

Board Office Use: Legislative File Info.	
File ID Number	19-1548
Introduction Date	8/14/19
Enactment Number	
Enactment Date	



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date August 14, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus



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

2019-2020 School Plan for Student Achievement (SPSA)

School: Madison Park Academy Upper Campus
CDS Code: 1612596066450
Principal: Lucinda Taylor
Date of this revision: 4/19/2019

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	Position: Principal
Address: 400 Capistrano Drive Oakland, CA 94603	Telephone: 510-636-2701 Email: lucinda.taylor@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/19/2019
The District Governing Board approved this revision of the SPSA on: 8/14/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 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 checked="" 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 checked="" 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: April 19, 2019

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:

<u>Dr. Lucinda Taylor</u> Principal	<u>[Signature]</u> Signature	<u>4/19/19</u> Date
<u>Deandre Williams</u> SSC Chairperson	<u>[Signature]</u> Signature	<u>4/19/19</u> Date
<u>[Signature]</u> Network Superintendent	<u>Lucia Montez</u> Signature	<u>6/18/19</u> Date
<u>MURKIN OTIS</u> Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>6/18/19</u> Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
4/11/2019	SSC & SELLS	Shared rationale and focus of school plan
4/9/2019	Students	Spoke with student leadership, and gathered feedback on climate culture and effective teaching practices.
4/9/2019	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership practices and ideas
4/17/2019	Parents	Shared rationale and focus of school plan
4/17/2019	Parents	SSC & Community

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$281,797.68
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	\$1,511,205.44

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)	\$213,262.34	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$135,100.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,098.44	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$576,684.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$64,436.90	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$140,730.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$11,957.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$149,771.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$368,050.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$281,797.68	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,437,665.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,719,462.68
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

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

State Dashboard Indicators	Strengths	Challenges/Barriers
Graduation Rate	90+% graduation rate. 8 period day allows MPA student to make up credits by taking classes they previously failed. Small community of students, many have been together since elementary school. The ability to offer dual enrollment.	Teacher retention. Low passage rates in many of our AP classes. Attendance.
On Track to Graduate (11th Grade)	76/88 of our current 11 grade students are on track to graduate. In the D (Science) 84.8% (95 students) are on track. For the E(Language) 81.3% (91 students) are on track. 50% of our RFEPs are on track to graduate.	IEP - 2/11 student on track to graduate. How to teach new teacher to differentiate for the needs of our ELL, SPEDs, and Foster Youth needing additional support.
A-G Completion	90% of our classes are aligned to A-G. Continuous work to ensure all courses are A-G in doorways.	Consistent high school counselor to control and oversee A-G courses in Aeries, Doorways, and OUSD, support by Instructional AP. Credit Recovery.
SBAC ELA	23.2%/103 students meeting standard with 108 nearly meeting grade level ELA standards/52.5% not meeting standard	
SBAC Math	13.6%/59 students meeting standard with 111 nearly meeting grade level math standards/60.7% not meeting standard.	
AP Pass Rate/Dual Enrollment Pass Rate	30.8% received a A in the course and a 3 on the exam 5.2% received a B in the course and a 2 on the exam 30.8% received a A in the course and a 2 on the exam.	AP: We had 85.7% of students who were enrolled in AP course last year not pass the AP test. AP Environmental Science, AP World History, AP Calculus. DE: Again this year, students that take DE course in the Fall must take a DE course in the Spring. MPA does not offer semester courses so student must stay with DE for the year.
Pathway Participation/CTE Enrollment*	MPA has a 9th grade foundation class for students to engage with design and engineering. Students then decide pathway by the end of their 9th grade year. CTE Department created a handbook to outline progressions, steps for students who failed course, and other scenarios with students switching pathways. 10-12th grade 93.8% of students participating in pathways.	Students have expressed a desire in one pathway over the other, or belief that there is one "easy" pathway, and one challenging one. We still need to build systems of equitably distributing students between pathways while also hearing their voice.

English Learner Progress	45 or 24.2% EL-Long Term met ELPAC Eligibility.	79% or 147 EL-Long Term not met. Increase access to language intervention by offering students Literacy Intervention and support classes. We will expand our modified inclusion support for ELs, and RFEPs in the middle school and high school, by providing support classes during the day using SIPPS and Read 180.
Suspension Rate	Restorative Justice is working in our 6-12 model. We have seen a significant reduction over last year in the following categories: Drugs, Harrassment, Other, and Weapons. This can be attributed to the AP Climate Culture and CC, new MPA Way policies, COST Team, and RJ Tier 1 practices.	AA Student make up about 18% of our population but 61.5% of the violence on campus. 80% of our student population is Latino but 91.2% of the issue related to drugs are Latino.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	By May 2021, MPA will maintain 90% or greater graduation rate.	All Students	+2pp	91.43%	93.43%	95.43%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.
Dropout Rate	By May 2021, less than 5% of our students will drop out.	All Students	-3pp	4.29%	1.00%	5.00%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.
A-G Completion Rate	By June 2021, 80% of our 12th grade students will have completed their A-G retirements with a C or better.	All Students	+3pp	70.31%	73.31%	76.31%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.
FAFSA Completion Rate	By June 2021, 100% of our 12 grade students will have completed their FAFAS application prior to the deadline.	All Students	+3pp	Coming soon	85.6%%	88.60%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.
College Enrollment	By June 2021, 100% of our 12th graders who are eligible and have expressed interest in college as a postsecondary goal will have enrolled in college.	All Students	n/a	55.10%	61.00%	67.00%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.
Grade 10 Pathway Participation	By June 2021, 100% of our 10th grade students will be enrolled in their choice of pathway.	All Students	+5pp	95.73%	93.80%	100%%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	By June 2021, we will increase our climate culture student experience data as measured by the California Healthy Kid Survey.	All Students	+5pp	42.96%	47.96%	52.96%%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.

Suspensions	By June 2021, MPA will reduce our overall suspension rate for AA student by 20%.	African-American Students	-2pp	20.00%	18.00%	16.00%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.
Suspensions	By June 2021, MPA will reduce our overall suspension rate for SwD by 20%.	Students with Disabilities	-2pp	24.74%	22.74%	20.74%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.
Chronic Absence	By June 2021, MPA will reduce our chronic absence rate for AA, by 10%. (Our data is impacted by the weather, OEA & Student strikes, and other circumstances particular to this year.)	African-American Students	-2pp	10.62%	8.62%	6.62	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	By June 2021, students will exceed Distance From Meeting Standard requirements by 20 points for all students.	All Students	+15 points DF3	-82.3	-67.3	52.3	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.
ELA SBAC	By June 2021, students will reduce the Distance From Meeting Standard by 30 points, for students with special needs.	Students with Disabilities	+20 points DF3	-178.4	-158.4	-138.4	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.
ELA SBAC	By 2021, students will reduce Distance From Meeting Standard by 20 points for AA students.	African-American Students	+20 points DF3	-96	-76	-56	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	By June 2021, students will reduce Distance from Meeting Standard by 25 points.	All Students	+15 points DF3	-118	-103	-88	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.
Math SBAC	By June 2021, students will reduce Distance from Meeting Standard by 20% for students with special needs.	Students with Disabilities	+20 points DF3	-220.5	-200.5	-180.5	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.
Math SBAC	By June 2021, students will reduce Distance from Meeting Standard by 20% for AA students.	African-American Students	+20 points DF3	-128.8	-108.8	-88	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content as and grade levels.

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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ELL Reclassification	Increase percentage of ELL students who are reclassified by 5%.	English Learners	16%	5.61%	6.30%	15.61%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
LTEL Reclassification	Increase percentage of LTEL students who are reclassified by 25%.	Long-Term English Learners	25%	6.18%	4.90%	56%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	Increase students middle school students who achieve one year or more SRI growth to 50%.	All Students	+5pp	29.80%	34.80%	39.80%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
SRI Multiple Years Below Grade Level	Decrease students who are multiple years below grade level by 15 points.	All Students	-5pp	44.04%	39.04%	34.04%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.

1D: IDENTIFIED NEED

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

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. 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.

Challenge: Teacher retention, how to teach new teacher to differentiate for the needs of our ELL, SPEDs, and Foster Youth needing additional support.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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's LCAP goals and to the specific purposes of each funding program.

School: Madison Park Academy Upper Campus		School ID: 215	
2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING			
Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.		KEY: 1: Not at all 3: Mostly 2: Somewhat 4: Completely	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	2: Somewhat	We believe the pathway is support by our school mission, and is aligned with a clear CTE course pathway. We are working to establish strong ties with industry partners in support of our interships. Our CTE vision is to prepare students to compete for jobs in engineering and graphic design.	Retention of educators and leaders motivated in support of our pathways. Develop administrative leaders focused on curriculum alignment, intervention strategies and curriculum, focused on creating and
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	3: Mostly	Our school pathways are supported by CTE teachers (1 Engineering and 1 Graphic Design) to provide exposure to students 6-12. The CTE Department have created a department handbook. Each pathway has created a rubric, and course sequence. 6-8 students have an opportunity, twice a year, to participate in a CTE Bootcamp. 9th grade students have classes that offer exposure to both pathways in their schedule; and by the end of their 9th grade experience, students are more informed, and choose a pathway for their 10-12 sequence. We are working to align site Expos to our pathways.	Retention of educators and leaders motivated about our pathways. Additional resources for our pathways to support of exposure to our middle and elementary school families. Additional resources to support student deficiencies needed to be successful in our pathways. Security of material and products designed to support pathways.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	We are constantly looking to data to formulate our next move in the development of our pathways. Our goal will continue to be getting to know all of our student well, and support student access to quality instruction, while providing quality instruction to improve student outcomes.	Continue to build out the new administrative alignment. This will enable to become experts in specific areas, curriculum, and culture climate, in support of our pathways.
School Leadership & Vision Goal for 2019-20:		To continue to develop the new administrative leadership structure for assistant principals. This is in an effort to move from a middle school focus to a 6-12 model on the upper campus that take into consideration, high school curricular needs, and culture. It will also be the focus to continue to develop our culture climate norms, support Literacy across 6-12, and Algebra Readiness. We believe this will better prepare our 9th graders to be on grade level by high school.	
2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth

<p>Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?</p>	2: Somewhat	We are a small school by design; each pathway has a CTE teacher that is supported by our CTE Department and Department Lead, pathway coach, BuildOn Team, a SPEDs team, a counselor an entire COST team inclusive of SEL counselors, and RJ coordinator, case manager, and a host of stakeholders, in support of our students.	Additional training for teachers and staff on how to support ELL, SPEDs, and newly transferring students to MPA and our pathways. Additional professional development for new teachers, and alignment using SBG, and other curriculum used in support of our pathways. Additional support for teachers in the use of Tier 1 strategies within and beyond classroom.
<p>Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?</p>	2: Somewhat	ALT, SLT, CC, Department and Grade Level PLCs, SSC, COST, ASP and parent leadership are invested in our school goals and expanding pathways.	More student leadership, and parent support/participation in our pathways. Discussion about creating a PTA structure for our parents.
<p>Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e. g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?</p>	3: Mostly	The MPA Leadership Team has a clear and shared commitment of developing strong protocols that drive decision making. Not that we have clear CTE aligned pathways, we will continue to use relevant data to inform our leadership bodies: ALT, SLT, CC, Department and Grade Level PLCs, SSC, COST, ASP, and our Parent Leadership in support of our expanding pathways.	Develop a clear communication practice for our students and families. Working with our site staff to build a STRONGER communication method in support of staff, families and their needs. Hold additional information sessions with families and stakeholders in an effort to know every child and family well.
<p>Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	3: Mostly	Resources budgeted to allow for an 8-period daymodified block schedule: inclusive of pathway coach, and professional development for teachers; we will work to create a master schedule inclusive of common planning time by grade level, an expanded intervention/advisory model, CTE planning time by grade level, 6-12 planning time to discuss SBG, and planning time to discuss 6-12 climate/culture polices and practices.	How to align this work 6-12, and how to maximize resources in support of CC and site needs.
<p>Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	2: Somewhat	We need to continue to look at SPEDs and continue to offer modified inclusion, with transitions, so students can receive their grade level instruction in ELA/Math. We want to continue to assign our most qualified teachers to the most difficult/needy students. Consistent high quality SEL, COST support, and counseling with access to students 6-12. This includes hiring candidates to work at MPA, that look like our students.	Equitable plan for transiting students that are credit deficient to pathways. Create condition to address the racial discrepancies in discipline and academic achievement.
<p>Systems & Structures Goal for 2019-20:</p>	Align administrative structures for the 6-12. This includes finding strong administrative, and teacher candidates that look like our students. Continue to build out the roles and responsibilities of the AP Curriculum, and the AP Climate/Culture for this year.		

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
Project ACHIEVE After School program, extended day interention and enrichment class that student students 6-9.	21st Century Community Learning Centers	\$64,436.90	5825	Consultants		Enter position number at left.		Comprehensive Student Supports
Project ACHIEVE After School program, extended day interention and enrichment class that student students 6-9.	After School Education & Safety (ASES)	\$140,730.00	5825	Consultants		Enter position number at left.		Comprehensive Student Supports
Postage - These dollars will be used to provide comprehensive communication with families regarding grade reports, upcoming students/parent/teacher conferences, and newsletter that provide relevant information on trainings for families,	General Purpose Discretionary	\$10,000.00	5724	Mail Services/Postage		Enter position number at left.		Comprehensive Student Supports
Licensing Agreements - These dollars will be used to continue licenses agreements with our software providers.	General Purpose Discretionary	\$20,000.00	5846	Licensing Agreements		Enter position number at left.		Comprehensive Student Supports
Equipment Maintenance agreement - copiers	General Purpose Discretionary	\$12,000.00	5610	Equip Maintenance Agreeemt		Enter position number at left.		Building the Conditions
Supplies to support academic acceleration SAT/AP Prep and acceleration.	General Purpose Discretionary	\$8,900.00	4300	Materials & Supplies		Enter position number at left.		Rigorous Academics
Supplies to support academic acceleration	General Purpose Discretionary	\$5,000.00	4310	School Office Supplies		Enter position number at left.		Comprehensive Student Supports
Equipment to support students ability to access and engage in core curriculum.	General Purpose Discretionary	\$5,000.00	4425	Duplicating Equip < \$5,000		Enter position number at left.		Comprehensive Student Supports
To pay Westerbeke Ranch for retreat where MS staff reflects on SPSA goals, TGDS Goals, progress towards goals by analyzing data and surveys. The instructional leadership team, culture and climate team, administrative team, and the Measure N team will collaborate on implementation and refinement of SPSA.	General Purpose Discretionary	\$5,000.00	5200	Travel And Conferences		Enter position number at left.		Building the Conditions
Meeting and Refreshments in support of parent participation and students incentives.	General Purpose Discretionary	\$500.00	4311	Meeting Refreshments		Enter position number at left.		Building the Conditions
Textbooks	General Purpose Discretionary	\$273.07	4100	Textbooks		Enter position number at left.		Comprehensive Student Supports
Non-Contract Services	General Purpose Discretionary	\$15,000.00	5826	External Work Order Services		Enter position number at left.		Comprehensive Student Supports
Admission fees incentives for students	General Purpose Discretionary	\$5,200.00	5829	Admission Fees		Enter position number at left.		Building the Conditions
Printing items need to in support of core academics and communication with families and students support.	General Purpose Discretionary	\$3,000.00	5870	Printing		Enter position number at left.		Comprehensive Student Supports

College and Career Readiness Specialist.	General Purpose Discretionary	\$13,226.93	5728	Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
Facility rental	General Purpose Discretionary	\$1,000.00	5620	Rentals (non-capital Leases)		Enter position number at left.		Building the Conditions
Facility Rental - to host senior graduation	General Purpose Discretionary	\$6,000.00	5624	Rentals: Facility		Enter position number at left.		Building the Conditions
School Uniforms in support campus climate culture, and safety.	General Purpose Discretionary	\$15,000.00	4380	Uniforms		Enter position number at left.		Building the Conditions
Equipment and resources for students to access core content.	General Purpose Discretionary	\$5,000.00	4410	Equipment < \$5,000		Enter position number at left.		Comprehensive Student Supports
Teacher Stipends (1120) to include Department Lead Stipends, Climate Culture Lead Stipends, ILT, to support curriculum and climate goals and practices while aligning new leadership structures.	LCFF Concentration	\$14,091.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports
In support of G1 Art Teacher to provide MS students an art elective.	LCFF Concentration	\$10,909.00	1105	Certificated Teachers' Salaries		Enter position number at left.		Building the Conditions
.50 FTE RJ Coordinator position that will support all students in resolving conflict on campus using RJ practices, and support teachers in their development of Tier 1 and Tier 2 Restorative Justice Practices.	LCFF Supplemental	\$47,295.47	5736	Restorative Justice Facilitator		Enter position number at left.	0.50	Comprehensive Student Supports
.10 FTE Instructional Teacher Leader, (PCN#6123 JT) coaching teachers to implement the Math plan for the school in support of Low Performing students.	LCFF Supplemental	\$11,441.00	1119	Certificated Teachers on Special Assignment Salaries	6123	11-Month Classroom TSA	0.10	Comprehensive Student Supports
Teacher Stipends (1120) to include Department Lead Stipends, Climate Culture Lead Stipends to support curriculum and climate goals and practices while aligning new leadership structures.	LCFF Supplemental	\$24,338.53	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports
Travel and Conference - These dollars will be used in support of professional development for APs, Teachers, in support of alignment, and SBG training.	LCFF Supplemental	\$5,000.00	5200	Travel And Conferences		Enter position number at left.		Building the Conditions
PCN#3389 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	LCFF Supplemental	\$74,612.00	1105	Certificated Teachers' Salaries	3389	Teacher, Structured English Immersion	1.00	Comprehensive Student Supports
PCN#4796 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	LCFF Supplemental	\$11,114.99	1105	Certificated Teachers' Salaries	4796	Teacher, Structured English Immersion	0.16	Comprehensive Student Supports

PCN#4239 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	LCFF Supplemental	\$72,779.00	1105	Certificated Teachers' Salaries	4239	Teacher 11Months 12-Pay	1.00	Comprehensive Student Supports
PCN#4236 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	LCFF Supplemental	\$66,166.00	1105	Certificated Teachers' Salaries	4236	Teacher, Structured English Immersion	1.00	Comprehensive Student Supports
PCN#2040 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	LCFF Supplemental	\$62,661.00	1105	Certificated Teachers' Salaries	2040	Teacher, Structured English Immersion	1.00	Comprehensive Student Supports
PCN#3070 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	LCFF Supplemental	\$94,533.00	1105	Certificated Teachers' Salaries	3070	Teacher, Structured English Immersion	1.00	Comprehensive Student Supports
PCN#4798 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	LCFF Supplemental	\$55,500.00	1105	Certificated Teachers' Salaries	4798	Teacher, Structured English Immersion	0.50	Comprehensive Student Supports
Books other than textbooks to support academic acceleration	LCFF Supplemental	\$10,000.00	4200	Books other than Textbooks		Enter position number at left.		Comprehensive Student Supports
Supplies to support access to core content areas	LCFF Supplemental	\$15,000.00	4310	School Office Supplies		Enter position number at left.		Comprehensive Student Supports
Testing materials	LCFF Supplemental	\$6,000.00	4375	Testing Materials		Enter position number at left.		Rigorous Academics
Dues and Membership fee in support of student incentives climate culture, and to encourage students to attend support classes before, and after-school.	LCFF Supplemental	\$2,554.00	5300	Dues & Memberships		Enter position number at left.		Building the Conditions
Consultants in support of college readiness.	LCFF Supplemental	\$18,000.00	5825	Consultants		Enter position number at left.		Rigorous Academics
Extended time for teacher to collaborate to support academic acceleration in ELA and Math for 6-12 students.	Low-Performing Students Block Grant (LPSBG)	\$11,957.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Building the Conditions
Books other than textbooks to support academic acceleration	Measure G	\$20,282.00	4200	Books other than Textbooks		Enter position number at left.		Comprehensive Student Supports
Supplies for the Library to make the environment condusive for reading and in support of academic acceleration tied to Literacy.	Measure G	\$10,091.00	4300	Materials & Supplies		Enter position number at left.		Comprehensive Student Supports
Supplies to support G1 Electives for MS students and their performances.	Measure G1	\$1,793.75	4310	School Office Supplies		Enter position number at left.		Building the Conditions

.50FTE TSA to improve literacy in our pathways to ensure students can access our pathways and general course curriculum.	Base		1119	Certificated Teachers on Special Assignment Salaries	4616	11-Month Classroom TSA	0.50	Comprehensive Student Supports
Instructional Teacher Leader, (PCE# 6123 JT) coaching teachers to implementing the Math plan for the school in support of Low Performing students.	Title I: Basic	\$100,062.31	1119	Certificated Teachers on Special Assignment Salaries	6123	11-Month Classroom TSA	0.90	Comprehensive Student Supports
.4FTE Intervention Teacher, (PCN#273 JR) in support of students reading multiple grade levels below, SPEDs, ELLs,	Title I: Basic	\$46,650.91	1119	Certificated Teachers on Special Assignment Salaries	273	Teacher, Structured English Immersion	0.40	Comprehensive Student Supports
Teacher Stipends (1120) to include Department Lead Stipends, Climate Culture Lead Stipends to support curriculum and climate goals and practices while aligning new leadership structures.	Title I: Basic	\$10,958.95	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports
To be used to send parents to conference focused on providing resources and tools for parents to assist them with being academically supportive to student scholars.	Title I: Parent Participation	\$4,098.44	5200	Travel And Conferences		Enter position number at left.		Building the Conditions
1.0 FTE Bilingual Community Relations to provide support family engagement, attendance for Spanish speaking families and provide resources for our Homeless Youth.	Base			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
1.0 FTE Case Manager for MPA students as whole, with a focus on foster youth and other at-risk youth in support of their attendance and academic development.	Base			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
Culture Climate Team Stipends to support climate culture goals and implemented practices using new leadership structure.	TBD		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Building the Conditions
Athletic Director Stipend	TBD		2425	Clerical Salaries Overtime		Enter position number at left.		Building the Conditions

LANGUAGE & LITERACY

School: Madison Park Academy Upper Campus

[Link to 18-19 SPSA](#)

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve language and literacy outcomes for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Purchased Gold Leveled Literacy Kit to be used 6-12 in support of the Boost Model. This program is designed to support students reading multiple grade levels below.	Partially Implemented	Not Yet Known	Literacy Kit was purchased. The plan for 2019-2020 is to implement Reading Support classes for grades 6-8 (primarily focused on use of Gold LLI Kit) in the general schedule instead of a Boost before-school program. This should be more effective because it will allow more students to access the program, and since the class will be distributed across teachers, a Boost coordinator role will not be needed.
Literacy Boost Classes: .20FTE for 8 teachers in supporting our most need students reading below grade level in SRI. Support will come from Boost to increase amount of quality instruction, and for all MPA students struggling with grade level proficiency.	Not Implemented	Not Yet Known	The plan for 2019-2020 is to implement Reading Support classes for grades 6-8 (primarily focused on use of Gold LLI Kit) in the general schedule instead of a Boost before-school program. This should be more effective because it will allow more students to access the program, and since the class will be distributed across teachers, a Boost coordinator role will not be needed. Also, high school ELA teachers will offer high-school specific ELA reading support classes.
K12TCH2219 / 1.0 FTE; Reading Intervention Program (Read 180)	Fully Implemented	Effective	Alongside the Read 180 curriculum, teacher implemented grammar instruction to help students diagram sentences, and students developed noticeable learning gains in terms of their understanding of discrete sentence components. Student reading gains were generally in the range of 50-100L as of Winter 2019 and multiple students placed out of the class for second semester based on their growth. However, upon deeper analysis, team realized that Read 180 is better targeted at students reading above 500L (since the curriculum is not designed for BR readers), which is why next year, Read 180 program will be targeted to students reading between the 500-650L.
1.0 Instructional Teacher Leader: Accelerate the academic outcomes of struggling students in English and use learning to inform site Tier 1 instruction and implementation of MTSS; support site leaders and Instructional Leadership Team to plan and implement quality site professional learning plan; to build new teachers' capacity to ensure diverse learners meet the demands of adopted standards (CCSS, ELD) and effective classroom implementation of the instructional core.	Fully Implemented	Effective	ITL planned & implemented all-site professional literacy learning by creating a scope/sequence of research-validated reading & writing scaffolds and share for use across content classes & grade levels. Used this to audit current literacy instructional practices at the school and worked with interdisciplinary teachers to set goals on implementation of research-validated Tier I literacy practices. Coached all English teachers on how to customize literacy interventions depending upon student data - specifically IAB, SRI & HWT. Guided English teachers to individually craft reading intervention plans for 20% of students reading multiple years below grade level. ITL worked in collaboration with ELA dep't to develop school-wide culture of reading by creating visually celebrations of student reading improvement ("Students of the Marking Period"). Teachers cite improvement in their planning, organization, and schoolwide literacy practices as a result of ITL's assistance. ITL also created roadmap of tiered intervention for struggling readers for 2019-2020 in collaboration with teachers.
Provide extended contract hours for teachers to grade written portions of IABs and HWTs and reflect on results.	Partially Implemented	Somewhat Effective	Extended contract hours provided for some teachers to grade written portions of IAB (opt-in model). Grade 6-8 Humanities teachers reviewed results & made next steps for their teaching instruction: focus more on supporting students with citing valid evidence, providing analysis, and specifically analysing theme. Second round of IABs were not hand-scored, so it was difficult to compare student data points before and after. HWTs were implemented separately by History department and teachers did not get a chance to compare before & after data. Plans for next year: implement IAB grading in existing department time (vs. extended contract) and provide History teachers with separate department PLC time to focus more specifically on goals/progress/rollout of HWTs.

1.0 ELD Teacher: Provide support to newcomer students 6-8, newcomer students 9-12, and support class for identified struggling high school English Learners	Fully Implemented	Effective	Teacher provided middle school newcomers (5) and struggling high school English Learners (11) with a teacher-created curriculum designed around vocabulary development, close reading, editing, and extended writing. High school students learned and practiced writing compare/contrast essays, research, and persuasive essays. At the beginning of the year, it took students a week to write about half a page. By February, students were using the same amount of time to develop their ideas into 3-4 pages of written work. Students have gained much more confidence as a result of the class.
Provide noise-cancelling headphones to Humanities teachers (1 per class) so that easily-distracted students could focus on work (reading & testing).	Fully Implemented	Somewhat Effective	Successful trial run in Read 180. Positive response from all ELA teachers and students. However, low quantity of headphones (only 1 per class) did not match demand, as multiple students requested headphones per day. Positive response is highly qualitative; it would be interesting to attempt to measure quantitative gains for students.

IMPLEMENTATION GOALS

Below are your Language & Literacy goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	By June 2021, students will exceed Distance From Meeting Standard requirements by 20 points for all students.	All Students	-82.3	-67.3	52.3	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
ELA SBAC	By June 2021, students will reduce the Distance From Meeting Standard by 30 points, for students with special needs.	Students with Disabilities	-178.4	-158.4	-138.4	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
ELA SBAC	By 2021, students will reduce Distance From Meeting Standard by 20 points for AA students.	English Learners	-96	-76	-56	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
SRI Growth of One Year or More	Increase students middle school students who achieve one year or more SRI growth to 50%.	All Students	29.80%	34.80%	39.80%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
SRI Multiple Years Below Grade Level	Decrease students who are multiple years below grade level by 15 points.	All Students	67.20%	39.04%	34.04%	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
ELL Reclassification	Increase percentage of ELL students who are reclassified by 5%.	English Learners	5.61%	6.30%	15.61%	
LTEL Reclassification	Increase percentage of LTEL students who are reclassified by 25%.	LTEs	n/a (too few to report)	n/a	25%	

THEORY OF ACTION

Theory of Action	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), train English and SpEd teachers on SIPPS instruction, provide professional development for all teachers on high-leverage interdisciplinary reading strategies, use English/History department time to collaborate and evaluate student work according to standards-based writing/speaking rubrics, and commit to updating/maintaining resources in the library, 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.
How are you supporting English Language Learners?	MPA will support English Language Learners by providing a multi-tiered literacy program, whereby students will be offered and placed in literacy support classes according to their SRI scores and identified language needs. Furthermore, MPA teachers will use best practices for ELLs and LTEs as advised by the ELLMA office, including scaffolded vocabulary development, sentence stems, more opportunities for students to speak in class, and explicit teaching of content-language objectives.

<p>How are you building conditions for student and adult learning?</p>	<p>MPA will build ideal conditions for student learning through common interdisciplinary literacy practices (6 core reading, writing, and speaking/listening practices) that are used and referenced in classrooms across the school. This common framework for teachers and students will build consistency in the student experience and help students develop as more confident, knowledgeable learners. Furthermore, all teachers will use standards-based rubrics and learning targets to ensure that students are set up to be successful in college and career.</p> <p>MPA will build ideal conditions for adult learning through coaching and professional development. Specifically, the Instructional Teacher Leader will organize 6-week coaching cycles for groups of teachers who wish to focus on common problems of practice, building a community of data-oriented adult learners. The first coaching cycle will target new teachers at MPA so that they can be optimally successful in their first year of teaching. The ITL will furthermore collaborate with English and History department chairs to create a yearlong scope & sequence that addresses teacher learning needs, including sharing high-leverage literacy and ELL support strategies for use in the classroom.</p>
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STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
HS Literacy Support Classes: This supports .40FTE for 2 high school teachers in supporting students reading multiple years below grade level (650-750L) and struggling with high school academics. Instruction consists of LLI materials, EngageNY. (Slater?)	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
HS Literacy Extension Classes: This supports .50FT for 1 high school teacher in providing Capstone coursework for students seeking college-ready coursework. Instruction will be supported by College & Career center staff and will include college application assistance. (Ross)	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Rigorous Academics
Extended contract hours to support maintenance of the library, given that there will be no library clerk available this school year.	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
SIPPS Professional Development Training for all ELA and SPED teachers, by CORE. 1 day summer training	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
School SIPPS Materials: SIPPS 3e Plus/Challenge package, 3 sets of Plus/Challenge sight & spelling cards, 1 set of Hi/Lo Fluency practice library Gr 4-12.	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports

1.0 Instructional Teacher Leader: Accelerate the academic outcomes of struggling students in English and use learning to inform site Tier 1 instruction and implementation of MTSS; support site leaders and Instructional Leadership Team to plan and implement quality site professional learning plan; build new teachers' capacity to ensure diverse learners meet the demands of adopted standards (CCSS, ELD) and effective calssroom implementation of the instructional core.	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Rigorous Academics
Reading Intervention Classes: This supports 1.0 FTE Literacy Intervention teacher to support middle school and high school students at the beginning reading level (0-500L). Instruction will consist of SIPPS, with supplementation from Hi-Lo Libraries.	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
MS Reading Intervention Classes: This supports .40FTE for 1 teacher in supporting middle school students reading multiple years below grade level (500-650L). Instruction will consist of Read 180. (Langer)	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
MS Reading Support Classes: This supports .20FTE for 6 middle school teachers in supporting students students reading multiple years below grade level (650-750L). Instruction will consist of LLI materials and SERP Media's Word Generation. (6th Hum)	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
MS Reading Support Classes: This supports .20FTE for 6 middle school teachers in supporting students students reading multiple years below grade level (650-750L). Instruction will consist of LLI materials and SERP Media's Word Generation. (6th Hum)	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
MS Reading Support Classes: This supports .20FTE for 6 middle school teachers in supporting students students reading multiple years below grade level (650-750L). Instruction will consist of LLI materials and SERP Media's Word Generation. (7th ELA)	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports

MS Reading Support Classes: This supports .20FTE for 6 middle school teachers in supporting students students reading multiple years below grade level (650-750L). Instruction will consist of LLI materials and SERP Media's Word Generation. (7th Hist)	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
MS Reading Support Classes: This supports .20FTE for 6 middle school teachers in supporting students students reading multiple years below grade level (650-750L). Instruction will consist of LLI materials and SERP Media's Word Generation. (8th ELA)	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
MS Reading Support Classes: This supports .20FTE for 6 middle school teachers in supporting students students reading multiple years below grade level (650-750L). Instruction will consist of LLI materials and SERP Media's Word Generation. (8th Hist)	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
HS Literacy Support Classes: This supports .40FTE for 2 high school teachers in supporting students reading multiple years below grade level (650-750L) and struggling with high school academics. Instruction consists of LLI materials, EngageNY. (Bryce)	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports
Reading materials: 30 of Noise Reduction Ear Muffs to support student concentration while reading or testing.	See Enabling Conditions			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports

RIGOROUS ACADEMICS & CTE

School: Madison Park Academy Upper Campus

[Link to 18-19 SPSA](#)
RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2	4	3+	Now that our pathways are in place, we have been working with the CTE team to create and provide experiences for all 9th graders for both pathways, by 10th grade students are on a pathway (Engineering or Graphic Design).
Integrated Core	1	2	1+	We engage in 6-12 conversations around how to use support our middle school and elementary expertise to create foundational classes for students to access CTE courses. Leader will be working specifically this year to align 6-12 with teacher input. We are working to expand PBL, CTE standards into EXPO projects that will impact middle and high school. EXPO exposition of learning for each content area.
Cohort Scheduling	1	1	2	CTE will continue with a common prep to continue to build out the foundational classes. CTE is using common prep time to expand CTE handbook, and alignment 6-12. Rising 10th graders will have a cohort schedule for their pathway classes, which means primarily only 10th graders will be in their classes. Collaboration with middle school teachers to continue.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	1+	2	2+	Our goal for the coming year, is to expand the exposure of our pathways to 6-12 conversation. We also want to ensure our students have increased access to support math classes to demonstrate the skills necessary to be successful in our engineering and digital design pathways. We want them to use academic language
Collaborative Learning	1+	1	2	Our AP of discipline, working in conjunction with our ILT, coaches and pathway director, participate in learning walks to share best practices, and celebrate quality instruction. Our professional development calendar will continue to provide opportunities for department and grade level PLC to work collaboratively.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2	2	2+	
Collaboration Time	1+	1	1+	All pathways have a common prep period and an 8 period day.
Professional Learning	1+	2	2+	Department Leads, and Department determine how to best use department time, and resources. Additional PD is offer to teachers. CTE, PLTW, and PBL training will continue to be offered in additional to our Wednesday PDs in support of department and team PLCs.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Senior Capstone Project AP Classes Daul Enrollment classes, increase MPA student participation Improve course passaga rates (Moving forward with SBG) Interdisciplinary projects Double Block Algebra	Partially Implemented	Effective	Master schedule, professional development calendar, roll-out of SBG for a number of teachers. 2019-20 Full implementation of SGB, student growth and academics, high school students ontrack to graduation.

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	By June 2021, students will reduce Distance from Meeting Standard by 25 points.	All Students	-118	-103	-88	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
Math SBAC	By June 2021, students will reduce Distance from Meeting Standard by 20% for students with special needs.	Students with Disabilities	-220.5	-200.5	-180.5	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
Math SBAC	By June 2021, students will reduce Distance from Meeting Standard by 20% for AA students.	African-American Students	-128.8	-108.8	-88	Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
Standards Based Instruction/ Project-Based Learning	Increase the number of teachers participating in PBL PD and training. Work to support time on the PD calendar for more intergrated project 6-12 for Expos.	All Students				Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
Career Technical Education Sequence	Digital Design: Intro to Design; Intro to Digital design, Visual communication for activism, Design Application Engineering: Intro to Computer Science, Intro to Engineering Design, Pnciples of Engineering, Design/Development	All Students				Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
Graduate Capstone/ Culminating Experience	Working with industry partners, increase the number of capstone experiences for MPA students. Have students participate in a survey on the capstone experience. Work to make the capstone more aligned to pathways.	All Students				Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
Course Passage Rates	Increase the number of semester course passage rate by 50% of all courses.	All Students				Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.

THEORY OF ACTION	
Theory of Action	<p>If we increase the resources and investment in our 9th grade students</p> <p>If we increase the number of summer support for our 9th graders (ie Algebra Summer Bridge)</p> <p>If you offer intensive reading support with 9th grade ELA teacher</p> <p>If we make sure our most experienced teachers are supporting 9th grade</p> <p>If we continue with an 8 period day</p> <p>If we offer an Intervention class to close the reading gap</p> <p>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.</p>
How are you supporting English Language Learners?	Our classes are created with a focus on heterogenous groupings. We believe our students will transition to English in mainstream classes.
How are you building conditions for students and adult learning?	<p>MPA will continue to embrace the 4Ps and will honor teachers and students demonstrating these core values. We will also support the following instructional goals: MPA will build ideal conditions for student learning through common interdisciplinary literacy practices (6 core reading, writing, and speaking/listening practices) that are used and referenced in classrooms across the school. This common framework for teachers and students will build consistency in the student experience and help students develop as more confident, knowledgeable learners. Furthermore, all teachers will use standards-based rubrics and learning targets to ensure that students are set up to be successful in college and career.</p> <p>MPA will build ideal conditions for adult learning through coaching and professional development. Specifically, the Instructional Teacher Leader will organize 6-week coaching cycles for groups of teachers who wish to focus on common problems of practice, building a community of data-oriented adult learners. The first coaching cycle will target new teachers at MPA so that they can be optimally successful in their first year of teaching. The ITL will furthermore collaborate with English and History department chairs to create a yearlong scope & sequence that addresses teacher learning needs, including sharing high-leverage literacy and ELL support strategies for use in the classroom.</p>

STRATEGIC ACTIONS								
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
.50 FTE College and Career Pathway Coach to support the buildout of MPA Pathways, and support students with interships within out pathways	Measure N	\$73,696.28	2305	Classified Supervisors' and Administrators' Salaries	2472	Enter position number at left.	0.50	Career Technical Education
Refreshment for Expo nights, Advisory Board Meetings, and parent engagement.	Measure N	\$2,000.00	4311	Meeting Refreshments		Enter position number at left.		Building the Conditions
.50FTE TSA to improve literacy in our pathways to ensure students can access our pathways and general course curriculum.	Measure N	\$55,590.17	1119		4616		0.50	Comprehensive Student Supports
Supplies to support academic acceleration in our pathways.	Measure N	\$15,000.01	4310	School Office Supplies		Enter position number at left.		Career Technical Education

Dual Enrollment Textbooks (40 students per class/3 classes/semester x 2 semester = 240 students @ \$50.00 /book) for all MPA students including GATE students: Psychology, AFRAM, and Media to support college access	Measure N	\$4,837.19	4200	Books other than Textbooks		Enter position number at left.		Rigorous Academics
Westerbeke retreat where MPA pathway teacher's work toward goals, by analyzing data and surveys. Pathway Teams work on alignment, and review Site, SPSA WBL, and Rigorous academic goals.	Measure N	\$15,000.00	5220	Conference Expense		Enter position number at left.		Building the Conditions
College and Career Trips for students 9-12 to visit a variety of UC/CSU/Community colleges/trade schools. Provide students with opportunities to engage with a cvareity of career options.	Measure N	\$60,000.00	5826	External Work Order Services		Enter position number at left.		Building the Conditions
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. They also manage a team of college support, including our CCRS and counselor.	Measure N	\$27,000.00	5825	Consultants		Enter position number at left.		Building the Conditions
Pathway collaboration time for teachers to develop curriculum, lessons, plan for pathway events such as EXPO, and building out of additional CTE-aligned courses to support development of additional pathway courses.	Measure N	\$90,095.54	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Building the Conditions

WORK-BASED LEARNING School: **Madison Park Academy Upper Campus** [Link to 18-19 SPSA](#)

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2	1	3	More field trips, industry engagement, networking events, internships for 40 students. These internships are not directly related to our pathways. We want to make sure advisory engaged more. Our growth here needs to include additional opportunities for students to engage in pathways at multiple grade levels.
Pathway Outcomes	1	1	3	A series of events that built upon one another to prepare kids for post secondary plans and professionalism. Within CTE classes, more field trips and industry engagement. We want to make sure our students are making connections with industry professionals in Engineering and Digital Design.
Pathway Evaluation	1	1	2	We are inviting industry partners to a variety of events throughout the school year. There are currently not working us to design these events.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
2019 40 Summer Internships College and Career Day 2019 College Fieldtrips for 9-12 grade levels Fieldtrips - with industry focus (Pixar, Academy of Art, Walt Disney Museum, Port of Oakland (airport), Makerfaire, etc.) "clients" in Graphic Design and Engineering Resume Workshop Mock Interviews Hired a Work Based Learning Liaison	Fully Implemented	Effective	Students assigned to work-based internships. Industry professionals interacting with MPA students related to possible careers related to our pathways. PLTW - support for Engineering Pathway 2019-20 - Both pathways will continue to conduct Mock Interviews for 11th/12th grade. 1) Resume/Application support 2) Professional Dress Training.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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Career Awareness	Students will have at least one experience per year, 6-12, where they are exploring careers. CTE teachers incorporate career awareness information into curriculum through discrete units about careers in graphic design and engineering. Many of these concepts will be supported during our advisory time as staff develops a relationship with students.	All Students					Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
Career Exploration	Students will have at least one experience per year, 6-12, where they are exploring careers. CTE teachers incorporate career awareness information into curriculum through discrete units about careers in graphic design and engineering. MPA students have visited FaceBook, Google, Maker Fair, Pixar, Oakland Airport, and others. Our goal will be for these visits to happen again, and working on integration into curriculum (PBL). Advisory will again play a role as MPA students take advantage of the opportunities available through exposure of career pathways.	All Students					Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
Career Preparation	MPA is still 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.	All Students					Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.

THEORY OF ACTION

Theory of Action	If MPA teachers and staff create a communication thread using technology, for middle school and high school students and teachers, through Colleg 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.
How are you supporting English Language Learners?	This should happen through ensuring that our ELL students have the same experiences related to college and career, and support them to meet their personalized career goals, including trades, using their ELA teachers, and Reading Specialist to work in alignment with our schoolwide goal of grade level ready by 9th grade in Literacy and Algebra.
How are you building conditions for students and adult learning?	Create an MPA Way for PD routines in support of teachers, and support staff embedding WBL and PBL elements in all classrooms including advisory. Also a CCRS position, and WBL will be supporting students to gain internships in the Engineering and Digital Design industries.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
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<p>Build on Y2 of Summer Internship class for MPA students. Goal is at least 50 kids for the whole year, and continue with industry partner events that include: resume workshops, mock interview, career day, students projects, informational interviews, using advisory for college and career readiness, and job shadowing.</p>	<p>Measure N</p>	<p>See Rigorous Academics & CTE</p>		<p>Enter object code at left.</p>		<p>Enter position number at left.</p>		<p>Building the Conditions</p>
<p>WBL .5FTE (Lorenz) to support in developing relationships with industry partners, and internship options for students aligned to our pathways.</p>	<p>Measure N</p>	<p>\$24,830.00</p>		<p>Enter object code at left.</p>		<p>Enter position number at left.</p>	<p>0.50</p>	<p>Work-Based Learning</p>

COMPREHENSIVE STUDENT SUPPORTS School: **Madison Park Academy Upper Campus** [Link to 18-19 SPSA](#)

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs	2	2	3	CTE teams to identify specific interventions or opportunities for students or acceleration strategies; while also engaging families more during the school year to share CTE projects.
College & Career Plan	2	3+	3+	Continue relationship with East Bay consortium to support student FAFSA completion, UC/CSU applications. CCS/Alameda County (Robin M) has brought together students, families, adm, and staff to ensure all 11th and 12th grade students all have been given support to make appropriate decisions about their postsecondary lives. 9th and 10th grade students will continue to have the most experienced teachers. We are also working with MS Literacy Team/Math Team to ensure students are on grade level in reading and algebra by 9th grade.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>Our strategic actions are supported by our administration, case managers, community school manager, restorative justice facilitator, college & career readiness specialist, COST Team, After-School Program, OAL and peer tutors, counseling from Fred Finch, and Alameda County, Native American Health Center, AIM High, community partners, and students. Our goal is to continue to provide a safe and respectful environment for all that come to MPA. Our focus 2019-20:</p> <ol style="list-style-type: none"> 1) Trauma informed practices in support of staff and students. 2) Race and Implicit Bias in support of our staff and students - We want to continue to host a series of student group interviews to better understand the student experience around traditions, and diversity & acceptance 3) Drug and Alcohol support and prevention. 4) Tier 1 RJ Teacher practices. 5) Expanding our RJ practices in support of positive relationship building. 6) Monitor the support and attendance of our SPED population to ensure they are receiving grade level course work and are being prepared for postsecondary coursework 7) Implement a feedback system for staff and students to further identify areas of support needed. 	Fully Implemented	Effective	COST, attendance, ontrack seniors, climate culture improvements for teachers, and students, academic grade success, SEL supports and student updates, Healthy Kids Survey, Suspension data, athletic success.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	By June 2020, 70% of all students will report, through the CHKS survey, they feel safe at MPA. 80% of all students will report they have a good relationship with an adult on campus as measured by CHKS. Student Culture and Climate Survey.	All Students	Student that are in school everyday and on time.	80%	80%	Develop and implement a plan to increase parent engagement.
College Access	90% of our seniors will apply for financial aid 90% of our seniors will enroll into a 2 year or 4 year college; 10% in trade school or military.	All Students		65/88 applied to at least 1 col/univ/cc (8 interested in going right into trade/apprenticeship/military, 15 unsure; 43 students submitted CSU (154 applications submitted) 15 students submitted UC (71 applications submitted; 7 private school; 11+ 2 applied to a 2 year college all 11+ accepted.	90% of our seniors will apply for financial aid 90% of our seniors will enroll into a 2 year or 4 year college; 10% in trade school or military.	Develop and implement a plan to increase parent engagement.
Differentiated Interventions	Our SPED, ELL, SwD, and Tiered 2 and 3 students (COST Team, referral, counseling) will report that the services they were connected to were effective in addressing their needs.	Students with Disabilities	N/A			Increase the rigor of the curriculum and the engagement and relevance of the instruction in all content areas and grade levels.

THEORY OF ACTION

Theory of Action	<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 build systems and structures that ensure equitable options for SPEDs, Swd, and ELL</p> <p>If we continue to provide rigorous academics for our students that achieve high</p> <p>If we provide support through reading intervention, and Algebra readiness</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 honor students displaying PRIDE, PURPOSE, PERSEVERANCE, and POSSIBILITIES</p> <p>MPA students will graduate college, career, and community ready.</p>
How are you supporting English Language Learners?	Create a focus group to better understand what our largest school population need, and how they experience MPA.
How are you building conditions for students and adult learning?	In addition, to making sure administrative team conducts listening sessions, we will work collaboratively in support of our most needy students, and in recognition of student achievement. We will work to establish better communication with staff, students and parents around ways to make their experience at MPA meaningful.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?
Project ACHIEVE After School Program, extended day intervention and enrichment classes that support students 6-9.	After School Education & Safety (ASES)	See Enabling Conditions		Enter object code at left.		Enter position number at left.		
Project ACHIEVE After School Program, extended day intervention and enrichment classes that support students 6-9.	After School Education & Safety (ASES)	See Enabling Conditions		Enter object code at left.		Enter position number at left.		
School Assemblies, Content Expos, and Honor Roll Awards, in support of our climate culture goals.	General Purpose Discretionary	See Enabling Conditions		Enter object code at left.		Enter position number at left.		
.5fte of the RJ Coordinator position that will support all MPA students 6-12 resolving conflicts on campus using RJ Practices, and support teachers in their development of Tier 1 and Tier 2 Restorative Practices.	LCFF Supplemental	See Enabling Conditions		Enter object code at left.		Enter position number at left.		
CPM curriculum in support of Low Income, and students performing below grade level in Math. Math Department has agreed to use CPM for 3 years to determine its effectiveness in meeting the needs of our low performing students.	LCFF Supplemental	See Enabling Conditions		Enter object code at left.		Enter position number at left.		

East Bay Consortium College and Career Information Center to provide college access support for students to ensure that students are applying, getting accepted to, and getting financial aid for college. They also manage a team of College support, including our CCRS and counselor.	Measure N	See Enabling Conditions		Enter object code at left.		Enter position number at left.		
Refreshments for EXPO nights, Advisory Board Meetings, and parent engagement events.	Measure N	See Enabling Conditions		Enter object code at left.		Enter position number at left.		
To pay Westerbeke Ranch for retreat where staff reflects on SPSA goals, TGDS Goals, progress towards goals by analyzing data and surveys. The instructional leadership team, culture and climate team, administrative team, and the Measure N team will collaborate on implementation and refinement of SPSA.	Measure N	See Enabling Conditions		Enter object code at left.		Enter position number at left.		
College and Career Trips for students 6 - 12 to visit a variety of UC/CSU/Community colleges/trade schools. Provides students with opportunities to engage with a variety of career options	Measure N	Repeat		Enter object code at left.		Enter position number at left.		
Professional development opportunities for staff to develop practices for interdisciplinary project based learning in alignment with MPA's CTE course sequences.	Measure N	Repeat		Enter object code at left.		Enter position number at left.		
Summer bridge case management to support incoming students through meetings with parents/families, and MPA staff to ensure students understand MPA's pathway course sequence and individual interventions are proactively set up prior to the start of the 2018-2019 school year.	Measure N	Repeat		Enter object code at left.		Enter position number at left.		
CCRS (0.5 FTE) to support students, and their families to promote understanding of District-wide College & Career Readiness programs.	Measure N	Repeat		Enter object code at left.		Enter position number at left.		
Community School Manager will work with the Executive Principal, Assistant Principal, parents, teachers, school staff, support staff and community partners to deepen partnerships between all individuals, with a focus on providing connections for our students who are AA or Latino.				Enter object code at left.		Enter position number at left.		

Summer bridge Algebra readiness program materials to ensure that students come in ready with math skills to be successful in pathway courses that are math-based.				Enter object code at left.		Enter position number at left.		
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PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE (STRATEGIC ACTION)	ASSOC. SPSSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
\$64,436.90	21st Century Community Learning Centers	Project ACHIEVE After School program, extended day interention and enrichment class that student students 6-9.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5825	Consultants				215-1
\$140,730.00	After School Education & Safety (ASES)	Project ACHIEVE After School program, extended day interention and enrichment class that student students 6-9.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5825	Consultants				215-2
\$273.07	General Purpose Discretionary	Textbooks		Goal 4: English Learners are reaching fluency.	4100	Textbooks				215-3
\$8,900.00	General Purpose Discretionary	Supplies to support academic acceleration SAT/AP Prep and acceleration.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4300	Materials & Supplies				215-4
\$5,000.00	General Purpose Discretionary	Supplies to support academic acceleration		Goal 5: Students are engaged in school every day.	4310	School Office Supplies				215-5
\$500.00	General Purpose Discretionary	Meeting and Refreshments in support of parent participation and students incentives.		Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments				215-6
\$15,000.00	General Purpose Discretionary	School Uniforms in support campus climate culture, and safety.		Goal 5: Students are engaged in school every day.	4380	Uniforms				215-7
\$5,000.00	General Purpose Discretionary	Equipment and resources for students to access core content.		Goal 3: Students are reading at or above grade level.	4410	Equipment < \$5,000				215-8
\$5,000.00	General Purpose Discretionary	Equipment to support students ability to access and engage in core curriculum.		Goal 4: English Learners are reaching fluency.	4425	Duplicating Equip < \$5,000				215-9

\$5,000.00	General Purpose Discretionary	To pay Westerbeke Ranch for retreat where MS staff reflects on SPSA goals, TGDS Goals, progress towards goals by analyzing data and surveys. The instructional leadership team, culture and climate team, administrative team, and the Measure N team will collaborate on implementation and refinement of SPSA.		Goal 2: Students are proficient in state academic standards.	5200	Travel And Conferences				215-10
\$12,000.00	General Purpose Discretionary	Equipment Maintenance agreement - copiers	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5610	Equip Maintenance Agreement				215-11
\$1,000.00	General Purpose Discretionary	Facility rental		Goal 6: Parents and families are engaged in school activities.	5620	Rentals (non-capital Leases)				215-12
\$6,000.00	General Purpose Discretionary	Facility Rental - to host senior graduation		Goal 6: Parents and families are engaged in school activities.	5624	Rentals: Facility				215-13
\$10,000.00	General Purpose Discretionary	Postage - These dollars will be used to provide comprehensive communication with families regarding grade reports, upcoming students/parent/teacher conferences, and newsletter that provide relevant information on trainings for families,	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	5724	Mail Services/Postage				215-14
\$13,226.93	General Purpose Discretionary	College and Career Readiness Specialist.		Goal 1: Graduates are college and career ready.	5728					215-15
\$15,000.00	General Purpose Discretionary	Non-Contract Services		Goal 1: Graduates are college and career ready.	5826	External Work Order Services				215-16
\$5,200.00	General Purpose Discretionary	Admission fees incentives for students		Goal 5: Students are engaged in school every day.	5829	Admission Fees				215-17
\$20,000.00	General Purpose Discretionary	Licensing Agreements - These dollars will be used to continue licenses agreements with our software providers.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5846	Licensing Agreements				215-18
\$3,000.00	General Purpose Discretionary	Printing items need to in support of core academics and communication with families and students support.		Goal 6: Parents and families are engaged in school activities.	5870	Printing				215-19

\$10,909.00	LCFF Concentration	In support of G1 Art Teacher to provide MS students an art elective.		Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries				215-20
\$14,091.00	LCFF Concentration	Teacher Stipends (1120) to include Department Lead Stipends, Climate Culture Lead Stipends, ILT, to support curriculum and climate goals and practies while aligning new leadership structures.		Goal 5: Students are engaged in school every day.	1120	Certificated Teachers' Salaries: Stipends				215-21
\$11,114.99	LCFF Supplemental	PCN#4796 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4796	Teacher, Structured English Immersion	0.16	215-22
\$55,500.00	LCFF Supplemental	PCN#4798 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4798	Teacher, Structured English Immersion	0.50	215-23
\$62,661.00	LCFF Supplemental	PCN#2040 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2040	Teacher, Structured English Immersion	1.00	215-24
\$66,166.00	LCFF Supplemental	PCN#4236 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4236	Teacher, Structured English Immersion	1.00	215-25
\$72,779.00	LCFF Supplemental	PCN#4239 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4239	Teacher 11Months 12-Pay	1.00	215-26
\$74,612.00	LCFF Supplemental	PCN#3389 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3389	Teacher, Structured English Immersion	1.00	215-27
\$94,533.00	LCFF Supplemental	PCN#3070 Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	3070	Teacher, Structured English Immersion	1.00	215-28

\$11,441.00	LCFF Supplemental	.10 FTE Instructional Teacher Leader, (PCN#6123 JT) coaching teachers to implement the Math plan for the school in support of Low Performing students.		Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	6123	11-Month Classroom TSA	0.10	215-29
\$24,338.53	LCFF Supplemental	Teacher Stipends (1120) to include Department Lead Stipends, Climate Culture Lead Stipends to support curriculum and climate goals and practices while aligning new leadership structures.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1120	Certificated Teachers' Salaries: Stipends				215-30
\$10,000.00	LCFF Supplemental	Books other than textbooks to support academic acceleration		Goal 4: English Learners are reaching fluency.	4200	Books other than Textbooks				215-31
\$15,000.00	LCFF Supplemental	Supplies to support access to core content areas		Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies				215-32
\$6,000.00	LCFF Supplemental	Testing materials		Goal 2: Students are proficient in state academic standards.	4375	Testing Materials				215-33
\$5,000.00	LCFF Supplemental	Travel and Conference - These dollars will be used in support of professional development for APs, Teachers, in support of alignment, and SBG training.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	5200	Travel And Conferences				215-34
\$2,554.00	LCFF Supplemental	Dues and Membership fee in support of student incentives climate culture, and to encourage students to attend support classes before, and after-school.		Goal 5: Students are engaged in school every day.	5300	Dues & Memberships				215-35
\$47,295.47	LCFF Supplemental	.50 FTE RJ Coordinator position that will support all students in resolving conflict on campus using RJ practices, and support teachers in their development of Tier 1 and Tier 2 Restorative Justice Practices.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator			0.50	215-36
\$18,000.00	LCFF Supplemental	Consultants in support of college readiness.		Goal 1: Graduates are college and career ready.	5825	Consultants				215-37
\$11,957.00	Low-Performing Students Block Grant (LPSBG)	Extended time for teacher to collaborate to support academic acceleration in ELA and Math for 6-12 students.		Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends				215-38

\$20,282.00	Measure G	Books other than textbooks to support academic acceleration		Goal 2: Students are proficient in state academic standards.	4200	Books other than Textbooks				215-39
\$10,091.00	Measure G	Supplies for the Library to make the environment conducive for reading and in support of academic acceleration tied to Literacy.		Goal 4: English Learners are reaching fluency.	4300	Materials & Supplies				215-40
\$1,793.75	Measure G1	Supplies to support G1 Electives for MS students and their performances.		Goal 5: Students are engaged in school every day.	4310	School Office Supplies				215-41
\$55,590.17	Measure N	.50FTE TSA to improve literacy in our pathways to ensure students can access our pathways and general course curriculum.		Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	4616	11-Month Classroom TSA	0.50	215-42
\$90,095.54	Measure N	Pathway collaboration time for teachers to develop curriculum, lessons, plan for pathway events such as EXPO, and building out of additional CTE-aligned courses to support development of additional pathway courses.	Rigorous Academics	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends				215-43
\$73,696.28	Measure N	.50 FTE College and Career Pathway Coach to support the buildout of MPA Pathways, and support students with internships within out pathways	Rigorous Academics	Goal 1: Graduates are college and career ready.	2305	Classified Supervisors' and Administrators' Salaries	2472		0.50	215-44
\$4,837.19	Measure N	Dual Enrollment Textbooks (40 students per class/3 classes/semester x 2 semester = 240 students @ \$50.00/book) for all MPA students including GATE students: Psychology, AFRAM, and Media to support college access	Rigorous Academics	Goal 1: Graduates are college and career ready.	4200	Books other than Textbooks				215-45
\$15,000.01	Measure N	Supplies to support academic acceleration in our pathways.	Rigorous Academics	Goal 5: Students are engaged in school every day.	4310	School Office Supplies				215-46
\$2,000.00	Measure N	Refreshment for Expo nights, Advisory Board Meetings, and parent engagement.	Rigorous Academics	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments				215-47

\$15,000.00	Measure N	Westerbeke retreat where MPA pathway teacher's work toward goals, by analyzing data and surveys. Pathway Teams work on alignment, and review Site, SPSA WBL, and Rigorous academic goals.	Rigorous Academics	Goal 5: Students are engaged in school every day.	5220	Conference Expense				215-48
\$27,000.00	Measure N	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. They also manage a team of college support, including our CCRS and counselor.	Rigorous Academics	Goal 1: Graduates are college and career ready.	5825	Consultants				215-49
\$60,000.00	Measure N	College and Career Trips for students 9-12 to visit a variety of UC/CSU/Community colleges/trade schools. Provide students with opportunities to engage with a variety of career options.	Rigorous Academics	Goal 1: Graduates are college and career ready.	5826	External Work Order Services				215-50
\$24,830.00	Measure N	WBL .5FTE (Lorenz) to support in developing relationships with industry partners, and internship options for students aligned to our pathways.	Work-Based Learning	Goal 1: Graduates are college and career ready.					0.50	215-51
\$46,650.91	Title I: Basic	.4FTE Intervention Teacher, (PCN#273 JR) in support of students reading multiple grade levels below, SPEDs, ELLs,		Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	273	Teacher, Structured English Immersion	0.40	215-52
\$100,062.31	Title I: Basic	Instructional Teacher Leader, (PCE# 6123 JT) coaching teachers to implementing the Math plan for the school in support of Low Performing students.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	6123	11-Month Classroom TSA	0.90	215-53
\$10,958.95	Title I: Basic	Teacher Stipends (1120) to include Department Lead Stipends, Climate Culture Lead Stipends to support curriculum and climate goals and practices while aligning new leadership structures.		Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends				215-54
\$4,098.44	Title I: Parent Participation	To be used to send parents to conference focused on providing resources and tools for parents to assist them with being academically supportive to student scholars.		Goal 6: Parents and families are engaged in school activities.	5200	Travel And Conferences				215-55

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 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.

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 18, 2018.

This policy was adopted by the Madison Park Academy School Site Council on November 18, 2018 and will be in effect for the 2018-19 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.


Principal, Dr. Taylor's Signature


Date


SSC Chairperson, Deandre Williams' Signature


Date

MADISON PARK ACADEMY 6-12TH SCHOOL-PARENT-STUDENT-COMMUNITY COMPACT 2018-2019

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



2018-2019
School Site Council Membership Roster – High School

School Name: Madison Park Upper Campus (6-8)

Chairperson : Deandre Williams
Vice Chairperson: Alma Guzman
Secretary: Karl Langer-Croager

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Dr. Lucinda Taylor	X				
Edith Dejesus Torres			X		
Alma Guzman				X	
Taddy Hills				X	
Deandre Williams				X	
Karl Langer-Croager		X			
Pilar Mendez-Cruz		X			
Taiwo Seitu		X			
Annabel Wang		X			
Jessica Maldonado					X
Toby Goodwin					X
Jorge Rivera Perez					X

Meeting Schedule (day/month/time)	2nd Thursday at 3:30 pm monthly
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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;
- There must be an equal number of students and parent/community 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

3-Parent /Community
3-Students