

Board Office Use: Legislative File Info.	
File ID Number	20-2330
Introduction Date	12/9/20
Enactment Number	20-1791
Enactment Date	12/9/2020 er



# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** December 9, 2020  
**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2020-2021 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus

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

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

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

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

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Madison Park Academy Upper Campus  
**CDS Code:** 1612596066450  
**Principal:** Lucinda Taylor  
**Date of this revision:**

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

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

**Contact:** Lucinda Taylor  
**Address:** 400 Capistrano Drive  
Oakland, CA 94603

**Position:** Principal  
**Telephone:** 510-636-2701  
**Email:** lucinda.taylor@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/23/20*  
*The District Governing Board approved this revision of the SPSA on: 12/9/2020*

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

**2020-2021 School Plan for Student Achievement Recommendations and Assurances**

**School Site:**

Madison Park Academy Upper Campus

**Site Number:** 215

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

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

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

**Date(s) plan was approved:** 4/23/20

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

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

**Signatures:**

Dr. Lucinda Taylor *Dr. Lucinda Taylor*

7/15/2020

Principal

Signature

Date

De'Shawn Woolridge *De'Shawn Woolridge*

7/15/2020

SSC Chairperson

Signature

Date

Lucia Moritz

*Lucia Moritz*

7/15/2020

Network Superintendent

Signature

Date

Lisa Spielman

*Lisa Spielman*

7/15/2020

Director, Strategic Resource Planning

Signature

Date

**2020-21 SPSA ENGAGEMENT TIMELINE****School Site:** Madison Park Academy Upper Campus**Site Number:** 215

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

Date	Stakeholder Group	Engagement Description
4/7/2020	ILT/SPED	Shared rationale and overview of site plan. Department leaders focused on goal setting for the 20-21 school year.
4/13/2020	Staff Meeting	Shared rationale and overview of site plan.
4/14/2020	CC/SPED	Shared rationale and overview of site plan, and grade level leaders set goals for CC 20-21.
4/16/2020	SSC/Students	Shared rationale and overview of site plan, with teachers, students, and families. Discussion regarding budget to be continued 4/23/2020. Gathered feedback.
4/23/2020	SSC/Students	Budget Review and priorities including planning and strategies by department for 20-21.

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$319,057.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,722,155.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$249,240.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$66,425.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,360.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$606,900.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$64,457.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$71,400.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,599.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$136,874.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$368,900.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$319,057.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,403,098.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,722,155.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Madison Park Academy Upper Campus

**School ID:** 215

**School Description**

Madison Park Engineering and Graphic Design Academy is the upper campus serving 6-12 students. Our school campus 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.

At MPA Secondary, we focus on student success in the classroom and beyond. In addition, MPA students are guided by a college and career center to stay on-track for high school graduation and to complete an individualized post-secondary plan for continuing education (trade-school, community college, apprenticeship or university). MPA has a 90% graduation rate with a large number of our students going on to college. MPA students are connected to a wide variety of resources, including summer programs and internships. Balancing out our academic program, our school offers electives, activities and sports programs including volleyball, football, basketball, track, and soccer. We also support students and their families with a parent center, on-site health clinic and mental health counseling services.

**School Mission and Vision**

Our mission is to know all of our students well, and in so doing, provide them with engaging opportunities for relevant, authentic, interdisciplinary, project-based learning situations, both within and beyond our walls.

MPA TK-12 students shall experience a full service educational journey that cultivates resilience, develops innovative design agents of change that both reflect on and evaluate choices, while instilling the value of Pride, Purpose, Perseverance, Possibilities.

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

**Focus Area:**

**Priority Strengths**

**Root Causes of Strengths**

<p><i>College/Career Readiness</i></p>	<p>By May 2023, MPA will maintain 90+% or greater graduation rate.</p>	<p>90+% graduation rate. 8 period day allows MPA student to make up credits by taking classes they previously failed. MPA teachers are focused on cross curricular instruction tied to literacy. Teacher collaborate in Department/Grade Level PLCs. Our focus is the on implementation of strong readers, and Algebra readiness by 9th grade. Coaching from Colette Kang, Jessica Tucker, Annie Hatch, Bianca Lorenz, and the administrative team. We are setting high expectations for our staff. We believe, we can produce strong academic results at MPA. MPA also has a focus on relevant professional development for new teachers, an excellent progressive- driven climate/culture vision, a professional respectful relationship between the administrative team and staff. We are working on developing a strong relationship between school and home, through our community schools manager. We believe these developed relationships will produce strong academic students ready for college and career. We are supporting our ELL, SwD, AA and newcomers through small group instruction within our classrooms. Our teachers are using a combination of intervention strategies, differentiated instruction, intentional groupings, integrated ELD instruction, and formative assessments. Our mentorship programs consists of high school students support our middle school students through SEL and academic challenges. We use a variety of software MPA students have access to at school and at home. Jupiter grades is our communication tool used for students and families. It keeps students and families up-to-date on assignments, and discipline. We are continuing to expand our dual enrollment options, while provide AP classes for our high level students.</p>
<p><i>Focal Student Supports</i></p>	<p>Decrease students who are multiple years below grade level by 15 points.</p>	<p>In 2019-20 teachers were provided professional development and coaching on how to support students reading multiple grade levels below. MPA teacher's support students through an intervention model using SIPPS, and Read 180. We believe this provided new tools and strategies to use with our students. With the support of coaching and dedicated teachers, we believe our students lexile levels will continue to show improvement. We will hire a newcomer teacher this year, and it will expand even more the possibilities available to our students through literacy.</p>

<i>Student/Family Supports</i>	By May 2021, 80% of students and families surveyed will report they had feel support by our COST team, schol based health clinic, support by Native American, our CSM Francisco Navarro, and that their need are being met, related to increased communication, and supports.	Building staff to support the bilingual needs at MPA. Creating strong support structures based on the tremendous need of Sobrante Park students and families.
<i>Staff Supports</i>	By May 2021, 80% of MPA teachers and staff will report the professional development, and coaching support have increased by instructional practices. Staff will also report feeling heard and supported to staff SEL support systems.	Hiring and retaining staff interested in embracing culturally relevant practices.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	By May 2021, less than 5% of our students will drop out. Future Center (EBC), Pathway Coach, and others support all seniors to have post-secondary plans. College fieldtrips and CTE career trips offer exposure to different colleges and career possibilities that align with pathways.	Early intervention needed. Last year we had summer bridge and additional Algebra and English support classes for 9th grade. We believe these extra interventions in 9th grade will improve this rate. Focus on putting strongest teachers at 9th grade
<i>Focal Student Supports</i>	Last year 80% passage rate was the lowest pass rate we've had in the history of dual enrollment Our numbers have increased exponentially from 29 students in DE our first year to 150 or more now. Next year we will have even more students with 8 dual enrollment college classes on campus.	Our goal in this area is actually lower because we are doubling the size of our dual enrollment program and we anticipate some growing pains. For the first time, three of our own MPA teachers will be teaching challenging dual enrollment courses. And we will have five classes taught by visiting professors. We know how fundamental these courses are to ensuring our students are college and career ready, so we are excited about this challenge. At the same time, we acknowledge there may be some growing pains as we expand so rapidly.
<i>Student/Family Supports</i>	By May 2021, 80% of students and families surveyed will report they had feel support by our COST team, schol based health clinic, support by Native American, our CSM Francisco Navarro, and that their need are being met, related to increased communication, and supports.	Building staff to support the bilingual needs at MPA. Creating strong support structures based on the tremendous need of Sobrante Park students and families.



Staff Supports	By May 2021, 80% of MPA teachers and staff will report the professional development, and coaching support have increased their instructional practices. Staff will also report feeling heard and supported through staff SEL support systems.	Hiring and retaining staff interested in embracing culturally relevant practices.
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**1C: 20-21 STUDENT GOALS & TARGETS**

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

<b>School Goal for May 2023:</b>	By May 2023, 95% of MPA students will graduate completing their A-G requirements; 80% will participate and 60% will complete our CTE pathway related to Engineering and Graphic Design; 100% of our students taking AP courses will pass them; continue offering dual enrollment to more than 120 MPA high school students.
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**Instructional Focus Goal:** All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Graduation Rate	All Students	TBD	91.4%	n/a	93.4%%
On Track to Graduate: 9th Grade	All Students	TBD	48.7%	n/a	65.0%
Participation in Linked Learning	All Students	TBD	68.0%	n/a	90.0%
A-G Completion	All Students	TBD	68.3%	n/a	85%
<a href="#">College/Career Readiness</a>	All Students	TBD	6.7%	n/a	1.0%

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Grade 11 Students	+15 points DF3	-72.4	n/a	-57.4
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	31.5%	n/a	36.5%

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

SBAC Math	All Grade 11 Students	+15 points DF3	-133.9	n/a	Increase 15 points
CAST (Science)	All Grade 11 Students	TBD	9.8%	n/a	5% Increase

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

**School Goal for May 2023:** By May 2023, 60% of our SwD, and 80% of our AA students will test proficient on SBAC ELA, and SBAC Math.

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-151.7	n/a	-131.7
SBAC ELA	African-American Students	+20 points DF3	-80.4	n/a	-60.4
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	47.3%	n/a	42.30%

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

SBAC Math	Students with Disabilities	+20 points DF3	-228.2	n/a	-208.0
SBAC Math	Low Income Students	+20 points DF3	-133.9	n/a	-113.9

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

ELL Reclassification	English Learners	Reclassify 16%	9.0%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	8.0%	n/a	17.0%

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

**School Goal for May 2023:** By May 2023 80% of students will report feeling safe at MPA and feel connected to at least 1 member of staff  
 Suspensions and referrals for disrespect will have decreased by 20% each year in all sub categories  
 Chronic absences will also decrease by 20% each year.

<b>Instructional Focus Goal: n/a</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>18-19 School Baseline</b>	<b>19-20 School Target</b>	<b>20-21 School Target</b>
Connectedness	All Students	+5pp	42.9%	n/a	70.0%
Suspensions	All Students	-2pp	14.6%	n/a	11.7%
Suspensions	African-American Students	-2pp	31.7%	n/a	25.4%
Suspensions	Students with Disabilities	-2pp	23.9%	n/a	19.1%
Chronic Absence	All Students	-2pp	14.9%	n/a	11.0%
Chronic Absence	African-American Students	-2pp	22.0%	n/a	15.6
Disrespect/Non Compliance Referrals	All Students	-2pp	77.0%	n/a	60%

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

**School Goal for May 2023:**

- 95% % of staff will report believing in the mission of the school
- 95% of staff report they believe their colleagues are committed to doing quality work
- 90% of staff feel like they have the opportunity to do their best everyday
- 90% of staff said someone as work encourages their development
- 70% retention rate for teachers
- Students will report:
  - 80% feel included at the school.
  - 80% reported an adult that encourages them to work hard
  - 80% believe that teachers treat students with respect

<b>School Measure</b>	<b>Target Group</b>	<b>District Growth Targets</b>	<b>18-19 School Baseline</b>	<b>19-20 School Target</b>	<b>20-21 School Target</b>
Staff Survey - Belief in mission	All Staff	n/a	89.0%	n/a	95.0%
Staff Survey - connection to colleagues	All Staff	n/a	72.0%	n/a	97.0%
Staff Survey-Encourage Development	All Staff	n/a	78.0%	n/a	94.0%

Staff Survey - opportunity to do best	All Staff	n/a	78.0%	n/a	92.0%
Retention	All Staff	n/a	N/A	n/a	70.0%
Student Survey- Inclusion	All Staff	n/a	58.0%	n/a	65.0%
Student Survey - Adult encouragement	All Staff	n/a	67.0%	n/a	75.0%
Student Survey - Respect	All Staff	n/a	63.0%	n/a	75.0%

#### 1D: IDENTIFIED NEED

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

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

#### 1E: RESOURCE INEQUITIES

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

Challenge: Teacher retention, how to coach a new teacher to differentiate for the needs of ELLs, SPEDs, and Foster Youth needing additional support.

#### 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE**

Madison Park Academy Upper  
**School:** Campus

**SPSA Year Reviewed:** 2019-20

**SPSA Link:** [19-20 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)**

**2019-20 Enabling Conditions**

**Related School Goals:** See 2019-20 SPSA.

**Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Up to and through the Pandemic, MPA pushed forward with a focus on Literacy. The priority strategic actions included a focus on students reading multiple grade levels below, and the hiring of a literacy teacher, a focus on professional development for new teachers, and the retention of those teachers. A focus on a structured leadership model consistent with APs focus on climate culture, and curriculum, and college readiness - sustained graduation rate. There was no change to our planned staffing and activities after completing the SPSA.

**What evidence do you see that your strategic actions are effective?**

MPA data in our literacy/intervention program suggested students SRI grew, and a number of students 6-12 were exited from the intervention program (approximately 20 students per marking period) based on their Lexile success. Intervention was focused on grades 6-9, and as of Feb 2020, the average lexile growth in grades 6-9 was more than 33 Lexile points. Our retention rate this year is higher based on the number of teachers indicating they are returning for the 20-21 school year. Professional development this year included a focus on coaching, so all new teachers to our site were assigned a coach that supported planning. Any teacher who still needing coaching after the first 6 weeks retained a coach. The administrative structure is showing success.

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

Due to the increase in our newcomer population, MPA will be replacing our intervention teacher with a newcomer teacher.

**2019-20 Language & Literacy Focal Area**

**Theory of Change:**

If we implement targeted supplemental reading intervention classes for all students reading in the K-4 Lexile bands (SIPPS for 0-500L, Read 180 for 500-650L, Reading Skills + LLI for 650-800L)  
 If we train English and SpEd teachers on SIPPS instruction  
 If we provide professional development for all teachers on high-leverage interdisciplinary reading strategies  
 If we use English/History department time to collaborate and evaluate student work according to standards-based writing/speaking rubrics  
 If we commit to updating/maintaining resources in the library  
 If we continue to offer summer school/credit recovery students will be better prepared for college, career, community and their next grade level  
 Then MPA will see improved student outcomes in language and literacy -- specifically student reading and writing outcomes as measured by SRI, SBAC, and other standards-based literacy metrics

**Related School Goals:** See 2019-20 SPSA.

**Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.**

As planned, we implemented targeted supplemental reading interventions for all middle school students reading in the K-4 Lexile Bands, although the specific lexile cutpoints changed to encompass more students. Instead of exiting Read 180 at 650L, students remained until minimum 750L. Then students remained in Reading Skills ("English Enriched" in our master schedule) until 850-900L. This meant that we were able to serve an even higher number of students. High school students reading from the 0-500L range were served by our two high school SIPPS classes. Humanities and SpEd teachers were trained on SIPPS instruction as planned, and professional development as well as department time were used as planned to support student literacy. We also added more resources to the library.

**What evidence do you see that your strategic actions are effective?**

Despite the pandemic, students reading multiple years below grade level made strong lexile growth. Average Lexile growth in grades 6-9 was more than 33 Lexile points by Feb 2020, which is a testament to the Literacy Support/Extension classes, the work of the Instructional Teacher Leader coaching those teachers on literacy intervention, and the work of the Literacy Intervention Teacher who specialized with SIPPS. From August to February, close to 100 students grades 6-12 graduated out of their reading intervention class into a higher-level reading intervention class, or out of reading intervention classes entirely.

Additional supporting evidence based on SRI scores between August and February: 6th grade moved 8.25% percent of students reading multiple years below grade level into a higher lexile bracket. 11th grade moved 10.03% of students reading multiple years below grade level into a higher lexile bracket. Across all grades 6-11, there was a reduction in the number of students reading multiple years below grade level.

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

Next year we will hire a Newcomer teacher to replace our Literacy Intervention teacher, which means that the load of supporting high school students reading below 750L will be transferred to existing English, History, and SpEd teachers. Furthermore, it will add another layer of literacy intervention as Newcomer students will require additional literacy support as they transition to full instructional program. To support these transitions, our school will need to provide in-house SIPPS training to affected teachers.

Additional modifications (strategic actions) to add to our Theory of Change:

- In order to support more students, we will modify the lexile bands to 0-500L for SIPPS, 250-750L for Read 180, 750-1009L for Enriched English.
- We will implement daily Sustained Silent Reading in the middle school for 20 mins.
- Every Science teacher will implement the reading of informational text in their classroom and use literacy interventions to support students in reading these texts.
- We will provide literacy intervention to high school students reading above SIPPS but below 750L in the form of "Academic Essentials" for 9th graders, and "Creative Writing" classes for grades 10-12.

<b>Theory of Change:</b>	<p>If we increase the resources and investment in our 9th grade students          If we increase the number of summer support for our 9th graders (ie Algebra Summer Bridge)          If you offer intensive reading support with 9th grade ELA teacher          If we make sure our most experienced teachers are supporting 9th grade If we continue with an 8 period day          If we offer an Intervention class to close the reading gap          We will produce stronger readers, have higher lexile scores, students will be asking questions using academic language, fewer disciplinary referrals, and increased finding on CHKS survey.          If we continue to fund summer internships and during the school learning opportunities          graduation rate, the engagement rate, and students will feel better about their academic success and college/career opportunities related to pathways.</p>
<b>Related School Goals:</b>	See 2019-20 SPSA.
<b>Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
We will fund a position for pathway case manager in support of our pathways.	
<b>What evidence do you see that your strategic actions are effective?</b>	
Kids have a clearer expectations of what they want to do with their life, and are able to articulate those goals.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Continuing to figure out how to best engage students with CTE activities through advisory. We believe our case manager will help support us with our goals.	
<b>2019-20 Work-Based Learning Focal Area</b>	
<b>Theory of Change:</b>	<p>If MPA teachers and staff create a communication thread using technology, for middle school and high school students and teachers, through College and Career, and training from CTE teachers; and if students have an opportunity working with CCC, to create, resumes, portfolios, and project; access internships linked to Engineering and Design, students will display confidence in career awareness and a connection to our pathways.</p>
<b>Related School Goals:</b>	See 2019-20 SPSA.
<b>Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
<p>Summer Internships - ECCCO: During summer of 2019, we had over 100 students engaged in summer opportunities. Specifically, the summer ECCCO program promoted student engagement in internships and CTE courses. College &amp; Career Day: We have over 70 community partners engage students in career readiness learning by sharing their career pathways and advice to higher education and career development. Resume Workshop Day: 11th and 12th grades completed a 3-day workshop to create resumes and then were reviewed and given feedback by a community partner. Mock Interview Day: Mock Interviews were cancelled this year due to COVID-19 school closure.</p>	
<b>What evidence do you see that your strategic actions are effective?</b>	



Summer Internships - ECCCO: MPA had the most students engaged in summer internships - 25% of students were MPA students out of the entire district. All students received passing scores for their Demonstration of Mastery and 95% of students completed the program. College & Career Day: Students overwhelmingly had positive responses to College & Career Day. Over 80% of students said they learned something and had a positive experience. Majority of our community partners had positive feedback as well. Resume Workshop Day: Over 80% of our juniors and seniors now have a functional resume. Previously less than 20% of students had a functional resume.

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

There will be no changes made to this goal. We will continue to implement and improve on current systems.

**2019-20 Comprehensive Student Supports (CSS) Focal Area**

<b>Theory of Change:</b>	<p>If we build strong a strong supportive environment for students and staff</p> <p>If we build a strong vision in support of student attendance</p> <p>If we continue to provide spaces for students and staff to share</p> <p>If we expand our RJ training to teachers and classrooms</p> <p>If we continue to support our student off track</p> <p>If we continue to talk about and train staff on trauma informed practices in support of staff and students.</p> <p>If we continue to honor students displaying PRIDE, PURPOSE, PERSEVERANCE, and POSSIBILITIES</p> <p>MPA students will graduate college, career, and community ready.</p>
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**Related School Goals:** See 2019-20 SPSA.

**Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We have been utilizing the culture and climate team to work on many of the areas outlined here; we have increased our celebration activities, including monthly students awards for each grae, monthly grade level assemblies, PD focused on trauma and race and implicit bias, a regular attendance team meeting and attendance celebrations, continued use of RJ coordination, RJ students and all staff RJ practices.

**What evidence do you see that your strategic actions are effective?**

Both our teacher and student culture and climate surveys show increase in feelings of safety and inclusivity at the school, as compared to the previous year's survey. In October of 2019, 94% of staff believe in the mission of our school, compared to 89% last year. 92% of staff feel like they have the opportunity to do their best everyday, compared to 78% last year. 92% of staff said someone as work encourages their development, up 9 points from last year. 97% of staff report they believe their colleagues are committed to doing quality work, compared to 72% from last year. Out student surveys show that 60% of our students feel included at our school, up from 58%. 70% reported an adult that encourages them to work hard (up from 67%), and 71% believe that teachers treat students with respect (63% last year). Other data that pints to our success is our chronic absence rate decreased from last year in categories of moderate 9% (from 13%), and server .7% (down from 2%).

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

Will work on parents communication, and continue to work on race conversations and implicit bias as well as improve on our current systems.

**DEPARTURE FROM PLANNED 19-20 SPSA BUDGET**



**Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?**

There are no significant changes from the 2019-20 SPSA proposed budget other than Title 1 funds, Title 1 Parent Education Fund. However, depending on the Fall Revise if any, a determination will be made.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Madison Park Academy Upper Campus

**School ID:** 215

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

<b>School Priority:</b>	By May 2021, MPA will maintain 90% or greater graduation rate. Students will demonstrate core values of Pride, Purpose, Perseverance, and Possibilities and use them to solve problems, increase social awareness, self-awareness and problem solving skills to develop and maintain relationships.
<b>School Theory of Change:</b>	If MPA maintain a 9-% or greater graduation rate; and foster a greater awareness of our site core values, attached to the 4Ps, our students will be better prepared for college, and community challenges.
<b>Related School Goal:</b>	MPA is working on a 6-12 scope and sequence, that will provide experience for our students, related to Digital Design and Engineering. Working with the Science Department, CTE teachers, we will design semester experiences (Bootcamps) for MPA middle school students, while expanding a subset of 11th graders to participate in internships, as well as 12th graders.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teachers will implement components of Literacy Intervention, including literacy support using SIPPS, small group instruction.	Leadership will engage in an implement professional development based on rigorous study of academic research, common core standards, and literacy development.	Cross grade-level collaboration PLCs to examine grade-level trends and develop best practices.	
1-2	New teachers will continue participate in intensive coaching by coaching collaborative	Leadership will continue to offer coaching to new and returning teachers		

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

<b>School Priority:</b>	Algebra Readiness by 9th Grade
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<b>School Theory of Change:</b>	If MPA implements summer school for all 8th graders in support of Algebra readiness, and provide 8th graders with high school algebra instructions, all MPA 8th grade students will be prepared for 9th grade Algebra, and grade level reading.			
<b>Related School Goal:</b>	By May 2023, 60% of our SwD, and 80% of our AA students will test proficient on SBAC ELA, and SBAC Math.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Recruit 8th graders for Algebra Readiness Summer School Program.	Robo call and other methods to reach out to 8th grade families	Parents/ guardians signing the permission slips	
2-2	Teach program aligned to Alg 1 standards taught in the beginning of 9th grade as well as growth mindset.	Observe teacher and review lesson plans	Notes from observations and copies of lesson plans	

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

<b>School Priority:</b>	To continue building out our student and family resources.
<b>School Theory of Change:</b>	<p>If we build strong a strong supportive environment for students and staff</p> <p>If we build a strong vision in support of student attendance</p> <p>If we continue to provide spaces for students and staff to feel welcome and cared about</p> <p>If we expand our RJ training to teachers and classrooms</p> <p>If we continue to support our student off track</p> <p>If we continue to talk about and train staff on implicit bias, racial courageous conversations, and trauma informed practices in support of staff and students.</p> <p>If we continue to increase tier 1 activities and honor students displaying PRIDE, PURPOSE, PERSEVERANCE, and POSSIBILITIES</p> <p>MPA students will graduate college, career, and community ready.</p>

<b>Related School Goal:</b>	By May 2023 80% of students will report feeling safe at MPA and feel connected to at least 1 member of staff Suspensions and referrals for disrespect will have decreased by 20% each year in all sub categories Chronic absences will also decrease by 20% each year.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Teachers nominate 4 monthly 4P winners	Host monthly grade level community meetings	Award certificates	
3-2	Increase Tier 1 Activities in grade level	Culture and Climate/Grade Levels will lead grade level conversations on planning	Increase events	
3-3	Professional development on implicit bias and racial conversations	Culture and Climate/Grade Levels will develop professional development for staff	Pre and Post survey	
3-4	Use talking Points to teacher to to families	Parent Engagement: Food Pantry, Workshops (Legal, housing, Immigration, School system), Back to School Nights, Family Resource Center		
3-5	Continue to use RJ in class and utilize RJ coordinator	support implementation of RJ	RJ tracker	
3-6	Using a PBIS structure, create a classroom that is warm and safe for students	Culture and Climate walkthroughs	Student survey	

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

<b>School Priority:</b>	Provide optimal services to our students, staff, and families.
<b>School Theory of Change:</b>	If MPA implements high quality services to our students, families and staff, MPA will see a rise in teacher retention, an increase in enrollment, and high staff, student and family culture data.

<b>Related School Goal:</b>	<ul style="list-style-type: none"> <li>-95% % of staff will report believing in the mission of the school</li> <li>-95% of staff report they believe their colleagues are committed to doing quality work</li> <li>-90% of staff feel like they have the opportunity to do their best everyday</li> <li>-90% of staff said someone as work encourages their development</li> <li>-70% retention rate for teachers</li> <li>Students will report: <ul style="list-style-type: none"> <li>-80% feel included at the school.</li> <li>-80% reported an adult that encourages them to work hard</li> <li>-80% believe that teachers treat students with respect</li> </ul> </li> </ul>
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<b>Students to be served by these actions:</b>	<i>All staff</i>
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#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Staff will feel engaged in their work and connected to the site	Coordinate health and wellness activities for staff	Staff survey	
4-2	Teachers will nominate staff of the month	Pass out awards for staff of the month and attendance completes	awards	
4-3	New Teachers will get coaching	Support new teacehrs in making sure they have coaches	Coaching documents	
4-4	Teacher buddies	coordainte PD where teachers can work with buddies	Staff survey	

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority:</b>	English Learners Reading Multiple Years Below Grade Level
<b>School Theory of Change:</b>	If MPA implements a literacy intervention program to support the language and Lexile growth of all ELL students reading below 750L, hire a Newcomer teacher to support language growth for ELL students who are Year 1-2 to the US, and maintain an Instructional Teacher Leader to develop and deliver professional development to teachers on best practices for supporting ELLs/Newcomers, then more ELL students will make increased Lexile growth (as measured by SRI) and reclassify from EL/LTEL to RFEP.
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	SIPPS and Newcomer Program	Designated Newcomer Teacher, and professional development for teachers providing support in class.	PD Support ELD Practices	
5-2	Small group and ELD Support	Professional Development for teacher in support of classroom ELL/ELD support; or for students need reading support.	PD to support ELD, and literacy intervention, and time for collaboration	
5-3	Implement complex tasks, standards based instruction, common core aligned.	Common Core, Standard Based training, administration to monitor and support.	Curricular assessments, planning time.	

PROPOSED 2020-21 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After-School Program BACR	\$64,457	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Using a PBIS structure, create a classroom that is warm and safe for students	215-1
After-School Program BACR to stipend our credential teachers to support with intervention/enrichment in the during the after-school program.	\$3,179	After School Education & Safety (ASES)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers will implement components of Literacy Intervention, including literacy support using SIPPS, small group instruction.	215-2
After-School Program BACR	\$10,000	After School Education & Safety (ASES)	5743	Afterschool School Security Officer (SSO)	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Using a PBIS structure, create a classroom that is warm and safe for students	215-3
After-School Program BACR	\$139,420	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Using a PBIS structure, create a classroom that is warm and safe for students	215-4
Teacher Stipends Department Lead and/or Grade Level Lead	\$1,763	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Culture and Climate/Grade Levels will develop professional development for staff	215-5
TSACCLASS116122	\$60,719	General Purpose Discretionary	1119	Certificated Teachers on Special Assignment Salaries	6122	11-Month Classroom TSA	0.65	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will implement components of Literacy Intervention, including literacy support using SIPPS, small group instruction.	215-6
Office Supplies	\$4,081	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Implement complex tasks, standards based instruction, common core aligned.	215-7

Teacher Substitutes	\$66,727	LCFF Concentration	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Using a PBIS structure, create a classroom that is warm and safe for students	215-8
Books other than textbooks	\$4,000	LCFF Concentration	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Implement complex tasks, standards based instruction, common core aligned.	215-9
School supplies	\$673	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers will implement components of Literacy Intervention, including literacy support using SIPPS, small group instruction.	215-10
TCHRSTRENGIM4236	\$69,702	LCFF Supplemental	1105	Certificated Teachers' Salaries	4236	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will implement components of Literacy Intervention, including literacy support using SIPPS, small group instruction.	215-11
TCHRSTRENGIM4602	\$72,652	LCFF Supplemental	1105	Certificated Teachers' Salaries	4602	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will implement components of Literacy Intervention, including literacy support using SIPPS, small group instruction.	215-12
TSACCLASS114616	\$59,926	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	4616	11-Month Classroom TSA	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Leadership will engage in an implement professional development based on rigorous study of academic research, common core standards, and literacy development.	215-13
TCHRSTRENGIM4766	\$77,326	LCFF Supplemental	1105	Certificated Teachers' Salaries	4766	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Implement complex tasks, standards based instruction, common core aligned.	215-14
TCHRSTRENGIM4802	\$77,326	LCFF Supplemental	1105	Certificated Teachers' Salaries	4802	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will implement components of Literacy Intervention, including literacy support using SIPPS, small group instruction.	215-15



TSACCLASS116122	\$32,695	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6122	11-Month Classroom TSA	0.35	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will implement components of Literacy Intervention, including literacy support using SIPPS, small group instruction.	215-16
TCHRSTRENGIM6166	\$40,463	LCFF Supplemental	1105	Certificated Teachers' Salaries	6166	Teacher, Structured English Immersion	0.56	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will implement components of Literacy Intervention, including literacy support using SIPPS, small group instruction.	215-17
(NHO-448) Kyle McClerkin	\$78,427	LCFF Supplemental	2205	Classified Support Salaries	7742	Restorative Justice Facilitator	1.00	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Continue to use RJ in class and utilize RJ coordinator	215-18
(NHO-450) Yanira Velazque	\$22,481	LCFF Supplemental	1205	Certificated Pupil Support Salaries	1603	Counselor	0.25	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Staff will feel engaged in their work and connected to the site	215-19
COMRELAST2B0815	\$33,275	LCFF Supplemental	2205	Classified Support Salaries	815	Community Relations Assistant II Bilingual	0.48	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Staff will feel engaged in their work and connected to the site	215-20
Dual Enrollment	\$8,000	LCFF Supplemental	4100	Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Implement complex tasks, standards based instruction, common core aligned.	215-21
School supplies	\$6,584	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers will implement components of Literacy Intervention, including literacy support using SIPPS, small group instruction.	215-22
Books other than textbooks	\$9,364	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Implement complex tasks, standards based instruction, common core aligned.	215-23

School supplies	\$5,000	Measure G: Library	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Using a PBIS structure, create a classroom that is warm and safe for students	215-24
Books, Textbooks, Replacement Textbooks, Library supplies,	\$20,066	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Implement complex tasks, standards based instruction, common core aligned.	215-25
TCHRSTRENGIM2474	\$113,592	Measure G1	1105	Certificated Teachers' Salaries	2474	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Using a PBIS structure, create a classroom that is warm and safe for students	215-26
Textbooks	\$7,977	Measure G1	4100	Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Using a PBIS structure, create a classroom that is warm and safe for students	215-27
Textbooks	\$7,977	Measure G1	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Using a PBIS structure, create a classroom that is warm and safe for students	215-28
Supplies or materials	\$7,977	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Using a PBIS structure, create a classroom that is warm and safe for students	215-29
Consultant Contract with East Bay Consortium College and Career Information Center to provide college access support for students and families to ensure our students are applying, getting accepted to, and getting financial aid for college.	\$27,000	Measure N	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Implement complex tasks, standards based instruction, common core aligned.	215-30
Fund 1.00 FTE salary of the Pathway Case Manager to support tier 1-3 students SEL needs via small and supported groups, reduce absence rate, increase engagement in regular classes, and increase graduation rate.	\$119,316	Measure N	2405	Clerical Salaries	7624	Case Manager 24	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Implement complex tasks, standards based instruction, common core aligned.	215-31

Supplies or materials to support academic acceleration including dual enrollment expenses, technology software, equipment for projects for our Graphic Design and Engineering pathways.	\$6,233	Measure N	4310	Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Implement complex tasks, standards based instruction, common core aligned.	215-32
Transportation Costs for the College and Career Exploration Field trips (busses) for students to explore pathways outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work, and	\$32,000	Measure N	5826	External Work Order Services	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Implement complex tasks, standards based instruction, common core aligned.	215-33
Consultant Contract for the Summer ECCCO Internship Stipends for students to engage in real-world, hands-on work that will increase their motivation for school, help them understand the relevance, increase readiness for post-secondary, and decrease the drop out or transfer to continuation school rate.	\$20,000	Measure N	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Implement complex tasks, standards based instruction, common core aligned.	215-34
Fund .50 FTE salary of the Pathway Coach to coordinate all aspects of Measure N Educational Improvement, including rigorous academics through dual enrollment, effective teacher hiring, coaching and support; technical skills through CTE collaboration and industry partner collaboration; WBL through summer internships and school-year experiences; personalized student support through College and Career (Future) Center, support with Capstone course, advisory, etc.	\$74,818	Measure N	2305	Classified Supervisors' and Administrators' Salaries	2472	Coach College/Career Pathways	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Leadership will engage in an implement professional development based on rigorous study of academic research, common core standards, and literacy development.	215-35
Fund 1.00 FTE salary of the Work Based Learning Liaison to support all aspects of school year and summer work based learning, including coordinating field trips, guest speakers, job shadowing, internships, out of school programs, concurrent enrollment, teacher coaching, and integration of pathway themes and linked learning practices throughout the school.	\$74,524	Measure N	2205	Classified Support Salaries	7740	Site Liaison, Work-Based Learning	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Implement complex tasks, standards based instruction, common core aligned.	215-36
NHO-427 PCN # 6178	\$96,793	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	6165	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Implement complex tasks, standards based instruction, common core aligned.	215-37

TBD	\$117,233	Salesforce Principal Innovation Fund	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Implement complex tasks, standards based instruction, common core aligned.	215-38
TCHRSTRENGIM6166	\$31,793	Title I: Basic	1105	Certificated Teachers' Salaries	6166	Teacher, Structured English Immersion	0.44	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will implement components of Literacy Intervention, including literacy support using SIPPS, small group instruction.	215-39
TSACCLASS114616	\$59,926	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	4616	11-Month Classroom TSA	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will implement components of Literacy Intervention, including literacy support using SIPPS, small group instruction.	215-40
TSACCLASS116123	\$121,320	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	6123	11-Month Classroom TSA	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will implement components of Literacy Intervention, including literacy support using SIPPS, small group instruction.	215-41
COUNSELOR (NHO-450)	\$22,482	Title I: Basic	1205	Certificated Pupil Support Salaries	1603	Counselor	0.25	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Using a PBIS structure, create a classroom that is warm and safe for students	215-42
TBD and approved by SSC	\$14,340	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Leadership will engage in an implement professional development based on rigorous study of academic research, common core standards, and literacy development.	215-43

***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.***

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### **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 school's participation in the Title I Program.
    2. Explain the requirements of the Title 1 Program.
    3. Explain the parents' rights 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 meeting (at School Site Council).
  - Involve the parents of Title I students, in an organized, ongoing, and timely way, in the planning 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 (English Learner Advisory Committee) Committees.
  - Provides parents of Title I students with timely information about Title I programs. Parents and families are invited monthly to take part in the SSC and ELAC meetings to discuss monthly 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 invited monthly to take part in the SSC and ELAC Meetings to discuss monthly District calendar items that involve Title 1.
  - 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 invited monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title I.
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### **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 invited 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 toward academic achievement.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and work with parents as equal partners in providing quality enrichment. Staff is educated with weekly PD's (professional development) given by the principal and or others that can help provide quality PD's to staff.
- 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.
- 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 also translated into Spanish to support the language needs of all Madison families.
- Provides support during regular meetings for parental activities requested by Title I Program. Parents participate in SSC and ELAC meetings.

## Accessibility

**Madison Park Academy** will 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 will be given information in English and in Spanish to meet the language needs of all families.

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## Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon by, the parents of children participating in the **Madison Park Academy** School Site Council on November 21, 2019.

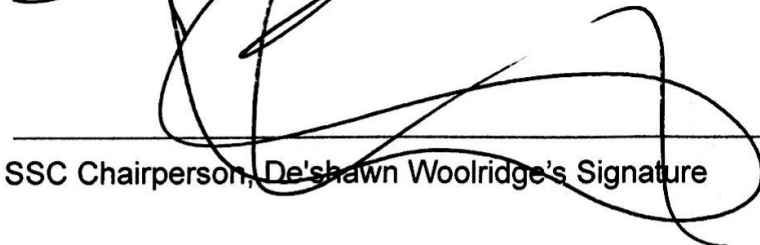
This policy was adopted by the **Madison Park Academy** School Site Council on November 21, 2019 and will be in effect for the 2019-20 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, Children. It will be made available to the local community. The Madison 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.



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Principal, Dr. Taylor's Signature

11/21/2019  
Date



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SSC Chairperson, De'shawn Woolridge's Signature

11/21/2019  
Date

Todas las escuelas del Título I desarrollarán una política por escrito de participación de padres del Título 1 con la entrada y distribución de todos los padres de Título I para incluir una descripción de los medios para llevar a cabo los siguientes requisitos de participación de padres de escuelas del Título I.

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### **Participación de los padres en el programa del Título I**

Madison Park Academy se compromete a aplicar los siguientes requisitos legales:

- Convocará una reunión anual del Título I para realizar lo siguiente:
    1. Informar a los padres de la participación de la escuela en el Programa Título I.
    2. Explicar los requisitos del Programa del Título 1.
    3. Explicar los derechos de los padres a participar de manera organizada, continua y oportuna en La revisión de la planificación y la mejora de su Programa Título I.
    4. El derecho de los padres a participar en el desarrollo del Plan Título 1 del Distrito.Los padres participarán en una reunión mensual de padres ( Consejo Escolar).
  - Involucrar a los padres de los estudiantes de Título I de manera organizada, continua y oportuna, en la planificación y mejora de los programas de Título I y la Política de Participación de los Padres de Título I. Los padres y las familias estarán involucrados en el gobierno de los comités SSC y ELAC (Comité Asesor de Aprendices de Inglés).
  - Proporcionar a los padres de los estudiantes de Título I información oportuna sobre los programas de Título I. Los padres y las familias serán invitados mensualmente a participar en las reuniones de SSC y ELAC para discutir los temas del calendario mensual que involucran al Título 1.
  - Proporcionar a los padres de los estudiantes del Título I una explicación del plan de estudios, evaluaciones y niveles de competencia que se espera que cumplan los estudiantes. Los padres y las familias serán invitados mensualmente a participar en las Reuniones de SSC y ELAC para discutir temas mensuales del calendario del Distrito que involucran al Título 1.
  - Proveer a los padres de los estudiantes de Título I, si se les pide, oportunidades de reuniones regulares para participar en las decisiones relacionadas con la educación de sus hijos. Los padres y las familias serán invitados mensualmente a participar en la reunión SSC y ELAC para discutir temas mensuales del calendario del distrito que involucran el Título I.
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### **Acuerdo entre la escuela y los padres**

Madison Park Academy, conjuntamente con los padres del título 1, ha desarrollado y distribuido un Acuerdo entre la Escuela y los Padres que describe cómo los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Este acuerdo también describe cómo la escuela y los padres desarrollarán



una asociación para ayudar a los niños a alcanzar la competencia en los estándares de conocimiento de California.

### **Creación de la capacidad de los padres para participar**

Madison Park Academy involucra a los padres en interacciones significativas con la escuela. MPA apoya una asociación entre el personal docente, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estos objetivos y desarrollar la capacidad para la participación de los padres, MPA hará lo siguiente:

- Ayudará a los padres del Título I a comprender los estándares de contenido académico, las evaluaciones y cómo monitorear y mejorar los logros de sus hijos en las siguientes áreas:
  1. Los estándares de contenido académico del Estado de California
  2. Los estándares académicos de rendimiento académico del Estado de California
  3. El estado de California y el Distrito Escolar Unificado de Oakland Incluidas las evaluaciones alternativas
  4. Nivel de competencia académica que se espera que los estudiantes logren
  5. Cómo controlar el progreso de su hijo
  
- Los padres y las familias serán invitadas mensualmente a participar en la reunión de SSC y ELAC para discutir temas mensuales del calendario del distrito que involucran el Título 1 y se les da información para ayudar a apoyar a las familias
  
- Proveer materiales y capacitación para ayudar a los padres del Programa Título I a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos. Los padres recibirán recursos e información en Internet para ayudarlos a guiarlos y apoyarlos hacia el logro académico.
  
- Educar al personal docente, con la ayuda de los padres del Título I, sobre el valor de las contribuciones de los padres y el poder trabajar con los padres como socios iguales para proporcionar enriquecimiento de calidad a los estudiantes. El personal será educado con PDs (actividades de desarrollo profesional) semanales dadas por el director y/u otras formas que pueden ayudar a proveer PD de calidad al personal docente.
  
- Coordinar e integrar las actividades de Participación de Padres del Programa Título I con otras actividades que alienten y apoyen a los padres a participar más plenamente en la educación de sus hijos.
  
- Distribuir a los padres del Programa Título I, de manera oportuna, información del programa relacionada con programas escolares y de padres tales como reuniones y otras actividades en una forma y en el idioma que los padres entiendan. Los padres y las familias recibirán boletines mensuales e información sobre los recursos de la familia (que también incluye volantes y llamadas telefónicas con información de la escuela). Esta información también será traducida al español para apoyar las necesidades lingüísticas de todas las familias de Madison.
  
- Proporcionar apoyo durante las reuniones regulares para las actividades de padres solicitadas por el Programa Título I. Los padres participarán en las reuniones de SSC y ELAC

## Accesibilidad

Madison Park Academy proporcionará oportunidades para que todos los padres de Título I puedan participar, incluyendo padres con habilidades limitadas en Inglés, padres con discapacidades y padres de estudiantes migratorios. Esto incluye proveer información y reportes escolares en una forma y en el lenguaje que los padres entiendan. Padres y familias recibirán información en Inglés y en Español para satisfacer las necesidades lingüísticas de todas las familias.

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## Adopción

Esta Política de Participación de los Padres Escolares ha sido desarrollada conjuntamente con, y acordada por, los padres de los niños que participan en el Concilio Escolar de la Escuela Madison Park el 21 de Noviembre de 2019.

Esta política fue adoptada por Madison Park Academy el 21 de Noviembre de 2019 y estará vigente durante el año escolar 2019-20. La escuela distribuirá esta política a todos los padres del Título 1, Parte A, Niños y se pondrá a disposición de la comunidad local. La notificación de la Escuela Madison Park a los padres de esta política será en un formato uniforme comprensible y, en la medida de lo posible, proporcionada en un idioma que los padres puedan entender.



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Firmado por la Directora Dr. Taylor

11/21/2019  
Fecha




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Firmado por la SSC Chairperson, De'shawn Woolridge

11/21/2019  
Fecha

MADISON PARK ACADEMY 6-12<sup>TH</sup> SCHOOL-PARENT-STUDENT-COMMUNITY COMPACT 2019-2020

SCHOOL STAFF	PARENT/GUARDIANS	STUDENT	COMMUNITY
<p>We believe all students can learn, and we will do the following to ensure their success. Therefore, we will:</p>	<p>We believe that parents &amp; family are the child's first and most important teachers. We will encourage learning and success in school. Therefore, we will:</p>	<p>I believe that my education is important and that I can be successful in school. I will be a responsible learner. Therefore I will:</p>	<p>I will be an active participant in the MPA community, representing the MPA way, with:</p>
<ul style="list-style-type: none"> <li>•Disseminate, model, and reinforce all school rules.</li> <li>•Model and engage students in restorative ways of resolving conflict.</li> <li>•Set high expectations for all and communicate them clearly to all parents &amp; guardians as partners in education on behalf of the child.</li> <li>•Respond in a timely manner to <b>any</b> request for information.</li> <li>•Regularly share with <b>families</b> their child's school related concerns and progress.</li> <li>•Teach appropriate standards-based skills &amp; concepts, and assign <u>relevant</u> work.</li> <li>•Strive to address the individual and cultural needs of each child.</li> <li>•Support families in seeking resources to further assist in meeting their child's educational needs. Communicate homework, class work, and behavior and attendance expectations and progress.</li> <li>•Teachers and staff will respect students as youth becoming adults.</li> </ul>	<ul style="list-style-type: none"> <li>•Read or hear all school rules and expectations of respect, and follow them.</li> <li>•Bring and pick up our child on time every day.</li> <li>•Make sure that our child gets enough sleep and has a healthy diet.</li> <li>•Provide a quiet place and time for our child to do homework, and we will ensure the homework is returned to school.</li> <li>•Promptly respond to messages from our child's school.</li> <li>•Help our child's school however we can.</li> <li>•<b>Have our child read at least 30 minutes every day.</b></li> <li>•Monitor and provide healthy limits to the amount of time our child spends with technology for entertainment.</li> <li>•Attend back to school night, parent conferences, open house, and other school events whenever possible.</li> <li>•Talk with our child about his/her school activities every day.</li> <li>•Contact the school whenever we have concerns. Volunteer at the school site when possible.</li> <li>•Make an effort to be aware of my child's grades through "Jupiter."</li> </ul>	<ul style="list-style-type: none"> <li>•Attend school regularly, arriving on time, dressed appropriately &amp; prepared with necessary supplies.</li> <li>•Follow school rules and be responsible for my own behavior.</li> <li>•Listen and show respect to my teachers and support staff, who are all here to help me succeed.</li> <li>•Strive to learn and develop my skills, doing my personal best in class.</li> <li>•Deliver information between school and home to show to my parents/guardians.</li> <li>•Return my completed homework on time.</li> <li>•<b>Read at home for at least 30 minutes every day.</b></li> <li>•Share what I am learning with my family.</li> <li>•Ask for help when I need it.</li> <li>•Make an effort to resolve my conflicts restoratively &amp; peacefully.</li> <li>•Make healthy choices and maintain a growth mindset.</li> <li>•Finally, I will monitor my usage of technological entertainment, putting my responsibilities as a student first.</li> </ul>	<ul style="list-style-type: none"> <li>•Pride</li> <li>•Purpose</li> <li>•Perseverance</li> <li>•Possibilities</li> </ul>
<p>Teacher &amp; Staff _____</p>	<p>Parent/Guardian: _____</p>	<p>Student: _____</p>	<p>Principal:  _____ Community: _____</p>

MADISON PARK ACADEMY 6-12<sup>TH</sup> COMPACTO ESCOLAR PARA ESCUELA-PADRES-ESTUDIANTES-COMUNIDAD 2019-2020

PERSONAL DE LA ESCUELA	PADRES / TUTORES	ESTUDIANTES	COMMUNIDAD
<p>Porque creemos que todos los estudiantes pueden aprender, haremos lo siguiente para asegurar su éxito:</p>	<p>Porque creemos que como padres y familias somos los primeros y más importantes maestros del niño, alentaremos a nuestros hijos en su aprendizaje y su éxito escolar. Por lo tanto, nosotros:</p>	<p>Porque creo que mi educación es importante y que puedo lograr el éxito escolar, actuare como en un estudiante responsable. Por lo tanto:</p>	<p>Seré un participante activo en la comunidad de MPA, representando la manera de MPA, con:</p>
<ul style="list-style-type: none"> <li>• <b>Diseminar, modelar, e enforzar todas las reglas de la escuela.</b></li> <li>• <b>Mostraremos e incluiremos a los estudiantes en prácticas restaurativas de resolver conflictos.</b></li> <li>• Estableceremos expectativas altas para todos los estudiantes las cuales serán comunicadas claramente a todos los padres y/o tutores a quienes vemos como socios en la educación de los niños.</li> <li>• Responderemos de manera oportuna a <b>cualquier</b> solicitud de información.</li> <li>• Compartiremos regularmente con las <b>familias</b> las inquietudes y progresos relacionados con la educación de sus hijos.</li> <li>• Enseñaremos habilidades y conceptos apropiados basados en estándares, y asignaremos tareas <b>relevantes</b>.</li> <li>• Haremos el mayor esfuerzo en atender las necesidades individuales y culturales de cada niño.</li> <li>• Apoyaremos a las familias en la búsqueda de recursos para ayudarles a satisfacer las necesidades educativas de sus hijos. Les comunicaremos la tareas, el trabajo en clase, el comportamiento y asistencia y las expectativas del nivel de progreso de sus hijos.</li> <li>• Los maestros y personal mostrarán respeto a los estudiantes a quienes verán como jóvenes en proceso de convertirse en adultos.</li> </ul>	<ul style="list-style-type: none"> <li>• Leeremos y escucharemos todas las reglas de la escuela y seguiremos todas las expectativas de respeto en la escuela.</li> <li>• Traeremos y recogeremos a nuestros hijos a tiempo todos los días.</li> <li>• Nos aseguraremos de que nuestro hijo/a duerma lo suficiente y tenga una dieta saludable diariamente.</li> <li>• Proporcionaremos un lugar adecuado y tiempo suficiente para que nuestro hijo/a haga la tarea y nos aseguraremos de que la tarea regrese a la escuela.</li> <li>• Responderemos rápidamente a los mensajes de la escuela.</li> <li>• Ayudaremos a la escuela en lo que sea necesario</li> <li>• <b>Haremos que nuestro niño/a lea por lo menos 30 minutos todos los días.</b></li> <li>• Proporcionaremos adecuada supervisión límites saludables a la cantidad de tiempo que nuestro niño/a pasa entretenido con aparatos tecnológicos.</li> <li>• Asistiremos a la noche escolar, a las conferencias para padres y otros eventos escolares siempre que nos sea posible.</li> <li>• Hablaremos con nuestro niño/a sobre sus actividades escolares todos los días.</li> <li>• Nos comunicaremos con la escuela cuando tengamos alguna inquietud a resolver. Estaremos disponibles en actividades de voluntarios en la escuela cuando sea posible.</li> <li>• Haremos el esfuerzo por estar al corriente con las calificaciones de mi hijo/a a través de "Júpiter".</li> </ul>	<ul style="list-style-type: none"> <li>• Asistiré a la escuela regularmente, llegaré a tiempo, me vestiré apropiadamente y me asegurare de tener todo los suministros necesarios para el aprendizaje.</li> <li>• Seguiré las reglas de la escuela y seré responsable de mi propio comportamiento.</li> <li>• Escucharé y mostraré respeto a mis maestros y al personal de apoyo, que están aquí para ayudarme a tener éxito.</li> <li>• Me esforzare por aprender y desarrollar mis habilidades personales haciendo lo mejor posible en cada clase.</li> <li>• Entregaré a mis padres/tutores, toda información relacionada a la escuela y el hogar.</li> <li>• Devolveré todas mis tareas a tiempo.</li> <li>• <b>Leeré en casa por lo menos 30 minutos todos los días.</b></li> <li>• Compartiré lo que estoy aprendiendo con mi familia.</li> <li>• Pediré ayuda cuando la necesite.</li> <li>• Hare el mayor esfuerzo para resolver mis conflictos de manera restaurativa y pacífica.</li> <li>• Tomaré decisiones saludables y mantendré una mentalidad de crecimiento.</li> <li>• Finalmente, vigilaré mi uso de entretenimiento tecnológico, poniendo mis responsabilidades como estudiante primero.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Orgullo</b></li> <li>• <b>Propósito</b></li> <li>• <b>Perseverancia</b></li> <li>• <b>Posibilidades</b></li> </ul> <p style="text-align: right;">Director: </p>
<p>Maestro(a) y peronal: _____</p>	<p>Padre/guardián: _____</p>	<p>Estudiante: _____</p>	<p>Comunidad: _____</p>



**2019-20**  
**School Site Council Membership Roster – Secondary**

School Name: \_\_\_\_\_

<b>Chairperson :</b>
<b>Vice Chairperson:</b>
<b>Secretary:</b>

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student

Meeting Schedule (day/month/time)	
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- SSC Legal Requirements: (Ed. Code 52852)**
- Members **MUST** be selected/elected by peer groups;
  - There must be an equal number of school staff and parent/community/student members;
  - Majority of school staff members must be classroom teachers;
  - Students are required to be members of the High School SSC**
  - Parent/community members cannot be OUSD employees at the site.

1-Principal  
4-Classroom Teachers  
1-Other Staff  
**AND**  
6-Parent/Community  
**Or**  
3-Parent /Community  
3-Students