more equitable society through community, wellness, leadership and collaboration by implementing a curriculum aligned to Business, Engineering and Digital Design leading to college and career readiness.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the ELA SBAC. Increase by 20% percentage points number of students reading at grade level (2nd- 5th). 95% of students K-1 reading at grade level by May of 2018.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	11.63%	14.31%	17.00%

Other Leading Indicators for Literacy:

SBAC Interim Assessments (3-5), Lucy C. writing tasks (Tk-5), Engage NY Mid/End of Unit Assessments, Standards Plus (Pre/Post) Assessments / F&P (K-5)/ STAR (Tk-2)

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES

SWD growth in SRI (SPF) Students have repeated exposure to computer-based assessments with the utilization of teacher created interim assessments aligned to CCSS / SBAC. Growth in SRI for over 90% of students grades 3-5. Two levels or more growth in Fountas and Pinnell Reading Benchmarks for grades, K and 2-5 Students have had more access to leveled reading, science notebooking, small group instruction and interventions from partners like Reading Partners, extended day LLI/Late Bird Intervention, RTI Boost classes and Technology courses	All teachers need repeated, explicit training on F&P assessment delivery and calibration. Highly chronic absent students often make unsteady progress, regardless of EL or other subgroup status. Our primary students need a more targeted, systematic phonics curriculum. Teachers need more professional development with the Lucy Caulkins materials. Systematic and embedded ELD professional development needed. Teacher Turn-over

ROOT CAUSE ANALYSIS

Observation/Feedback has shown that teachers are consistently implementing Readers and Writers Workshop as part of their daily schedules, quality varies, along with tools for assessment and conferring. Portion of teachers assessing at district benchmarks (F&P / SRI) using this data to drive instruction and others daily conferring for small group teach points. Observation/Feedback has revealed that teachers, particularly our newer teachers in TK, 1st, 3rd, 4th, need more individualized support to use the formative assessments and to design and implement lessons grounded in CCSS and using Readers & Writers Workshop.

MATHEMATICS PRIORITY: **Mathematics**

SCHOOL GOAL for Mathematics:

Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC. Increase by 20 percentage points students scoring proficient or advanced on Fall baseline benchmark scores (Tk-5) measured by site based interim assessment(s).

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	7.63%	12.82%	18.00%

Other Leading Indicators for Mathematics:

SBAC interim Assessments (Tk-5), SMI (3-5), Cummulative End of Unit Assessments (CEOU) (TK-3), End of Module Engage NY Assessments (3-5)

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES

TK-2 and 3-5 are implementing a common curriculum: Math Expressions and OUSD Common Core in TK-2 and EngageNY in 3-5. Growth on math interim assessments for K, 2, and 4-5. Creation of a common rubric for scoring student explanations, TK-8. Quantile Growth on SMI for grades 3-5 from September 2016 to March 2017- Grade 3: 95Q to 245Q =150 points, Grade 4: 280Q to 340Q = 60 points, and Grade 5: 380Q to 520Q =140 points; Average quantile growth: 116 points. Implementation of 1st Annual Family Math Night.	8% performance status for SBAC Math (Standard Nearly Met/Exceeded) All students need repeated and regular exposure to taking assessments on computers in order to build stamina and prepare for SBAC. The Math Expressions curriculum is not fully aligned to grade level Common Core State Standards. Shifting to Common Core Aligned curriculum grades 3-5 (EngageNy) teacher planning and application (aligning the standard, learning target, and task)

ROOT CAUSE ANALYSIS
Site focus on reading and writing- limited emphasis on math instruction, planning/PD/PLC time targeting math focus standards, alignment of instructional practices, support with math curiculum. Portion of teachers supported by site math coach (upper grades 3-5). Observation data reveals unclear pacing aligned to district pacing and not student mastery/building conceptual understanding. Lack of district support or training/PD on OUSD math units / new math curriculum. Teachers using multiple supplements to make meaning of math concepts (standards) for students.

CULTURE & CLIMATE PRIORITY: Chronic Absence

SCHOOL GOAL for Chronic Absence:

Decrease chronic absenteeism to 15% by May/June 2018.

SCHOOL TARGETS for Chronic Absence:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	Students with Disabilities	18.42%	17.92%	17.42%

Other Leading Indicators for Chronic Absence:

Chronic Absenteeism Rates, CHKS Data, URF Data, Suspension Data

NEEDS ASSESSMENT for Chronic Absence:

STRENGTHS	CHALLENGES
Attendance Team formed this year Weekly Attendance Tracker updated New Cost Structure / Supports Attendance Board letting community know about number of tardies/absences Attendance awards for students/families - board recognition montly We experienced improvements in many areas measured by the SPF: Chronic Absence, Suspension, Student Climate Survey, Attendance, Parent Climate Survey	Political Climate of world / Travel of families to other countries, Sickness extended winter months, heating /ventilation challenges in school

ROOT CAUSE ANALYSIS
Leadership reflection has revealed that the attendance support team has not been consistent with steps/actions in support of families of chronically absent students. Instructional challenges and changes in reclassification process and CCSS/curriculum and necessity of a certain score on district SRI assessment have affected students mastery of state assessment (CELDT) assessment. Inconsistent communication to families. (Website not up to date, communications sent home by students not always given to students, All calls manned by staff sometimes absent or unavailble to send communication.)

FAMILY & STUDENT ENGAGEMENT PRIORITY: EL Reclassification

SCHOOL GOAL for EL Reclassification:

100% English Language Learners will be in daily designated ELD classes for at least 30 minutes. 100% of ELLs will have access to core content (in ELA, Math, Sci, Soc. Studies) through their teachers using high leverage ELL practices grounded in the ELA/ELD Framework."

SCHOOL TARGETS for EL Reclassification:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	9.50%	12.50%	19.00%

Other Leading Indicators for EL Reclassification:

Designated/Integrated ELD: K/1 will begin using Systematic ELD. 2nd-5th grade will begin using Discussions for Learning, and add targeted ELD groups based on CELDT Reading and Writing data.   CELDT, SRI (3rd-5th) F&P (K-2nd), writing on demand, SIRA. Regularly scheduled ILT/ Literacy Specialist walkthroughs during the Designated ELD block with observational tool.

NEEDS ASSESSMENT for EL Reclassification:

STRENGTHS	CHALLENGES
Growth in reading proficiency for 90% of students schoolwide measured by SRI. 100% of students receiving integrated ELD support in science. Newcomers receive intervention in small group after school intervention. All students Tk-5 experience a minimum of two 50 Minutes Blocks weekly Integrated ELD in Science Class. With a designated ELD teacher that is bilingual.	No designated ELD (Explicit Language Development practices outlined site wide) | Inconsistent or nonexistent targeted lesson planning with high yeild ELD strategies. | Inconsistent or non-targeted academic discussion in classes

ROOT CAUSE ANALYSIS

ELD support teacher challenged in how to meet the needs of students with limited pull out time to support in TierII word mastery and langugae mastery. Teacher training/ ELD team lead needs to work more closely with classroom teacher to support mastery of all content and scaffolding of academic language development in mainstream classroom. Our goal this year is to add (3) additional parent information sessions to our school calendar that include additional conversations with school community related to DDI, attendance, districtand state assessments, suspensions (discipline), and intervention strategies that include support for SwD, ELL, supported by SEL strategies and a designated ELD block daily.

ADDITIONAL PRIORITY:	Family Engagement

SCHOOL GOAL for Family Engagement:

Family Engagement: Increase parent volunteers numbers by 35% percentage points from September 2017 to May of 2018. Families will have multiple opportunities to participate in and engage with teachers, staff and students throughout the school year. Engage parents in school volunteer program so, they can participate in school wide volunteer opportunities.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent	All Students	85.00%	TBD	coming soon

Other Leading Indicators for Family Engagement:

Beginning with Kindergarten Orientation in Spring 2017, families will be invited to participate in monthly Family Engagement Meetings. Offerings will include parent workshops on attendance, behavior and academic expectations, Parent/Teacher Academic Teams and Parent Volunteer Team. SSC attendance. PTA Participation and Parent Volunteer numbers.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
Quarterly Parent Data Meetings, Reading if Fundamental Program (Parent trainings) in support of training parents on foundational reading at home activities P.L.A.N. (Parent Leadership Action Network) Parent Workshops on Early Literacy and Parent Advocacy, Parent Action Team Meetings, Building Parent Volunteer Corps with Teacher Team, Parent Hosted Teacher Celebrations (Hispanic, African-American), Family Math Night, Science Family Day, Parents as Reading Partners Monthly Event, Coffee Conversations, Parent Data/Information Boards, SSC informational support.	Inconsistent and Infrequent School-wide communication to parents | More active involvement from AA Parents and Families, Percent of parents, families and community members attending SSC Meetings and making decisions for site based initiatives | Lack of school-wide PTA program to provide opportunities for parent engagement

ROOT CAUSE ANALYSIS
Parent confidence in ability to support students in learning. Past limited communication, support and training for parent and community for home / school connections.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If we implement high quality formative, interim and summative assessments on a recursive basis and ensure that every lesson is planned using standards based curricula, is rigorous-defined by the Common Core State Standards, and is taught in a differentiated manner designed to meet the learning needs of each student, then we will make responsive adjustments to instructional planning and delivery, accelerate learning and close the identified achievement gaps.
SCHOOL THEORY OF ACTION for Mathematics:	If we implement high quality formative, interim and summative assessments on a recursive basis and ensure that every lesson is planned using standards based curricula, is rigorous-defined by the Common Core State Standards, and is taught in a differentiated manner designed to meet the learning needs of each student, then we will make responsive adjustments to instructional planning and delivery, accelerate learning and close the identified achievement gaps.
SCHOOL THEORY OF ACTION for Chronic Absence:	If we develop a culture where everyone in the school and greater community acts upon the belief that all students are capable of learning at high levels, then all students will have greater opportunities and the necessary supports to be successful.
SCHOOL THEORY OF ACTION for EL Reclassification:	If, we plan and implement a consistent, systematic and structured, integrated and designated ELD curriculum with opportunities for English learner students to experience and engage in content and language learning that is grade-appropriate; academically rigorous; and aligned to the California english language development standards, then we will consistently redesignate English learner students to Fluent English Proficient Status.
SCHOOL THEORY OF ACTION for Family Engagement:	If we engage in a deep and continuous process of data driven decision making with the best interests of our students in mind, then we will expand successful programs and support areas in need.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Data-Driven Collaboration and instruction: Teacher and staff teams use cycles of inquiry to guide collaboration by assessing, scoring, analyzing and planning from data together.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People I Teams I Time I Resources*
1-1	Develop a deep understanding of grade level standards and their associated learning progressions by engaging in shared reading of standards and progressions at grade level and across grades	Monitor and support to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in classrooms	Create a yearlong Professional Learning calendar that includes regularly scheduled teacher collaboration around mathematics.

1-2	Common, School-wide Lesson/Unit Design to strengthen the Common Core/NGSS-aligned academic program.	Define department/grade level or school-wide expectations and key strategies for Academic Discussion and Literacy across the Curriculum, including Literacy in the context of Science	Develop schedules and tools for teachers to implement CCSS/NGSS units/lessons.
1-3	Establish ELA/Math goals and Content Language Objectives at the unit and lesson level situated in the grade level standards to focus and guide planning and just in time teaching decisions	Principal, instructional coaches (ITL), and Teacher Leader plan and support PD focused on establishing goals both at the unit level and lesson level and aligning Content Language Objectives to quality outcomes	Ensure that PLC's have designated time to focus on unit planning at least once a month, including partial release days
1-4	Plan tasks/lessons that support identified goals	Focus observation and feedback on the Instructional Core with particular attention to Task	Ensure common planning time for grade levels in ELA and MATH; Continue to develop a deep understanding of the Instructional Core, eliciting support at the Network level, and using appropriate observation tools that look first at task and content.
1-5	Plan from Texts and Standards, Teach based on those plans, assess student learning after teaching, analyze student work and data after assessment, adapt teaching and re-assess, reflect and begin the cycle again.	Training for ILT/Team Leads specific to effective systems for COI - Provide PD and common planning time for creation of materials/resources, data analysis and data driven instructional practices focused on in the cycle of inquiry.	Working with ANET Consultants - ILT/Team Leads/Admin actively participating during each cycle to support teachers/teacher teams with timely data, time for analysis and coaching/feedback on teaching practices
1-6	Define quality student group work, create and use group work rubrics with students	Provide PD and common planning time for creation of materials/resources, data analysis and data driven student grouping.	Create systems and structure for monitoring CCSS/NGSS-formative and summative data including data conferences, data walls, student goal setting protocols.
1-7	Use of common (research based) classroom practices/strategies including blended learning, technology, small group instruction, scheduling that have proven to benefit lowest performing MPA student populations and consistent instruction with grade level -CCSS/NGSS aligned content and tasks.	ILT planning and defining department/grade level expectations - nonnegotiable common practices and agreements.	ILT/Team Leads establishing and dissementating common practices / agreements school-wide
1-8	Define quality student academic discussion and create sitewide rubric based on Academic Discussion Continuum.	Informal and formal walkthrough and feedback focused on student discourse (teacher moves/student actions). Timely feedback / data provided to individual and teacher teams for reflection and growth.	Self-assess practices using the Academic Discussion Continuum. Reassess mid-year and end of year.

1-9	Lead teacher to support primary site with technology with a computer elective. Additionally, teacher will build a technology structure that supports computer literacy and Science (1fte)	Select Teacher Leaders by subject area to compose the Instructional Leadership Team. ILT meets 2x monthly to examine instructional practices, set professional learning direction, and assist with the implementation of Common Core/NGSS.	Technology elective to create Common Planning Time for grade level or department teams. Align master schedule to create additional prep period to be used for Common Planning Time and support implementation of intentional, standards based technology practices in classrooms.
1-10	Data Driven Instruction	Data conferences with teachers every trimester. Explicitly train teachers in effective teaming and communication strategies in support of data analysis, calibration, alignment and collaborative planning.	All teachers, grade level PLC's and Team PLC's will participate in PDs specific to data driven instructional practices.
1-11	Intentional and purposeful utilization of online programming (aligned accross campus): FrontRow Mathematics, Writing A-Z, RazKids onlline reading platform Learning Software programs. Supported by computer science elective.	Analyze school-wide data resulting from use of technolgy support programs.	Professional development facilitated by STEM teacher leaders in the areas of Science, Technology and Mathematics.
1-12	Team aligned schedules tied to daily standards, tasks and content for instruction.	Informal and formal walk through w/ feedback and alignment of culture structures, systems, curriculum, resources, expansion of ILT, Professional Development and alignment the Master Schedule.	All teachers, grade level PLC's and Team PLC's will participate in PD regarding aligning culture structures, systems, curriculum, and resources.
1-13	Daily math instruction using our OUSD teacher created core curriculum and Math Expressions (Grades Tk-2) / EngageNY Math (Grades 3-5) - Supported by FrontRow mathematics online math intervention and XtraMath foundational math online software programs utilized both in core classes and technology elective grades Tk-5.	Tech Lead (ILT) facilitating technology PD's for all staff and supporting teachers with intentional technology integration. Student Tech Leaders Active participation in PLC's and PD.	Professional development facilitated by Lead STEM teacher leaders in the areas of Science, Technology and Mathematics.
1-14	Assessment practices to include teacher created, Common Core Learning standards aligned interim assessments, aligned to district testing calendar with built in test in hand analysis days and common planning time.	Use STIP SUB to provide release time for face to face debriefing for all teachers and develop systems for data tracking, data conferences and data walls.	1:1 Data meeting with Co-Principal

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices
1-15	Quarterly school wide problem-solving initiative; teachers will select SVMI and/or Illustrative Mathematics tasks based on major CCSS-M standards; students will be scored using the MPA Problem Solving rubric (desigend by teachers)	Meet with Math Lead Teacher bi-weekly to support in the development and implementation of the school-wide problem solving challenge; examine student pre- and post- assessment data (Focal-5 students, grade level, TK-2, and 3-) for problem solving strengths and challenges for students (structure of the problem, strategies, explanations and justifications) with ILT quarterly; develop and co-lead teacher PD with Math Teacher Leader to support the Standards for Mathematical Practice learning for teachers	Targeted program that utilizes the Standards of Mathematical Practice and content CCSS-M to create problem solvers
1-16	Science Teacher maximizes opportunities for authentic language learning by teaching hands-on science lessons using FOSS materials and utilizing NGSS/CCSS aligned practices of writing with evidence, reading complex text, and argumentation using the SIRA Instructional Plans.	Principal will use the Elementary Science Continuum to assess science program and determine next steps.	Build Science and Langauge Learning Walk, plus debrief into ILT schedule.

Improvement Strategy #2:	Instructional Coherence across the school in standards based literacy and math instruction.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People l Teams l Time l Resources*
2-1	Understand how the pedagogical best practices of the Workshop model supports writing and progress towards grade level standards: including Mini-lesson, shared writing, small group instruction and conferring	Define expectations for BAL implementation or Literacy across the Curriculum	Develop schedules and tools for teachers to implement Readers/Writers Workshop, content-based CCSS units/lessons.
2-2	Teachers better understand, Plan and teach stronger differentiated writing and close reading lessons to support all learners	Principal,instructional coaches (ITL),and Teacher Leader plan PDs, faciliate PLCs, provide opportunites for coaching and peer observation to increase capacity in Writing instruction, Close Reading and planning with Standards	Ensure that teachers have the release time and protocals to conduct peer observations. Provide ample PD and PLC time to building capacity to build best practices for Writer's workshop model. Provide coaching and feedback to teachers.
2-3	Offer addtional funding for our extended day intervention classes to be filled by credential teachers on all grade levels.	ITL/Science ELD Teacher training all Extended Day Staff on LLI Intervention	Targeted, data driven, after school intervention program that utilizes Leveled Literacy Intervention (LLI) to develop student literacy for our lowest performing students.

2-4	Implement research based practices for standards aligned instruction in Mathematics: Unpack the standards and create clear and specific learning goals with respect to the mathematics to be learned; create and pose challenging and interesting questions; select high-level mathematical tasks that aligns with the goals of the lesson; structured lessons include links to the learning goals and outcomes of learning; teacher explanations are accurate and comprehensible to students; examples chosen for the lesson are illustrative and students gradually move to independence using guided practice (strategic decisions about the right type of practice for each student throughout instruction) by the teacher; and teacher is regularly looking for and acting upon the feedback received from students' verbal and written responses (academic discussion, exit tickets, and oral presentations)	Explicitly train teachers in best practices for standards-based math instruction. PLC Lead teachers facilitate the creation of pacing guides with teachers for Math Expressions (TK-2) and EngageNY (3-5) that is tailored to the learning needs of students aligned with the standards, learning targets, and tasks. Math Lead Teacher facilitate and plan PD to align common practices of teachers during Math instruction- high and intentional use of academic vocabulary, writing in math, deep level of teacher questioning, targeted use of direct (student- centered guided approach) and dialogic instruction (classroom discussion) with an emphasis on "precision teaching", knowing what strategies to implement for maximum impact. (Hattie, Fisher, & Frey, 2016). ILT to conduct math walkthroughs (based on goals created with teachers) and provide timely feedback.	Grade-level Professional Learning Communities (based DuFour's PLC questions and timely data analysis), Creation of a MPA Primary Mathematics Walkthrough Tool, and Mathematics Professional Development that utilizes research on best math practices and implementation of such.
2-5	Supporting Academic Mentors in class with planning for small group LLI Intervention	ITL/Science ELD Teacher training and supporting Academic Mentors on LLI Intervention	Academic Mentors pulling small groups for LLI reading intervention
2-6	Daily reading and writing instruction (BALC LIT /Workshop) utilizing Lucy Calkins' Reading and Writing workshop curriculum; including the essential lesson elements of modeled writing, vocabulary development and powerful sentences/writing development and growth. Collaborative scoring of quarterly writing assessments with other teachers at grade level, utilizing data driven instruction protocols: calibration and collaborative planning to perpetuate our cumulative effect.	Explicitly train teachers in effective teaming and communication strategies in support of data analysis, calibration, alignment and collaborative planning.	Professional Development facilitated by ELA Lead Teachers/ intervention (reading) specialist and support team.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices
2-7	Additional Tier II Supports provided by outsourced reading intervention partnerships (Reading Partners / Reading Specialist) - Reading Partners Organization: Reading intervention (Targeted support for ELL's and lowest performing students) - Onsite (Americorp) volunteers supporting students reading 2.5 years or less under grade level. Identified students matched with tutors on a rolling bassis.	Monitor and Support all reading intervention efforts (Collaborate with Reading intervention teacher for school-wide data analysis check in)	Fund ITL to support on-site Professional Learning. Support for on-going coaching and designing of professional learning. ITL will work with a group of students daily (LLI Intervention).
2-8	Targeted ELA intervention, during after school, to support all students, utilizing CORE5 (LEXIA) adaptive intervention software at grades K-5.	Meet with High Ground ASP staff Site leader weekly to develop and refine action plan to support intervention programing and other extended day activities.	Targeted, data driven, after school intervention program that utilizes Leveled Literacy Intervention to develop student literacy to develop student literacy for our lowest performing students.
2-9	Use journals in math instruction, daily expectation of writing in math aligned to agreed upon rubric for responses.	Math Lead Support Teachers development of writing structures in math, rubric, stems and expectations	Math Lead during first cycle to aid in development of tools/resources for math writing aligned with Core curriculum and Engage Units.
2-10	Use reading (running) records to understand individual student strengths and areas of growth and guide instruction. School wide focus on data driven instruction and lesson design including focused and specific instruction, modeling, guided practice, modeling, independent practice and assessment. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.	PD on data analysis and tools for data (STAR, F&P, SRI and SIPPS Assessments resources)	Professional Learning Communities focused on Reading Data
2-11	Instruct with common practices in foundational reading using SIPPS / OCR Green Section. Use of leveled libraries for independent and partner reading. Aligned schedules and lesson plans	Provide Leveled library and resources for aligned practices in foundational reading	ITL to support with organizing leveled libraries in every classroom and accountable systems (e.g., Accelerated Reader) for independent reading.

Improvement Strategy #3:	English Learner Instruction: All teachers will receive time, training, opportunites to analyze data, and instructional coaching to address the needs of English language learners during designated English language development (Designated ELD).

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People I Teams I Time I Resources*

3-1	Use Systematic ELD or Discussion4Learning as a supplementary material for daily 30-minute ELD while teachers develop content-embedded Designated ELD.	Provide PD, planning time, data analysis, instructional coaching (peer, ITL) so teachers become proficient at teaching Systematic ELD & Discussions for Learning.	Use screencasts PDs to support use of the supplementary materials.
3-2	Use Systematic ELD or Discussion4Learning as a supplementary material for daily 30-minute ELD while teachers develop content-embedded Designated ELD.	Schedule walk throughs using observational tools (i.e. Site ELL Review Classroom Observation Tool), ILT analyzes data, & sets PD based on need.	With Support of ELLMA Team Create targeted and strategic grouping (Aeries) of ELLs students considering language proficiency level during ELD (within each grade level) & revisit grouping quarterly, after language progress monitoring assessment.
3-3	ELD Lead Continue with Newcomer class as extended contract	Provide newcomers extended block of Designated ELD.	Provide extended contract for newcomer class during late bird intervention block
3-4	Conduct deep data analysis, observe EL experience and to create action plan.	Monitor formative and summative data of EL progress. Use student-focused observation protocols such as the 5x8 cards or ELL Shadowing to collect qualitative data and to monitor engagement, participation and language use of ELLs in the content classes.	Release time for teachers to analyze data, and participate in data conference.
3-5	Teachers use Student Talk and Academic Conversations in conjunction with complex text & tasks to leverage talk opportunities (less teacher talk, more student thinking & talk)	Principal/ILT will ensure that all instructional expectations are fully implemented through walk-throughs, schedule development, and other accountability structures.	PD in Student Talk Basics to leverage talk opportunities in support of literacy and language development. Use the Academic Discussion Continuum of Teacher Practice.
3-6	Science & Integrated ELD is scheduled at least two times per week (30-45 minute sessions in grades K-2; 45-60 minute sessions in 3-5)	Check science schedules to ensure science minutes are met for grade levels	Science Teacher to support science in classrooms aligned with Science Course.
3-7	Science Teacher plan for students to engage in academic discussions as precursors to writing in Science Notebooks.	With ILT, conduct Learning Walk to formatively assess academic discussions in science.	Purchase composition books for all students, all grades.
3-8	Science Teacher teaching Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning.	Establish cross collaborative teacher team to develop language objectives and share with gen ed teachers	Ensure common collaboration time for grade levels in science.
3-9	Ensure ELLs receive both Designated and Integrated ELD as described in The Essential Practices for ELL Achievement, and for elementary settings, Essential Practice #2-Designated and Integrated ELD- Elementary Teacher Version	Conduct deep data analysis, observe ELL experience and to create a strategic action plan to improve outcomes for ELLs	Devote one PD cycle to the implementation of new ELD materials and/or practices.

| 3-10 | Daily, targeted language acquisition instruction in English Language Development for pre-designated students and intentional usage of technology resources for, specifically using the Rosetta Stone software in support of English fluency, reclassification and/or improved performance on CELDT with all English Language Learners who score Intermediate or below on annual assessment. . | Meet with ELD teacher leader monthly to develop and refine action plan to support ELD/ intervention programing. | Implement Science Lab to create Common Planning Time for grade level or department teams. Align master schedule to create additional prep period to be used for Common Planning Time |

Improvement Strategy #4:	Implement Practices for Family Engagement

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People I Teams I Time I Resources*
4-1	Provide clear on-going communication with parents about word study, reading, writing and math instruction and practices. (Public data boards)	Principal, ILT Engage Community through Student-Level Data: Host Data Night in Fall and Spring to provide families with student progress reports, SRI reports.	Public Data boards and displays / information on student progress in common areas
4-2	Completion of School-Wide Parent, Student and Staff Priorities Survey	Shared Decision Making/SPSA Input: Use of data analysis protocols with SSC and Parent Leadership. Completion of School-Wide Parent, Student and Staff Priorities Survey	Creation and Dissemenation of Data collection tools for school wide priorities and vision/mission work
4-3	Teacher co-plan and host workshops with families to share student progress with families and to teach and practice academic support strategies for use at home	Build Parent Leadership knowledge & skill with quarterly parent and family engagement workshops for school home connections	Public Information Board and communications around home school supports and upcoming engagement events
4-4	Plan and execute positive phone calls / communications home to build relationships with families prior to start of school year		
4-5	Teachers will use minimum days to schedule Parent Conferences in Fall and Spring to provide feedback to parents about academic progress	Monthly Coffee Conversations to meet with parents and address any concerns or asks they may have	The school will collaborate with Parent Leadership Committee to outreach to families
4-6	Teachers will contact parents when students are absent or tardy		

4-7	Attend quarterly parent hosted teacher celebrations coordinated by Parent Leaders	Participate in PLAN meetings and Parent leader meetings Thursdays upon request. Monthly PLAN Meetings to develop calendar of events and align to key school goals	The school will collaborate with the Parent Leadership Action Network to outreach to families and develop parent volunteers program
4-8	Weekly communications home via homework folder or weekly parent news	Principal Bi-Monthly Newsletter home	Parent information and public community information board in common area of school
4-9	Elected teachers will serve at SSC meetings, as well as other school-wide committees comprised of parents (i.e. Literacy Team)	Conduct monthly SSC meetings to approve school-wide plans and Title 1 funds and present current data realities for transparency in student outcomes and planning	ILT Climate and Culture Team maintaining and expanding Parent volunteer program along with parent leaders.
4-10	Maintain an equity-centered lens. Commit to welcoming familes as advocates for their children's success. Build inclusion for all cultures, languages, socieconomic backgrounds and family structures.	The school will conduct Parent Engagement Nights to support school-wide academic goals and initiatives (i.e. Literacy, Math and Science). Provide parent trainings on the transition to the Common Core State Standards and shifts.	Creation of a yearlong parent engagement plan with monthly events, workshops, volunteer efforts and activites to support school-wide priorities
4-11	Build a respectful classroom community and a welcoming environment to support diverse families by creating a shared responsibilty and open classroom policies for parent visits, volunteering and support	Collaborate with the Parent Leadership Action Network (PLAN) to outreach to families with the goal of developing parent volunteer programs, advocacy, as well as parent educational/ learning opportunities.	Admin in partnership with PLAN assist families with outreach including parenting classes, understanding child and adolescent development and setting home conditions that support students at each age/ grade level. This includes a more intentional focus on supports for homeless and foster youth in 2017-18.
4-12	Teachers will maintain and display monthly attendance tracker in the classroom to promote regular school attendance	Convey the importance to families that school attendance is critical for academic success. School-wide initiatives supported by Admin and Attendance Team. Data Displays and transparency on data realities around attendance.	Attendance team intentional parent engagement and communication efforts Weekly. Weekly meetings to analyze data and strategically plan for supporting students both chronic and declining in attendance
4-13		Provide Space and Staff for Parent GED Class (Adult ED)	Administration provide parent space and staff for Parent GED Class (Adult ED)

Improvement Strategy #5:	Practices to Ensure Students Successfully Manage Transitions with in MPA Tk-12 and College/Career and Community Ready

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People l Teams l Time l Resources*
5-1	Support ALL Families Tk-12 with continual COST support, parent center, food bank, GED, and Alameda County resources through the Native American Health Center.	Meet with COST Team weekly to support families	Family support log, resource handbook to aid families
5-2	Cost Team will ensure essential staff meets the needs of students and families	Alignment of Master Schedule to provide trainings for all teachers and staff TK-12.	Expand consultant support for RJ at all grade levels; TBD, Ortega, and Conflict Medication scope.
5-3	Teacher will participate in PD that support Restorative Justice Strategies.	Additional training for AP's, Attendance Clerks, Outreach Consultant.	Expand the responsibilities for Attendence Support Team.
5-4	Teacher will participate in PD that will support the reduction of chronically absent students.	Leadership will participate as part of the Attendance Team. Site leaderhip will also conduct home visits for truant students.	Attendance Team/ COST Team implementing school wide support structures
5-5	Onsite Counseling (COST) staff partner with Administrative team to provide 4 PD's specific to trauma / Student PTSD	Meet with COST Team weekly to support families / Planning based on site suspension, absence and URF data in support of classroom teacher needs to support students of concern	Family support log, resource handbook to aid families Site Counselors / ILT Supporting new and veteran teachers with student discipline and management structures in classrooms and common areas.
5-6	MPA Tk-5 Climate and Culture Leadership Sub-team support school-wide Social, Emotional Learning practices in PD/PLC Including but not limited to emphasis on Self-Awareness and Responsible Decision making (Choice) for students and relationship skills.	Calendar and support RAC meeting.	AP's, ILT to support with resource needs.
5-7	Agreed upon social-emotional learning tools / language used school wide by all adults (emphasized in morning routines and classroom meetings). Shared with parents / families in classroom letters home to build common language application school to home.	Work to support the expansion of clinic health services.	Clinic Team, and Administration to provide inclusion in calendar site events to support parent, and community sign-ups.
5-8	Teachers and after school staff partnering to support students with full wrap around of social emotional learning supports from morning program to afternoon care (ILT team member on staff with ASP as site liasion.)	Alignment of ASP/Summer offerings by multiple community partners.	Administrative team to maximize summer resources to provide relevant programs.

5-9	Supporting and honoring home languages during classroom instruction	Use School Culture Team, PBIS team or COST team to create a behavioral RTI pyramid that all staff understand and implement. Refine as implementation informs practice.	Address issues of bias and race and build cultural competency to serve diverse students through on-going professional learning, coaching, workshops/conferences and dialogue for teachers and staff
5-10	Partner Tk/K, 5th/6th, 8th/9th Grade Teacher Teams in Collaborative Planning across Levels and Touring Opportunites /Classroom visits for students and parents	Calendar PD/PLC Collaboration time between teams	ALT and ILT to plan and implement TK/ES, ES/MS and MS/HS learning and transition opportunities for students and families.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
$96,628.84	After School Education & Safety (ASES)	Higher Ground afterschool program	Targeted ELA intervention, during after school, to support all students, utilizing CORE5 (LEXIA) adaptive intervention software at grades K-5.	A1.6: After School Programs					154-1
$10,300.00	General Purpose Discretionary	Supplies	Develop a deep understanding of grade level standards and their associated learning progressions by engaging in shared reading of standards and progressions at grade level and across grades	A2.1: Implementation of CCSS & NGSS	4310				154-2
$17,000.00	General Purpose Discretionary	Supplies	Use of common (research based) classroom practices/strategies including blended learning, technology, small group instruction, scheduling that have proven to benefit lowest performing MPA student populations and consistent instruction with grade level -CCSS/NGSS aligned content and tasks.	A2.1: Implementation of CCSS & NGSS	4310				154-3
$2,000.00	General Purpose Discretionary	Refreshments	Provide PD, planning time, data analysis, instructional coaching (peer, ITL) so teachers become proficient at teaching Systematic ELD & Discussions for Learning.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	4311				154-4
$5,000.00	General Purpose Discretionary	Copier Maintenance	Math Lead during first cycle to aid in development of tools/resources for math writing aligned with Core curriculum and Engage Units.	A2.3: Standards-Aligned Learning Materials	5610				154-5
$21,000.00	General Purpose Discretionary	SEL Mentor	Build a respectful classroom community and a welcoming environment to support diverse families by creating a shared responsibilty and open classroom policies for parent visits, volunteering and support	A2.2: Social Emotional Learning	5825				154-6
$5,808.84	LCFF Concentration	Books for classroom library collection and book sets for small group guided reading and literature circles	Use of common (research based) classroom practices/strategies including blended learning, technology, small group instruction, scheduling that have proven to benefit lowest performing MPA student populations and consistent instruction with grade level -CCSS/NGSS aligned content and tasks.	A2.3: Standards-Aligned Learning Materials	4200				154-7
$19,191.16	LCFF Concentration	Stipends or substitutes to support professional learning in support of ELLs	Use STIP SUB to provide release time for face to face debriefing for all teachers and develop systems for data tracking, data conferences and data walls.	A4.4: Teacher Professional Development focused on English Learners		TEACHER STIP	TCSTIP0698	0.52	154-8

Amount	Funding Source	Title	Description	Strategy	Code 1	Program Name	Program Code	FTE	ID
$21,000.00	LCFF Supplemental	Stipends for extended day/enrichment for struggling readers to receive small group acceleration	Targeted, data driven, after school intervention program that utilizes Leveled Literacy Intervention to develop student literacy to develop student literacy for our lowest performing students.	A3.4: Teacher Professional Development focused on Literacy	1120				154-9
$32,000.00	LCFF Supplemental	Engaging Schools curriculum with professional learning and on-site coaching	Working with ANET Consultants - ILT/Team Leads/Admin actively participating during each cycle to support teachers/teacher teams with timely data, time for analysis and coaching/feedback on teaching practices	A2.5: Teacher Professional Development for CCSS & NGSS	5825				154-10
$12,000.00	LCFF Supplemental	Supplementary ELD materials & instructional technology	Intentional and purposeful utilization of online programming (aligned accross campus): FrontRow Mathematics, Writing A-Z, RazKids onlline reading platform Learning Software programs. Supported by computer science elective.		5846				154-11
$23,055.32	LCFF Supplemental	Computer Science Teachers	Lead teacher to support primary site with technology with a computer elective. Additionally, teacher will build a technology structure that supports computer literacy and Science (1fte)	A4.4: Teacher Professional Development focused on English Learners		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0002	0.30	154-12
$25,059.60	LCFF Supplemental	Surplus for ITL	Fund ITL to support on-site Professional Learning. Support for on-going coaching and designing of professional learning. ITL will work with a group of students daily (LLI Intervention).	A3.2: Reading Intervention	4399				154-13
$43,799.22	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Science Teacher maximizes opportunities for authentic language learning by teaching hands-on science lessons using FOSS materials and utilizing NGSS/CCSS aligned practices of writing with evidence, reading complex text, and argumentation using the SIRA Instructional Plans.	A3.2: Reading Intervention		TEACHER STRUCTURED ENG IMMERSN	TCSHLT0512	0.60	154-14
$24,000.00	LCFF Supplemental	Academic mentors/instructional assistants in support of ELLs	Academic Mentors pulling small groups for LLI reading intervention	A4.3: Newcomer Programs	2928				154-15
$8,510.26	Measure G: TGDS	Stipends	Schedule walk throughs using observational tools (i.e. Site ELL Review Classroom Observation Tool), ILT analyzes data, & sets PD based on need.	A2.6: Teacher Evaluation	1120				154-16

$322.40	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				154-17
$17,714.91	Measure G: TGDS	Stipends or substitutes to support professional learning in support of ELLs	Use STIP SUB to provide release time for face to face debriefing for all teachers and develop systems for data tracking, data conferences and data walls.	A4.4: Teacher Professional Development focused on English Learners		TEACHER STIP	TCSTIP0698	0.48	154-18
$4,277.00	Supplemental Program Investment	Stipends	Lead teacher to support primary site with technology with a computer elective. Additionally, teacher will build a technology structure that supports computer literacy and Science (1fte)	A4.1: English Learner Reclassification	1120				154-19
$20,271.92	Supplemental Program Investment	Books other than textbooks	Explicitly train teachers in best practices for standards-based math instruction. PLC Lead teachers facilitate the creation of pacing guides with teachers for Math Expressions (TK-2) and EngageNY (3-5) that is tailored to the learning needs of students aligned with the standards, learning targets, and tasks. Math Lead Teacher facilitate and plan PD to align common practices of teachers during Math instruction- high and intentional use of academic vocabulary, writing in math, deep level of teacher questioning, targeted use of direct (student- centered guided approach) and dialogic instruction (classroom discussion) with an emphasis on "precision teaching", knowing what strategies to implement for maximum impact. (Hattie, Fisher, & Frey, 2016). ILT to conduct math walkthroughs (based on goals created with teachers) and provide timely feedback.	A2.1: Implementation of CCSS & NGSS	4200				154-20
$9,000.00	Supplemental Program Investment	Instructional Technology	Intentional and purposeful utilization of online programming (aligned accross campus): FrontRow Mathematics, Writing A-Z, RazKids onlline reading platform Learning Software programs. Supported by computer science elective.	A3.1: Blended Learning	4410				154-21
$5,000.00	Supplemental Program Investment	Postage to support communications and mailings		A5.1: School Culture & Climate (Safe & Supportive Schools)	5910				154-22

$5,424.00	Title I Basic	Supplies	Use journals in math instruction, daily expectation of writing in math aligned to agreed upon rubric for responses.	A2.1: Implementation of CCSS & NGSS	4310	Supplies			154-23
$12,500.00	Title I Basic	Reading Intervention	Additional Tier II Supports provided by outsourced reading intervention partnerships (Reading Partners / Reading Specialist) - Reading Partners Organization: Reading intervention (Targeted support for ELL's and lowest performing students) - Onsite (Americorp) volunteers supporting students reading 2.5 years or less under grade level. Identified students matched with tutors on a rolling bassis.	A3.2: Reading Intervention	5825	Reading Partners			154-24
$29,199.48	Title I Basic	Reading Assessment and Program for Struggling Readers and materials, training and/or FTE for CCTL or Intervention Teacher	Science Teacher maximizes opportunities for authentic language learning by teaching hands-on science lessons using FOSS materials and utilizing NGSS/CCSS aligned practices of writing with evidence, reading complex text, and argumentation using the SIRA Instructional Plans.	A3.2: Reading Intervention		TEACHER STRUCTURED ENG IMMERSN	TCSHLT0512	0.40	154-25
$1,578.10	Title I Parent Participation	GED Class- Adult ED	Support ALL Families Tk-12 with continual COST support, parent center, food bank, GED, and Alameda County resources through the Native American Health Center.	A6.1: Parent / Guardian Leadership Development	1120	GED CLASS			154-26

Madison Park Academy Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:
I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

_____
Student signature

Parent/Guardian or Family Member Pledge:
I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

_____
Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

_____
Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.

Title I School Parental Involvement Policy

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program
Madison Park Academy agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.

  The parents are involved in a monthly parent meetings which involve them to take parent in SSC Committee and ELAC Committee meetings and parent activities and workshops in the family resource center with the family advocate.

- Offer a flexible number of meetings for parents. The family resource center provides workshops and activities to all **Madison Park Academy** families to help support and grow leadership within the school community.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. Parents and families are involved with the governance of the SSC and ELAC Committees.

- Provides parents of Title I students with timely information about Title I programs. Parents and families are invites monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title 1.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Parents and families are invites monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents and families are invites monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title 1.

School-Parent Compact

Madison Park Academy has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content

standards.

Building Parent Capacity for Involvement

Madison Park Academy engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
    1) The State of California's academic content standards
    2) The State of California's student academic achievement standards
    3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
    4) Academic proficiency levels students are expected to achieve
    5) How to monitor their child's progress

- Parents and families are invites monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title 1 and are given information to help support the families

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Parents are given internet resources and information to help guide and support them to achieve academic achievement.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. Staff is educated with weekly PD's given by the principal and or others that can help provide quality PD's to staff. Which then work together with the parents to provide a quality enrichment.

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. Family Resource center provides parent and family workshops to families to help provide better academic achievement.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. The parents and the families receive monthly newsletter and family resource information which also includes flyers and school messenger phones with current school information. This information is translated from English to Spanish to support the language needs of all Madison families

- Provides support, during regularly meetings, for parental activities requested by Title I Program. Parents participate in SSC and ELAC meetings as well as Parent and family workshops in the family resource center with the support of the family advocate.
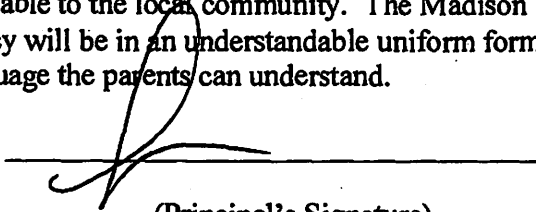
Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Parents and families are given information in English and in Spanish to

meet the language needs of all families.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by
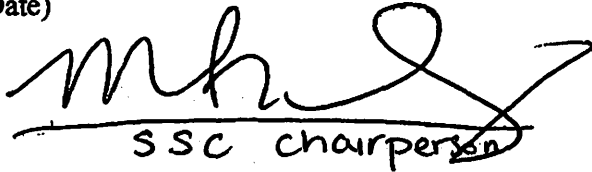
    This policy was adopted by the (**Madison Park Academy**) School Site Council on *December 14 2016* and will be in effect for the 2016 -2017 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Madison Park Academy notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

_____   Dec 14 2016
(Principal's Signature)

(Date)

_____   12/14/16
SSC Chairperson

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Site Council Membership Roster – Elementary

School Name: ___Madison Park Academy - Lower   **School Year:** ___2016-2017_____

Chairperson : Marissa Horcasitas	**Vice Chairperson:** Maria Morales
Secretary: Cristina Francis	***LCAP Parent Advisory Nominee:**
*LCAP EL Parent Advisory Nominee:	***LCAP Student Nominee:**

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.
Lucinda Taylor	X			
Brian Baier		X		
Michelle Ramos-Stokes		X		
Precious James		X		
Elizabeth Comeau			X	
Marissa Horcasitas				X
Cristina Francis				X
Maria Garcia				X
Angelica Ortega				X
Maria Morales				X

Meeting Schedule (day/month/time)	**Every 3ʳᵈ Friday of the month**

SSC Legal Requirements: (Ed. Code 52852)

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;
  Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent /Community