

<b>Action Research</b>	<b>Madison Park Academy</b>
<b>School:</b>	Madison Park Engineering and Graphic Design Academy
<b>Pathway/s:</b>	Engineering & Graphic Design
<b>Outcome Data</b>	<a href="#">Madison Park Academy Data Slides</a>
<b>Top 5 Measure N Funding Commitments</b>	1. Pathway Development 2.College & Career Readiness 3. Teachers retention 4. Culture & Climate 5. Professional Development for teachers
<b>What inquiry question is driving your research to develop a quality Linked Learning pathway/school?</b>	How we can become a design school by incorporating our pathways into the fabric of the entire school? Move beyond just having "pathways" live in a series of electives, and instead teach Design Thinking concepts to all teachers 6-12 so they can implement that in their classrooms, dual enrollment courses that are aligned to our pathway (at least 1/3 each semester), support a new 11th grade internship course of at least 20 students (5 of whom have internships in the pathway theme).
<b>What did you discover in the past year? (Please use data to support.)</b>	33% of students understand a concept of a pathway very well. 14% expressed they are unhappy with their pathway choice. Buildout of pathway supplies requires purchasing a year in advance. Students are struggling in pathways because of core content gap in math, technology, and literacy.
<b>What are you going to do differently or change moving forward?</b>	Our professional development model is shifting towards a 6-12 alignment in support of our priorities. We are going to work more closely with middle school to build core content standards earlier. We are developing the professional this year for next year. This will include an instructional assistant principal. Evolve courses over to UC/CI
<b>How do you anticipate this will improve Measure N outcomes for your students moving forward?</b>	By the end of June 2019, we will have developed a two year robust course sequence for pathway development. Graduation Rates: We will maintain 90% or better graduation rate from MPA; Develop 1 - 2 internship classes with opportunities for 25% of the students to find positions directly related to pathway, and a professional development experience that will support teacher development, and retention.

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

Enter text only into white cells—please do not edit text in cells of any other color!

### 1A: ABOUT THE SCHOOL

1) **School Name:** Choose the name of your school from the drop-down menu. Your school ID will automatically populate.

2) **School Description:** Your school description will automatically populate from your 17-18 Site Plan.

3) **School Mission and Vision:** Your mission and vision will automatically populate from your 17-18 Site Plan.

*Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.*

**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. Our academic rigor is apparent in our students' reading and state test scores, both of which are significantly higher than district averages. 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 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.

#### Family & Student Engagement

MPA families has several opportunities to engage with staff on campus including; ELA/History & Math/Science Expos, Student/Parent/Teacher Conferences that happen twice yearly (During high school conferences families are trained how to read transcripts, and understand the A-G process), our GED program supports our families needing a high school equivalent, cash for college night, DACA Information Night, drama performances, and sport activities. Families also have the opportunity to participate on School Site Council (SSC).

### SCHOOL DATA SLIDES

[Madison Park Academy Data Slides](#)

### 1B: 18-19 NEEDS ASSESSMENT

**STRENGTHS & CHALLENGES**

**Task: Identify schoolwide strengths and challenges related to each data point.**

- What strengths and challenges do you see in your 16-17 end-of-year data and any new fall data?
- Do a deeper dive using the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

**IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.**

*Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."*

<b>Instructions:</b>	<p><b>Task: Identify school strengths and challenges related to each data point, and think about high-leverage actions to address challenges.</b></p> <ul style="list-style-type: none"> <li>• Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?</li> </ul> <p><b>IMPORTANT: Be sure to discuss strengths and challenges related to the performance for your LCFF Populations (low-income students, English learners, foster youth, students with disabilities, and African-American students).</b></p> <p><i>Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."</i></p>
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State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
<b>Graduation Rate</b>	-Sense of unity from students since majority of them have attended MPA since 6th grade. Above 90+% high school graduation rate.	Lots of students in our first and second graduating class didn't have opportunity to make up credit at Madison because we didn't have a bell schedule that allowed for additional classes. For example, we now have an 8 - period schedule to allow for students room in their schedule to take classes they previously failed.	Continuing with block scheduling, improve our credit recovery options during the school day, and consistent communication with students and families the importance of maintaining transcripts and access to options after high school, including trades, and internships.

<p><b>On Track to Graduate (11th Grade)</b></p>	<p>IEP: MPA students are participating in modified inclusion class to provide access to grade level content. Students who are in RSP and SDC have the opportunity to have a smaller English, History, or Math class based on need. RFEPs: 43.0% tested proficient in ELA (SBAC). College Classes offered to students credit deficient. Strong Dual Enrollment program onsite.</p>	<p>IEP: 10/12 students with IEP are off track to graduate (3 of the students have 2.0 or higher; 8/10 off track English; 10/10 off track in History; 8/10 off track in Math) Foster Youth: 1/1 off track to graduate. Moving the 20 or 16.9% English Fluency, nearly met, to proficiency. REFPs: How to address the differentiated needs related to language access for the 90 students at "nearly met in ELA (SBAC). Off Track: 52% of 11th grader are off track to graduate.</p>	<p>IEP: Analyze each student's IEP to determine how to support fully mainstream. Admin and RSP teacher attending SPED trainings to learn effective mainstream models. SPED team working with Admin to determine SPED model for following year. ALL Giving students access to classes they failed by offering an 8 period day. Of those .07% of students are so credit deficient and below a 2.0 we have decided to re-engage them by enrolling students into concurrent and dual enrollment to increase their credit completion and engagement. 26% of students off track will take credit recovery during their senior year on campus and their current 11th grade year in order to obtain missing credits and increase GPA. These students will be monitored but are on track. The other .07% of students in danger will enroll in AP courses to bump their GPA; enroll in summer school; and college classes. Ranked 5th from all HS for students on track in 11th Grade (CCPA, Life, Tech, O-High better. We will continue to align our work with these sites and share best practices).</p>
<p><b>A-G Completion</b></p>	<p>90% of all our classes are aligned to A-G. Continuous work to ensure all courses are A-G in doorways</p>	<p>Consistent high quality high school counselor to control and oversee A-G courses in Aeries, doorways, and OUSD, support by the Instructional Assistant Principal. Credit Recovery: Students engaged in credit recovery are taking exactly the same class.</p>	<p>Hire effective counselor to manage A-G courses, supported by an administrative model developed to support alignment, coherence, accountability. Credit Recovery: Add new courses aligned to pathway to re-engage students who failed. Family Conferences: 2x a year to review transcript with families and students. Create plan together. Continue with 8 period day.</p>
<p><b>SBAC ELA</b></p>	<p>11th Grade 11% increase. 8th grade: 16% increase. CLAIM: Overall grades perform best in Research/Inquiry. 8th Grade CLAIM Listening 74% at Above or Near.</p>	<p>Average distance from meeting standard for AA: 84 Points; Latino 56 Points. 7th Grade: 7.4% decrease in scores. <u>CLAIM: Writing</u> Lowest performing in 6th/7th Grade</p>	<p>2nd year of English intervention to support students reading at grade level</p>
<p><b>SBAC Math</b></p>	<p><b>6 - 12</b> Standard Exceeded 4% to 6% over the last two years. At or Above increase of 3.5%. Small incremental growth. <b>11th Grade:</b> 1.9% growth <b>7th Grade:</b> 4.8% growth <b>8th Grade:</b> 8.7% growth <u>CLAIM: 11th Grade &amp; 6th &amp; 8th Grade:</u> Concepts/Procedures highest number of students Above Standard. 63% of students near standard for Communicating Reasoning CLAIM.</p>	<p>Average distance from meeting standard for AA: 120 Points; Latino 92 Points. 52.6% Have not meet standard on SBAC All Grades</p>	<p><b>Boost:</b> We will ensure that proportionally we are more AA student in boost to provide them with the support to reach Meeting. We will use multiple sources of data starting with SBAC from 2017 compared to SMI, Grades, and Teacher knowledge</p>

<p><b>AP Pass Rate/Dual Enrollment Pass Rate</b></p>	<p><b>DE:</b> 97% of students in Fall Semester passed with C or higher. Increase in students passing from 2016 - 2017. DE classes are always full. Students showed a big interest in criminal justice. <b>AP</b> We removed AP for all 2 years ago and as a result the number of students who are passing the AP test has increased. Last year we had 18.3% of our students take and pass the AP test. This was a 11% increase from the prior year. Our AP courses are more aligned to AP rigor and the students who request the AP class are ready for the work. <b>AP CS:</b> 12 students passed with a 2. <b>AP Calc</b> 4 passed with a 4; 8 passed with a 3; 4 passed with a 2. <b>AP Env Sci;</b> 1 passed with a 5; 4 passed with a 3; 7 passed with a 2; <b>AP Lit:</b> 2 passed with a 3 passed with a 2.</p>	<p><b>DE:</b> If a student takes a DE course in the Fall they must take a DE course in Spring. MPA does not offer semester courses so students must stay with DE for the year. <b>AP:</b> We had 81.7% of students who were enrolled in an AP course last year take and not pass the AP test. AP classes offered last year: AP Environmental Science, AP World History, AP Calculus.</p>	<p><b>DE:</b> Add a third DE class each semester. Adding one DE class aligned with pathway. Ensure a strong teacher of record to support DE classes in order to support struggling students. <b>AP:</b> Remove AP stats from schedule and convert to Stats.</p>
<p><b>Pathway Participation/CTE Enrollment*</b></p>	<p>Developed 9th grade foundation class for students to engage with design and engineering. Students then decide pathway at end of 9th grade year. CTE department created handbook to outline class progressions, steps for students who failed courses, and other scenarios with students switching pathways. Thoughtful and well defined roll out of pathway classes adding one class each year until the entire 3 year sequence is built out.</p>	<p>Potential for more interest in one pathway over the other, or belief that there is one "easy" pathway, and one challenging one. Need to build in systems of equitably distributing students between pathways while also heeding student voice.</p>	<p>Increase engagement in engineering through projects and hand-on activities Build in process for equitably placing students in pathway (give students multiple opportunities for exposure to pathway, offer career survey to determine their interests, department head creates equitable system for identifying correct pathway for each rising 10th grader)</p>
<p><b>English Learner Progress</b></p>	<p>Middle School: 82% of RFEPs met SRI standards for the MidYear. High School: 55.7% RFEPs met SRI standards for the MidYear.</p>	<p>If we add an EL course for high school students, supported by our EL support teacher, we believe this will improve the outcomes our high school EL students.</p>	<p>Increase access to language intervention and support for ELs in content and support classes. We will expand our modified inclusion support to ELA and Math, and increase access to EL, at the high school, by providing support for EL students in our EL support class.</p>
<p><b>Suspension Rate</b></p>	<p>Restorative Justice is working in middle school and high school using mediation for violence. However, different outcomes have surfaced on each level. A small cohort of staff have been trained on using restorative strategies, but additional training/exposure to implement Tier 1 and Tier 2 restorative justice are needed to increase the level of students remaining in the classroom for minor offences.</p>	<p>High School: 28 incidents; 34% of incidents; 18% violence; 54% vandalism; 60% of violence AA - Female; all others Latino majority Latino 75% +; Middle School: 56 incidents; 58% of violent incidents AA.</p>	<p>Align AP of discipline with the one site RJ coordinator. Provide all staff with Restorative Justice Tier 1 and Tier 2 Community Building training during the year. Begin year with trauma informed instruction, understanding our community, and student needs.</p>

**1C: STUDENT PERFORMANCE GOALS & TARGETS**

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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<b>Graduation Rate</b>	By 2018 - 2019; 95% of our students will graduate with a high school diploma. We will continue to develop a plan and support the remaining 5% to receive a diploma or GED	Goal 1: Graduates are college and career ready	All Students			coming soon	1. Increase the rigor of the curriculum and the engagement and relevance of the instruction in all content areas and grade levels.
<b>On Track to Graduate (11th Grade)</b>	By the end of 2018 - 2019; 90% of 11th graders will be on track to graduate by the end of their 11th grade year	Goal 1: Graduates are college and career ready	All Students				1. Increase the rigor of the curriculum and the engagement and relevance of the instruction in all content areas and grade levels.
<b>A-G Completion</b>	90% of all our class offerings will be A-G.	Goal 1: Graduates are college and career ready	All Students				1. Increase the rigor of the curriculum and the engagement and relevance of the instruction in all content areas and grade levels.
<b>SBAC ELA</b>	MS: By 2018-2019 35 percent of 6-8th grade students will score proficient or advanced overall, which is a growth of 6.3% this doubling the growth from the previous year of 3.2% . HS: By 2018 - 19 50 percent of 11th grade students will score proficient or advanced overall, which is a growth of 7%.	Goal 2: Students are proficient in state academic standards	All Students	-66.4	-58.9	-51.4	1. Increase the rigor of the curriculum and the engagement and relevance of the instruction in all content areas and grade levels.
<b>SBAC Math</b>	MS: By 2018-2019 28 percent of 6-8th grade students will score proficient or advanced overall, which is a growth of 8% this doubling the growth from the previous year of 4% . HS: By 2018 - 2019 20 percent of 11th grade students will score proficient or advance overall, which is a growth of 5%.	Goal 2: Students are proficient in state academic standards	All Students	47.40%	-82.8	-72.8	1. Increase the rigor of the curriculum and the engagement and relevance of the instruction in all content areas and grade levels.
<b>AP Pass Rate</b>	By 2018 - 2019; we will increase the percentage of AP Pass Rate on the test by 10%. Last year we had an 11% growth. 100% of students who took the AP Spanish test passed. We will have 100% of students taking the Spanish AP test pass with a score of 3 or higher	Goal 1: Graduates are college and career ready	All Students				1. Increase the rigor of the curriculum and the engagement and relevance of the instruction in all content areas and grade levels.
<b>Dual Enrollment Pass Rate</b>	95% of students enrolled in Dual Enrollment will pass with a C or higher	Goal 1: Graduates are college and career ready	All Students				1. Increase the rigor of the curriculum and the engagement and relevance of the instruction in all content areas and grade levels.
<b>Pathway Participation/ CTE Enrollment*</b>	90% of 10 - 12th graders will be enrolled in a pathway.	Goal 5: Students are engaged in school everyday	All Students				1. Increase the rigor of the curriculum and the engagement and relevance of the instruction in all content areas and grade levels.
<b>English Learner Progress</b>	45% of our EL will meet the SRI standard for the MidYear Benchmark.	Goal 4: English learners are reaching English fluency	English Learners	#N/A	coming soon	coming soon	1. Increase the rigor of the curriculum and the engagement and relevance of the instruction in all content areas and grade levels.

<b>Suspension Rate</b>	Decrease suspension rates for violence by 20%. Decrease suspension rates for drugs incidents by 20%. Decrease disrespect and defiance referrals by 50% from teachers.	Goal 5: Students are engaged in school everyday	All Students	-92.8	coming soon	coming soon	2. Develop and implement a plan to increase parent engagement.
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**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

<b>1. SCHOOL LEADERSHIP AND VISION</b>	<b>Current Score</b>	<b>Justification</b>	<b>Areas of Growth</b>
<b>School Leadership:</b> To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	2: Somewhat	Our pathway is new in conception and is driven by student community needs, it is support by our school mission, and is aligned with a clear CTE course pathway. We are in the process of developing strong ties with industry partners to expand our internship offerings. The establishment of our CTE Industry Board is assisting with this process. Our mission is to prepare our students for jobs in engineering and graphic design, aligned to our vision.	Provide additional access for our SPEDS/ELL students into our pathways. Retain and develop quality educators to support our pathways. Develop administrative leadership focused on curriculum alignment for all students including students with IEPs, SPEDS, students with attendance contracts, and ELLs.
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 pathways are supported by CTE teachers ( 1 Engineering and 1 Graphic Design) to provide exposure to this pathway 6-12. Each pathway has created a rubric, and course sequence/structure. 9th grade students have classes that offer exposure to both; and by the end of their 9th grade experience, students choose a pathway for their 10-12 sequence. We are working with our middle school to align several activities to our pathways, including our Math/Science, and English/History Expos; and our BizWorld.	Resources for our pathways, and better alignment with our middle and elementary campus.
<b>Leadership Identity:</b> To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	We are constantly reviewing data to determine our next steps in developing these pathways. Our goals will continue to be making sure our students have access to quality instruction, and quality teaching to improve our student outcomes.	Build out the new administrative alignment with the AP over curriculum and an AP over our discipline, we believe this will support our pathways.
<b>School Leadership &amp; Vision Goal for 2018-19:</b>	Implement new leadership structure with (2) AP's for upper campus. One Instructional AP for the 6-12, and one Discipline AP. This in an effort to align common structures, practices, and share resources to move the school forward as a 6-12 model on the upper campus.		

**2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE**

	<b>Current Score</b>	<b>Justification</b>	<b>Areas of Growth</b>
<b>Staffing Structure Aligned to Purpose:</b> 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?	2: Somewhat	Due to our small by design model; each pathway has a CTE teacher, that is support by our CTE Department, a Pathway Coach, BuildOn Team, a SPED team, a counselor, an entire COST Team inclusive of SEL counselors, an RJ coordinator, case manager, and a host of stakeholders invested in see our students successful.	Additional training for teachers and staff on how to support our ELL, SPEDs, and newly transferring students to MPA and our pathways. Professional development and alignment using SBG in support of our pathways.
<b>Alignment and Coherence of Leadership Bodies</b> 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?	3: Mostly	ALT, USILT, PLCs, our Climate Culture Team 6-12, even our SSC and Parent Leadership are invested in our school goals and expanding pathways.	Build out a stronger students leadership, and parent support of the pathways.
<b>Decision-Making Structure:</b> 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?	2: Somewhat	How do we build access and leverage our primary and middle school students/families understanding of school pathways.	Develop stronger communication threads with students and families



<b>Master Schedule, Budget, Facilities &amp; Resource Allocation:</b> 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)?	3: Mostly	Resources budgeted to allow for an 8-period modified block schedule: inclusive of a pathway coach, and professional development for teachers; our master schedule will provide common planning time by grade level, intervention/advisory, CTE planning time to build out our pathways, planning time to discuss the alignment of SBG 6-12, and planning time for 6-12 climate culture team.	Consistent alignment with high/middle school program, and maximize resources to support the 6-12 alignment.
<b>Equity Stance:</b> 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)?	3: Mostly	Continue to offer modified inclusion for SPEDs/ELL students with transitions changing so our students will receive their grade level instruction in ELA/Math, effectively assign high quality instruction across the grade level w/o strong teachers at every grade level. Consistent/quality school counseling with access to all grade levels 6-12.	How do we transition ELLs, SPED students, and students that are credit deficient to pathways.
<b>Systems &amp; Structures Goal for 2018-19:</b>	MPA will put into place a new administrative structure, in support of alignment 6-12. This structure will include 1 assistant principal whose primary responsibilities will be to support alignment of curriculum 6-12, AP Curriculum; and 1 assistant principal who will support 6-12 Discipline/Climate Culture whose primary goal will be to align the current CC structure and support, AP Discipline.		

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Allocate 1.0 FTE Pathway Coach in service of developing instructional capacity of CTE Teachers and pathway quality.	All Pathways	All Students	Measure N	\$135,192.52	1690	CCCPWS0012	Career Technical Education	A1.1 Pathway Programs
.10 FTE Instructional Team Leader coaching teacher to implementing the Language and Literacy plan for the school.	Departmental Team	Low-Performing Students	General Purpose Discretionary	\$7,950.76	1119	NHO-323/C11TSA-0376	Comprehensive Student Supports	A3.2 Reading Intervention
0.5 FTE Instructional Teacher Leader coaching teachers to implementing the Language and Literacy plan for the school in support of Low Performing students.	Departmental Team	Low-Performing Students	Title I: Basic	\$52,246.00	1119	NHO-323/C11TSA0376	Comprehensive Student Supports	A3.2 Reading Intervention
0.5 FTE Instructional Teacher Leader coaching teachers to implementing the Language and Literacy plan for the school in support of Low Performing students.	Departmental Team	Low-Performing Students	Central Resources	\$52,246.00	1119	NHO-323/C11TSA0376	Comprehensive Student Supports	A3.2 Reading Intervention
1.0 FTE Bilingual Community Relations to provide support family engagement, attendance for Spanish speaking families.	Whole School	All Students	LCFF Supplemental	\$60,639.76	1110	CRA11B0008	Comprehensive Student Supports	A2.2 Social Emotional Learning
1.0 FTE Case Manager for students who are homeless, foster youth, newcomers, students with disabilities, students who are economically disadvantaged, students who are AA or Latino, and other at-risk youth in support of their attendance and academic development.	Whole School	All Students	Other	\$69,834.38	2405	CSEMGR0044	Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Teacher Stipends	Whole School	All Students	General Purpose Discretionary	\$30,000.00	1120		Comprehensive Student Supports	A2.10 Extended Time for Teachers
Books other than textbooks - These dollars will be used to replaced damaged or missing textbooks used to support struggling readers, and students performing below grade level.	Whole School	All Students	LCFF Supplemental	\$10,000.00	4200		Rigorous Academics	A5.1 School Culture & Climate (Safe & Supportive Schools)

Surplus - These dollars will be used in support of materials necessary to support struggling readers, students need support in Math, and resources necessary to move MPA students to grade level proficiency. These supplies will be used to assist students in meeting state's academic proficiency or advanced levels of academic achievement, while support MPA students with disabilities.	Whole School	Students with Disabilities	Title I: Basic	\$9,125.46	4399		Building the Conditions	
Surplus/For Adult Ed Program - This will support the funding of our GED teacher for adult education on campus. SSC voted to continue to use these dollars in support of our GED program. This strategy will increase parental and family engagement on campus and in the home, and provide resources for our AAMA program (Students who are AA), and our homeless and foster youth.	Whole School	African American Males	Title I: Parent Participation	\$4,365.72	4399		Building the Conditions	A3.3 Family Engagement focused on Literacy Development
Travel and Conference - These dollars will be used in support of professional development for APs, Teachers, in support of alignment, and SBG training.	Whole School	All Students	LCFF Supplemental	\$12,000.00	5200		Building the Conditions	A3.4 Teacher Professional Development focused on Literacy
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,	Whole School	All Students	LCFF Supplemental	\$10,000.00	5724		Building the Conditions	A6.5 Academic Parent-Teacher Communication & Workshops
Licensing Agreements - These dollars will be used to continue licenses agreements with our software providers.	Whole School	All Students	LCFF Supplemental	\$5,300.00	5846		Building the Conditions	A5.3, A4.4, A5., A3.2, A2.1
K12TCH0124/.035fte Middle School Science	Whole School	All Students	LCFF Supplemental	\$2,323.10	1105	K12TCH0124/.035fte	Comprehensive Student Supports	A3.2 Reading Intervention
K12TCH0809/.035fte High School ELA 12th Capstone	Whole School	All Students	LCFF Supplemental	\$2,177.77	1105	K12TCH0809/.035fte	Comprehensive Student Supports	A3.2 Reading Intervention
K12TCH0901/.035fte Middle School Science	Whole School	All Students	LCFF Supplemental	\$2,540.34	1105	K12TCH0901/.035fte	Comprehensive Student Supports	A3.2 Reading Intervention
K12TCH2006/.4fte Upper ELL Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	Whole School	English Learners	Title I: Basic	\$42,127.08	1105	K12TCH2006/.4fte	Comprehensive Student Supports	A3.2 Reading Intervention
K12TCH2618/.795fte Middle School US History	Whole School 6-8	All Students	Measure G1	\$73,661.92	1105	K12TCH2618/.795fte	Comprehensive Student Supports	A3.2 Reading Intervention
K12TCHR110156 High School Math	Whole School 9-12	All Students	LCFF Concentration	\$12,914.85	1105	K12TCHR110156	Comprehensive Student Supports	A3.1 Blended Learning
NHO-320/.08fte High School Science	Grade Level Team	All Students	General Purpose Discretionary	\$5,051.85	1105	NHO-320/.08fte	Comprehensive Student Supports	A3.2 Reading Intervention
NHO-320/.12fte High School Science	Grade Level Team	All Students	LCFF Concentration	\$7,577.77	1105	NHO-320/.12fte	Comprehensive Student Supports	A3.2 Reading Intervention
Supplies for Music/Art Elective G1	Whole School	All Students	Measure G1	\$3,303.00	4310		Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
Equipment Maintenance agreement - copiers	Whole School	All Students	General Purpose Discretionary	\$18,000.00	5610		Building the Conditions	A5.3 School Facilities

## LANGUAGE & LITERACY

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>"-Strongest teachers teaching highest need grade 9, 10 and 11. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader"</p>	Partially Implemented	Somewhat Effective	<p>ITL: Creating an ITL support position to support our Literacy goals. Our ELA Department chair has worked aggressively to structure a model in support of SRI, Boost ELA, and Literacy goals. We have seen significant growth in our SRI data because this department has made literacy their focus. The ITL is also working with other departments in support of argumentative writing as the focus for the year. This will enable cross-disciplinary conversation on around writing and provide a number of Tier 1 Literacy Strategies. Boost Intervention: Our Boost intervention in the middle school has provided data and supported students coming consistently. We must work to create the same outcomes for the high school. Smaller Class Size In regards to smaller classes in 9th grade, we were able have ethnic studies and biology as a smaller class but all other classes were at 30 or 34.</p>
<p>Leveled Literacy Instruction kit for Morning Boost English. The LLI curriculum will be used to support struggling readers in English who are not reading at grade level. The Fountas &amp; Pinnell Leveled Literacy Intervention is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons.</p>	Fully Implemented	Somewhat Effective	<p>The small groups have allowed students to build a strong culture with a smaller group of students. The Boost classes have helped inform students what is required or what it means to read on grade level.</p>
<p>Review and adapt Boost structure from other OUSD schools to match the needs for Madison. This will include determining what the student expectation and teacher expectations will look like. Create common grading structures</p>	Fully Implemented		<p><a href="#">Boost Student Data</a></p>
<p>Professional Development provided by OUSD in collaboration with Fountans and Pinetell to train teachers on LLI Boost curriculum to support our students who are reading multiple years below grade level. Summer 2017 training</p>	Partially Implemented	Somewhat Effective	<p>The training that was provided was not targeted specifically for students who are reading multiple levels below grade level. In our first year of implementation we focused on boardline students who needs any extra push to reach grade level. From the data it is showing that 90 percent of students who are coming consistently, and on time are showing improvement. Teachers with strong classroom cultures developed large results for 4 out of 5 students. 6 students have graduated out of boost, three at the middle school, one in high school. 8 students have moved from multiple years below to one year below grade level. ELA Boost student data attached.</p>
<p>Resources for LLI Curriculum - Extra Copies, Student Folders, Additional teacher manuals, to supporting ELL students not reading on grade level.</p>	Fully Implemented	Somewhat Effective	

Instructional Teacher Leader - (EA) FTE .2. To accelerate the academic outcomes of struggling students in English. Use of data to inform Tier 1 instruction and implementation of Multi-Tiered Systems of Support. Plan and Implement quality site professional learning and to build teachers' capacity to ensure diverse learners meet the demands of CCSS. 2224 - NHO340	Partially Implemented	Effective	Increase in the overall work from SBAC scores.
Reading Intervention Teacher K12TCH2219. Read 180 program	Fully Implemented	Somewhat Effective	Previous year only middle school students, 6-8, had access to Read 180. This year a course will be offered for our lowest readers 9-12 in support of reading intervention. This Read 180 program will focus on reading intervention for the lowest reader and will consistently track their SRI levels, in conjunction with LLI.
.4 ELD Teacher to support students who are performing low on the California CELDT test	Not Implemented	Effective	Previous year only middle school students, 6-8, had access to ELL support. This year a course will be offered to our 9-12 ELLs in support of language acquisition. This coming year's modified inclusion will be provided for high school students accessing language.
If we implement high quality formative, interim and summative assessments on a recursive basis and ensure that every lesson is planned using standards based curricula, is rigorous-defined by the cognitive demand of the task (DOK), and is taught in a differentiated manner designed to meet the learning needs of each student, then we will make responsive adjustments to instructional planning and delivery, accelerate learning and close the identified achievement gaps. In addition to continuing the Read 180 program during our AM and PM Boosts, we will also implement a LLI or similar phonics and sight-word based program to support students who are not showing growth with the Read 180 program or are not yet ready to access it. Teachers will use CCSS English Standards across the curriculum to teach into and assess literacy consistently. To do this, we will utilize our literacy coach to support teachers in text-heavy subjects that include English, Social Studies, and Science.	Partially Implemented	Somewhat Effective	The majority of MPA teachers are supporting AM and PM Boost for students struggling with grade level mastery. Site is implementing LLI

## IMPLEMENTATION GOALS

### Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	By the end of the 2018-19 school year we will see a 20% reduction in students reading multiple grade levels below for 6-12 through Boost middle and high school, Read 180 continued in middle school and adding 1 section of Read 180 to high school, ELD classes continued in middle school and adding one ELD class to high school.	All Students				

<b>Common Core</b>	MPA will align one reading and one writing standard across all departments. By the end of 2018 - 2019 we will see a growth in SRI, SMI, HWT and SBAC as we have aligned all departments to two specific goals from common core English.	All Students				
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**THEORY OF ACTION**

<b>Theory of Action</b>	If we focus on providing Tier 2 support for our most struggling readers through Boost (small group reading instruction) and Read 180 (schoolwide reading intervention curriculum) then student SRI scores will increase and they will access grade level content with a higher proficiency. Boost will focus on supporting intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult, and our high level readers. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations, and support the readers that's on track to graduate out of Boost. Read 180 will be taught during the regular day in both middle and high school, for our most needy readers, as a reading intervention program that provides individualized instruction to meet each student's reading needs. Both programs will focus on ELL and foster youth, African American Males student not meeting standards in grade level for Math and ELA. If we focus on Writing Standard 1 (Write arguments to support claims with clear reasons and relevant evidence) and Reading Standard 1 (Cite evidence), in each department, we can align literacy across content areas within our whole school professional development and department PD.					
<b>How are you supporting English Language Learners?</b>	MPA will support English Language Learners by providing reading intervention with LLI and Read 180 for our most needy students, as well as ELL Support using our modified inclusion model to support grade level exposure, while providing access to our intervention model Boost. This model has provided proven success in our SRI data and ELA course pass rate.					
<b>How are you building conditions for students and adult learning?</b>	Adult Learning - MPA Instructional AP will create a comprehensive professional development calendar inclusive of what will inform teacher practice in standards alignment, common climate culture strategies (Indicator 2 TDGS), social emotional support, Boost and Advisory training for new teachers, collaboration, and data analysis. Student Learning - MPA teacher's will continue differentiated instruction, and exposure to complex text, and argumentative writing, in support of students to provide condition that will improve their ability to transition to grade level reading.					
<b>Engagement:</b> <i>Who do you need to meet with moving forward to develop and then finalize this plan?</i>	<b>Governance Team</b> <i>(SSC, Parent Team, Student Leadership)</i>	<b>Leadership Team</b> <i>(ITL)</i>	<b>Pathway Teams</b>	<b>Department Teams</b>		

**STRATEGIC ACTIONS**

<b>Strategic Actions</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area</b>
Instructional Leadership Team that includes department chairs, pathway coach, Instructional AP, Instructional Teacher Leader, Teacher on Special assignment, and Principal. Stipend for each participant: excludes AP, Principal, Pathway Coach. 6 Teachers: @ 2,000/year (2 hours/1 day a week.) in service of developing quality pathways and instruction.	All Students	Measure N	\$12,000.00	1120		Rigorous Academics	A2.5 Teacher Pro

Purchase Gold Leveled Literacy Kit; these resources are being used 6-12 in support of our Boost Model. This program support student reading multiple grade levels below.	Low-Performing Students	LCFF Supplemental	\$5,890.00	4300		Building the Conditions	A3.2 Reading Int
Literacy Boost Classes .20FTE for teacher supporting our most need students reading below grade level in SRI, support will come from Boost, this will increase amount of quality instruction, and for all MPA students struggling with grade level proficiency.	Low-Performing Students	Title I: Basic	\$18,310.74	1105	K12TCH2162	Comprehensive Student Supports	A3.4 Teacher Pr
Literacy Boost Classes 1.6fte; this supports .20FTE for 8 teachers in supporting our most need students reading below grade level in SRI, support will come from Boost, this will increase amount of quality instruction, and for all MPA students struggling with grade level proficiency.	Low-Performing Students	LCFF Supplemental	\$87,524.14		K12TCH2612, K12TCH1689, K12TCH2127, K12TCH2128, K12TCH2161, NHO-265, NHO-266, NHO-267		
Literacy Boost Classes; this support .2fte for 5 teachers in support of our most needy student reading below grade level in SRI, support will come from Boost.	Low-Income Students	LCFF Supplemental	\$81,406.01	1105	TCHR110028, TCHR110129, TCHR110134, TCHR110138, TCHR110139	Comprehensive Student Supports	A3.2 Reading Int
K12TCH2219/1.0fte; in support of this teacher in support of our most needy students reading below grade level in SRI, support will come from Boost in service of actions to strengthen the core academic program	Low-Performing Students	LCFF Supplemental	\$81,807.03	1105	K12TCH2219	Comprehensive Student Supports	A3.2 Reading Int
K12TCH2611/.2fte; in support of this teacher in support of our most needy students reading below grade level in SRI, support will come from Boost in service of actions to strengthen the core academic program.	Low-Performing Students	LCFF Supplemental	\$13,415.78	1105	K12TCH2611	Comprehensive Student Supports	A3.2 Reading Int
K12TCH2630/.2fte; in support of this teacher in support of our most needy students reading below grade level in SRI, support will come from Boost in service of actions to strengthen the core academic program	Low-Performing Students	LCFF Supplemental	\$7,285.01	1105	K12TCH2630	Comprehensive Student Supports	A3.1 Blended Le
K12TCH2631/2fte; in support of this teacher in support of our most needy students reading below grade level in SRI, support will come from Boost in service of actions to strengthen the core academic program	Low-Performing Students	LCFF Supplemental	\$15,207.58	1105	K12TCH2631	Comprehensive Student Supports	A3.2 Reading Int

## RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

### RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

<b>PROGRAM OF STUDY AND MASTER SCHEDULING</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Pathway Theme	2	2	4	Last year we vetted our pathway theme through a process involving, families, students, staff, and industry partners. We analyzed industry sectors along with job market and salary scale for our region. We presented multiple options of pathways to school leadership and staff who were then provided with an opportunity to discuss pros and cons of pathway themes. Finally, we collectively voted and moved forward with Madison Park Engineering and Design as our pathway.
Integrated Core	1	1	2	We are engaged in 6-12 conversations around how to use middle school expertise to create foundational classes for students to access CTE course. Leadership is working to align 6-12 with teacher input. We are working to also expand CTE standards into EXPO which are both middle and high school. EXPO - exposition of learning for each content area.
Cohort Scheduling	1	1	2-	CTE department has a common prep to continue building out the foundational classes. CTE is using common prep time to create a handbook for the pathway. Rising 10th graders will have a cohort schedule for their pathway class, which means primarily only 10th graders will be in their class. These student progress each year together in the next pathway course. Students are NOT cohorted into separate content classes based on pathway. CTE teacher will continue to work to collaborate with middle school teachers on how these pathways will be integrated into their current elective and content classes.
<b>BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Rigorous, Relevant and Integrated Learning	2	1+	2	We are implementing new campus-wide strategies, including SBG to improve rigor of instruction, and the relevancy for students. We are also restructuring our administrative team to allow for one specific administrator to focus on instruction. We believe this will support our alignment and integration. We are continuing with support students not Ontrack to graduate, Foster Youth, ELLs, and AAM, through intervention support including Boost, and Advisory. Culturally responsive teaching with provide students an opportunity to see instruction as relevant and foster interest.
Collaborative Learning	2	1+	1	We are restructuring our administrative team to allow for one specific administrator to focus on instruction and professional development. This idea will support our collaborative time, and support in building relationship among staff with shared best practices.
<b>BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS</b>	<b>15-16 Score</b>	<b>16-17 Score</b>	<b>17-18 Current Score</b>	<b>Explanation (What evidence supports your claim for your pathway?)</b>
Sharing Best Practice	2	2	2	We are restructuring our administrative team to allow for one specific administrator to focus on instruction and professional development. This idea will support our collaborative time, and support in building relationship among staff with shared best practices.

Collaboration Time	2	1+	1	We are restructuring our administrative team to allow for one specific administrator to focus on instruction and professional development. This idea will support our collaborative time, and support in building relationship among staff with shared best practices. Teachers will plan students collaboration thoughtfully planned daily lesson continuing the group roles that have already been launched through Math/Science. Teachers will work to build collaborative PBL to build collaboration.
Professional Learning	1	1+	2	We are restructuring our administrative team to allow for one specific administrator to focus on instruction and professional development. This idea will support our collaborative time, and support in building relationship among staff with shared best practices.

### SUMMARY OF 17-18 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?*

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Capstone Project in senior year AP classes Dual enrollment classes, increase MPA student participation Improved course passage rates (moving toward SBG) Limited interdisciplinary projects Boost - develop a collaborative model that does not impact teacher instruction. Double Block Algebra	Partially Implemented	Somewhat Effective	master schedule, professional development, roll-out of SGB, student academic success, ontrack high school students [1]

### IMPLEMENTATION GOALS

*Identify three 2018-19 implementation goals related to Rigorous Academics.*

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Standards Based Instruction/ Project-Based Learning</b>	Each teacher will develop 1 standards based unit that integrates standards based unit culminates in a performance based assessment	All Students				
<b>Graduate Capstone/Culminating Experience</b>	By the end of 2018 - 2019; we will provide dedicated Professional Development time to support grade 6 - 11 in developing a well developed EXPO unit for Math, Science, History, and English. We will continue to develop our senior seminar class to support the senior capstone project in collaboration with BuildOn so each capstone has a service component.	All Students				





Computer Science KTCR110154/0.2 CTE Teacher to develop a quality pathway for Gifted and Talented Students (GATE) along with all MPA students.	All Students	Measure N	\$14,382.95	1105	TCHR110154	Rigorous Academic	A1.1 Pathway Programs
Digital Design TCHR110153/.25fte CTE Teacher to develop a quality pathway for Gifted and Talented Students (GATE) along with all MPA students.	All Students	Measure N	\$13,548.26	1105	TCHR110153	Career Technical	A1.1 Pathway Programs
Engineering Design TCHR110153/.2fte to develop a quality pathway for Gifted and Talented Students (GATE) along with all MPA students.	All Students	Measure N	\$18,941.75	1105	TCHR110158	Career Technical	A1.1 Pathway Programs
Physics TCHR110153/.2fte Teacher in support of Rigorous Academic	All Students	Measure N	\$12,703.54	1105	TCHR110153	Rigorous Academics	A1.3 A-G Completion
Materials and supplies to build out project based learning within our CTE courses.	All Students	Measure N	\$10,000.00	4310		Career Technical	A1.1 Pathway Programs
IXL Online math program intervention program to support students that are below grade level in math to support them to master key content standards. CPM	All Students	LCFF Supplemental	\$6,400.00	4300		Comprehensive	A2.3 Standards-Aligned Learning
Dual Enrollment Textbooks (40 students per class/3 classes/semester x 2 semester = 240 students @ \$50.00/book) for Gifted and Talented Students (GATE) along with all MPA students.	All Students	Measure N	\$12,000.00	4200		Rigorous Academic	A1.1 Pathway Programs
Teacher Stipend for extended contract hours to support with SAT acceleration	All Students	Measure N	\$500.00	1120		Rigorous Academic	A2.8 Data & Assessment
Training and materials for SAT Prep teacher with materials for 25 students	All Students	Measure N	\$2,000.00	1120		Rigorous Academic	A2.8 Data & Assessment
AP test fee paid by site to ensure that all students who have enrolled in an AP course have access to the AP test regardless of their Free or Reduced Lunch status.	All Students	LCFF Supplemental	\$8,000.00	4310		Rigorous Academic	A2.8 Data & Assessment
Professional Development and conferences for teachers to improve student academic achievement through pathway alignment and student needs.	All Students	Measure N	\$10,000.00	5200		Building the Core	A2.1 Implementation of the CCSS

## WORK-BASED LEARNING

### WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2	2	1	Conducting outreach to identify WBL experiences. Examine models to develop their own continuum of WBL experiences. Has ad-hoc experiences for some students.
Pathway Outcomes	1	1	1	Create a plan and timetable to begin developing WBL experiences across grade level
Pathway Evaluation	1	1	1	Is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences

### SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
2017 Summer Internships 2018 Internship class led by Bree Wilkinson (from BuildOn) Piloting the use of ImBlaze College and Career Day Field Trips Industry professionals interacting with students via mock interviews, guest lectures, "clients" in Graphic Design and Engineering Regular Advisory Board meetings	Partially Implemented	Somewhat Effective	Students assigned to work-based internships. Industry professionals interacting with MPA students related to possible careers related to our pathways.

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Career Awareness</b>	Students will have one experience per year, 6-12, where they are exploring careers. CTE teachers incorporate career awareness into the 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				1. Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.

<b>Career Exploration</b>	Students will have at least one experience a year between grades 6-12 that exposes them to different career opportunities, with a specific focus on Graphic Design and Engineering. MPA students have visited FaceBook, Google, and Maker Fair, US Bank, Alameda County Office Public Health (Reach), our goal will be for these visits to happen again, and working on integration into curriculum. Advisory will play an important role as MPA students take advantage of the opportunities available through exposure of career pathways.	All Students					1. Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
<b>Career Preparation</b>	MPA will be working, this year, to build a 6-12 scope and sequence, that will provide experiences for our students, related to Digital Design and Engineering. Working with Science Department, CTE teachers will design semester experiences for MPA middle school students, while expanding a subset of 11th graders to participate in internships, as well as 12th graders.	All Students					1. 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 for MS, through the College and Career Center; and if students have an opportunity working with the CCC to create resumes; and have access to 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 will happen through ensuring that our ELL have the same experiences related to college and career, and support them to meet their personalized career goals by allowing access to all students at MPA including our students who are English Learners through the support of our ELD Teacher and Reading Support Specialist to work in alignment with our schoolwide goals.

**How are you building conditions for students and adult learning?** We will be implementing a new administrative structure where one Assistant Principal will be focusing on develop PD routines in support of teachers embedding WBL and PBL elements in all classrooms including Advisory. Also, a CCRS position will be supporting students to gain internships in the Engineering and Digital Design industries.

<b>Engagement:</b> Who do you need to meet with moving forward to develop and then finalize this plan?	<b>Governance Team</b> (SSC, Parent Team, Student Leadership)	<b>Leadership Team</b> (ITL)	<b>Pathway Teams</b>	<b>Department Teams</b>

**STRATEGIC ACTIONS**

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
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<p>Roll out one Internship class for non credit-deficient 11th graders (others who opt in?). Goal is at least 20 kids for the whole year, 5 of which are tied to our pathway theme CCRS Jamia Morton to support Internship classes.</p>	All Students	Central Resource	\$66,134.00	5782	NHO	Career Technical	A1.1 Pathway Pr
<p>All MPA students 6-12 will participate in an advisory class that will increase students access on campus and support for Career Awareness activities weekly.</p>	All Students					Comprehensive \$	

## COMPREHENSIVE STUDENT SUPPORTS

### COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs	2	2	2	
College & Career Plan	2	2	3+	First year with East Bay Consortium allowed up to support student FAFSA completion, UC/CSU applicaitons

### SUMMARY OF 17-18 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?***

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
College and Career Center Advisory using Engaging Schools Curriculum Boost Intervention-- math and literacy Summer Institute-- AIM High & OUSD COST team support School-based health clinic Restorative Justice After school support for 6-9 OAL + peer tutoring for student athletes Peer mentoring Counseling-- Alameda County and OUSD	Partially Implemented	Somewhat Effective	COST, attendance, ontrack seniors, climate culture improvements for teachers, and students, academic grades success, SEL supports and students updates, Healthy Kids Survey, Suspension data, athletic success.

### IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
<b>Conditions for Student Learning (School Climate and Culture)</b>	Address the needs of students and their families via the following supports: Afterschool and Athletic Department, Madison Health Center, Restorative Justice Program, Service Learning Program and Behavioral Health Support(through our Clinical Consultant, on-site clinicians, interns and mentors.	All students	Students are engaged in school everyday	100%	100%	

<b>College Access</b>	Track the progress of our students who are already enrolled in college and assess to what degree each is successful. Use this information to understand how we can better prepare our students in 6-12 to be more college-ready.	n/a				
<b>Differentiated Interventions</b>	Develop supports in core content classrooms in support of our students who are English Learners by using developmentally appropriate writing strategies to ensure all students are proficient at argumentative writing.	English Learners				

**THEORY OF ACTION**

<b>Theory of Action</b>	If MPA continues to develop comprehensive support services for students who are identified as truant, have discipline concerns, and are trudy to class,using the following services: attendance team meetings, COST team meetings, SART/SARB, clinicians, placement in mentorship programs, after-school referrals, we will see an overall improvement in our school attendance data, and a reduction in our discipline data.					
<b>How are you supporting English Language Learners?</b>	This will happen through ensuring that our ELL have the sames experiences related to college and career, and support them to meet their personalized career goals by allowing acces to all students at MPA including our students who are English Learners through the support of our ELD Teacher and Reading Support Specialist to work in alignment with our schoolwide goals.					
<b>How are you building conditions for students and adult learning?</b>	Coordinating efforts to support a school culture reflective of students going to college, advancing in a career of their choice and beyond. GED class is offered for all of our students at the Primary Campus led by our Assistant Principal responsible for school culture and climate.					
<b>Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?</b>	<b>Governance Team (SSC, Parent Team, Student Leadership)</b>	<b>Leadership Team (ITL)</b>	<b>Pathway Teams</b>	<b>Department Teams</b>		

**STRATEGIC ACTIONS**

<b>Strategic Actions</b>	<b>Target Student Group for This Action</b>	<b>If this requires funding, what is the funding source?</b>	<b>Cost</b>	<b>Object Code</b>	<b>UPC</b>	<b>Which Linked Learning pillar does this support?</b>	<b>Associated LCAP Action Area</b>
Project ACHIEVE After School Program, extended day intervention and enrichment classes that support students 6-9.	All Students	After School Education & Safety (ASES)	\$140,691.59	5825		Comprehensive Student Supports	A1.6 After School Programs
Project ACHIEVE After School Program, extended day intervention and enrichment classes that support students 6-9.	All Students	21st Century	TBD				

.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.	All Students	LCFF Supplemental	\$50,000.00	5736		Building the Conditions	A2.2 Social Emotional Learning
.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.	All Students	Central Resources	\$50,000.00	5736		Building the Conditions	A2.2 Social Emotional Learning
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.	All Students	Central Resources	\$62,500.00	2305		Comprehensive Student Supports	A2.2 Social Emotional Learning
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.	All Students	Measure N	\$27,500.00	5825		Rigorous Academics	A1.3 A-G Completion
Refreshments for Information nights for families around college applications and FAFSA with district support that are aligned with parent conferences or back to school night in order to increase attendance.	All Students	Measure N	\$1,000.00	4311		Building the Conditions	A3.3 Family Engagement focused on Literacy Development
School Assemblies, Content Expos, and Honor Roll Awards, in support of our climate culture goals.	All Students	LCFF Supplemental	\$3,400.00	5828		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)



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.	All Students	LCFF Supplemental	\$2,315.00	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials
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.	All Students	Measure N	\$15,000.00	5220		Building the Conditions	A2.9 Targeted School Improvement Support
College and Career Trips for students 9 - 12 to visit a variety of UC/CSU/Community colleges/trade schools. Provides students with opportunities to engage with a variety of career options	All Students	Measure N	\$60,000.00	5826		Building the Conditions	
Professional development opportunities for staff to align curriculum with project based learning and CTE alignment.	All Students	Measure N	\$15,000.00	5220		Building the Conditions	
Summer bridge program to meet with families and students for transcript review, attendance plan.	All Students	Measure N	\$13,000.00	2220		Building the Conditions	A1.5 Summer Learning
Summer bridge textbooks	All Students	Measure N	\$2,081.00	4200		Building the Conditions	A1.5 Summer Learning
CCRS (0.5 FTE) to support students, and their families to promote understanding of District-wide College & Career Readiness programs.	All Students	Central Resources	\$33,067.00	5782		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
CCRS (0.5 FTE) to support students, and their families to promote understanding of District-wide College & Career Readiness programs.	All Students	General Purpose Discretionary	\$33,067.00	5782		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET**

<b>School: Madison Park Academy Upper Campus</b>				<b>School ID: 215</b>			
<i>Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Grant Funding Source</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century	\$0.00	\$0.00	\$0.00	Perkins	\$25,000.00	\$0.00	\$25,000.00
After School Education & Safety (ASES)	\$140,692.00	\$140,691.59	\$0.41	Atlantic Philanthropies	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$200,669.00	\$94,069.61	\$106,599.39	California Partnership Academy	\$25,000.00	\$0.00	\$25,000.00
LCFF Supplemental	\$541,375.00	\$467,631.52	\$73,743.48	Intel	\$0.00	\$0.00	\$0.00
LCFF Concentration	\$25,000.00	\$20,492.62	\$4,507.38	<b>TOTAL</b>	<b>\$50,000.00</b>	<b>\$0.00</b>	<b>\$50,000.00</b>
Title I: Basic	\$177,510.00	\$121,809.28	\$55,700.72				
Title I: Parent Participation	\$4,366.00	\$4,365.72	\$0.28				
Measure N	\$374,850.00	\$374,850.02	-\$0.02				
Measure G1	\$76,965.00	\$76,964.92	\$0.08				
<b>TOTAL</b>	<b>\$1,464,462.00</b>	<b>\$1,223,910.36</b>	<b>\$240,551.64</b>				

<b>Strategic Action</b>	<b>Target Student Group</b>	<b>Funding Source</b>	<b>Cost</b>	<b>Object Code</b>	<b>Org Key</b>	<b>Associated Linked Learning Pillar</b>	<b>Associated LCAP Action Area</b>	<b>Associated Pathway (if relevant)</b>	<b>Budget Action Number</b>
Allocate 1.0 FTE Pathway Coach in service of developing instructional capacity of CTE Teachers and pathway quality.	All Students	Measure N	\$135,192.52	1690	CCCPS0012	Career Technical Education	A1.1 Pathway Programs		
.10 FTE Instructional Team Leader coaching teacher to implementing the Language and Literacy plan for the school.	Low-Performing Students	General Purpose Discretionary	\$7,950.76	1119	NHO-323/C11TSA-0376	Comprehensive Student Supports	A3.2 Reading Intervention		
0.5 FTE Instructional Teacher Leader coaching teachers to implementing the Language and Literacy plan for the school in support of Low Performing students.	Low-Performing Students	Title I: Basic	\$52,246.00	1119	NHO-323/C11TSA0376	Comprehensive Student Supports	A3.2 Reading Intervention		
0.5 FTE Instructional Teacher Leader coaching teachers to implementing the Language and Literacy plan for the school in support of Low Performing students.	Low-Performing Students	Central Resources	\$52,246.00	1119	NHO-323/C11TSA0376	Comprehensive Student Supports	A3.2 Reading Intervention		
1.0 FTE Bilingual Community Relations to provide support family engagement, attendance for Spanish speaking families.	All Students	LCFF Supplemental	\$60,639.76	1110	CRA11B0008	Comprehensive Student Supports	A2.2 Social Emotional Learning		
1.0 FTE Case Manager for students who are homeless, foster youth, newcomers, students with disabilities, students who are economically disadvantaged, students who are AA or Latino, and other at-risk youth in support of their attendance and academic development.	All Students	Other	\$69,834.38	2405	CSEMGR0044	Comprehensive Student Supports	A2.9 Targeted School Improvement Support		
Teacher Stipends	All Students	General Purpose Discretionary	\$30,000.00	1120		Comprehensive Student Supports	A2.10 Extended Time for Teachers		
Books other than textbooks - These dollars will be used to replaced damaged or missing textbooks used to support struggling readers, and students performing below grade level.	All Students	LCFF Supplemental	\$10,000.00	4200		Rigorous Academics	A5.1 School Culture & Climate (Safe & Supportive Schools)		

Surplus - These dollars will be used in support of materials necessary to support struggling readers, students need support in Math, and resources necessary to move MPA students to grade level proficiency. These supplies will be used to assist students in meeting state's academic proficiency or advanced levels of academic achievement, while support MPA students with disabilities.	Students with Disabilities	Title I: Basic	\$9,125.46	4399		Building the Conditions			
Surplus/For Adult Ed Program - This will support the funding of our GED teacher for adult education on campus. SSC voted to continue to use these dollars in support of our GED program. This strategy will increase parental and family engagement on campus and in the home, and provide resources for our AAMA program (Students who are AA), and our homeless and foster youth.	African American Males	Title I: Parent Participation	\$4,365.72	4399		Building the Conditions	A3.3 Family Engagement focused on Literacy Development		
Travel and Conference - These dollars will be used in support of professional development for APs, Teachers, in support of alignment, and SBG training.	All Students	LCFF Supplemental	\$12,000.00	5200		Building the Conditions	A3.4 Teacher Professional Development focused on Literacy		
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,	All Students	LCFF Supplemental	\$10,000.00	5724		Building the Conditions	A6.5 Academic Parent-Teacher Communication & Workshops		
Licensing Agreements - These dollars will be used to continue licenses agreements with our software providers.	All Students	LCFF Supplemental	\$5,300.00	5846		Building the Conditions	A5.3, A4.4, A5., A3.2, A2.1		
K12TCH0124/.035fte Middle School Science	All Students	LCFF Supplemental	\$2,323.10	1105	K12TCH0124/.035fte	Comprehensive Student Supports	A3.2 Reading Intervention		
K12TCH0809/.035fte High School ELA 12th Capstone	All Students	LCFF Supplemental	\$2,177.77	1105	K12TCH0809/.035fte	Comprehensive Student Supports	A3.2 Reading Intervention		
K12TCH0901/.035fte Middle School Science	All Students	LCFF Supplemental	\$2,540.34	1105	K12TCH0901/.035fte	Comprehensive Student Supports	A3.2 Reading Intervention		
K12TCH2006/.4fte Upper ELL Teacher to support EL students to achieve academic proficiency in core subjects and use strategies and support to assist Newcomers	English Learners	Title I: Basic	\$42,127.08	1105	K12TCH2006/.4fte	Comprehensive Student Supports	A3.2 Reading Intervention		
K12TCH2618/.795fte Middle School US History	All Students	Measure G1	\$73,661.92	1105	K12TCH2618/.795fte	Comprehensive Student Supports	A3.2 Reading Intervention		
K12TCHR110156 High School Math	All Students	LCFF Concentration	\$12,914.85	1105	K12TCHR110156	Comprehensive Student Supports	A3.1 Blended Learning		

NHO-320/.08fte High School Science	All Students	General Purpose Discretionary	\$5,051.85	1105	NHO-320/.08fte	Comprehensive Student Supports	A3.2 Reading Intervention		
NHO-320/.12fte High School Science	All Students	LCFF Concentration	\$7,577.77	1105	NHO-320/.12fte	Comprehensive Student Supports	A3.2 Reading Intervention		
Supplies for Music/Art Elective G1	All Students	Measure G1	\$3,303.00	4310		Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)		
Equipment Maintenance agreement - copiers	All Students	General Purpose Discretionary	\$18,000.00	5610		Building the Conditions	A5.3 School Facilities		
Instructional Leadership Team that includes department chairs, pathway coach, Instructional AP, Instructional Teacher Leader, Teacher on Special assignment, and Principal. Stipend for each participant: excludes AP, Principal, Pathway Coach. 6 Teachers: @ 2,000/year (2 hours/1 day a week.) in service of developing quality pathways and instruction.	All Students	Measure N	\$12,000.00	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS		
Purchase Gold Leveled Literacy Kit; these resources are being used 6-12 in support of our Boost Model. This program support student reading multiple grade levels below.	Low-Performing Students	LCFF Supplemental	\$5,890.00	4300		Building the Conditions	A3.2 Reading Intervention		
Literacy Boost Classes .20FTE for teacher supporting our most need students reading below grade level in SRI, support will come from Boost, this will increase amount of quality instruction, and for all MPA students struggling with grade level proficiency.	Low-Performing Students	Title I: Basic	\$18,310.74	1105	K12TCH2162	Comprehensive Student Supports	A3.4 Teacher Professional Development focused on Literacy		
Literacy Boost Classes 1.6fte; this supports .20FTE for 8 teachers in supporting our most need students reading below grade level in SRI, support will come from Boost, this will increase amount of quality instruction, and for all MPA students struggling with grade level proficiency.	Low-Performing Students	LCFF Supplemental	\$87,524.14		K12TCH2612, K12TCH1689, K12TCH2127, K12TCH2128, K12TCH2161, NHO-265, NHO-266, NHO-267				
Literacy Boost Classes; this support .2fte for 5 teachers in support of our most needy student reading below grade level in SRI, support will come from Boost.	Low-Income Students	LCFF Supplemental	\$81,406.01	1105	TCHR110028, TCHR110129, TCHR110134, TCHR110138, TCHR110139	Comprehensive Student Supports	A3.2 Reading Intervention		
K12TCH2219/1.0fte; in support of this teacher in support of our most needy students reading below grade level in SRI, support will come from Boost in service of actions to strengthen the core academic program	Low-Performing Students	LCFF Supplemental	\$81,807.03	1105	K12TCH2219	Comprehensive Student Supports	A3.2 Reading Intervention		
K12TCH2611/.2fte; in support of this teacher in support of our most needy students reading below grade level in SRI, support will come from Boost in service of actions to strengthen the core academic program.	Low-Performing Students	LCFF Supplemental	\$13,415.78	1105	K12TCH2611	Comprehensive Student Supports	A3.2 Reading Intervention		

K12TCH2630/.2fte; in support of this teacher in support of our most needy students reading below grade level in SRI, support will come from Boost in service of actions to strengthen the core academic program	Low-Performing Students	LCFF Supplemental	\$7,285.01	1105	K12TCH2630	Comprehensive Student Supports	A3.1 Blended Learning		
K12TCH2631/.2fte; in support of this teacher in support of our most needy students reading below grade level in SRI, support will come from Boost in service of actions to strengthen the core academic program	Low-Performing Students	LCFF Supplemental	\$15,207.58	1105	K12TCH2631	Comprehensive Student Supports	A3.2 Reading Intervention		
Computer Science TCHR110154/.2 CTE Teacher to develop a quality pathway for Gifted and Talented Students (GATE) along with all MPA students.	All Students	Measure N	\$14,382.95	1105	TCHR110154	Rigorous Academics	A1.1 Pathway Programs		
Digital Design TCHR110153/.25fte CTE Teacher to develop a quality pathway for Gifted and Talented Students (GATE) along with all MPA students.	All Students	Measure N	\$13,548.26	1105	TCHR110153	Career Technical Education	A1.1 Pathway Programs		
Engineering Design TCHR110153/.2fte to develop a quality pathway for Gifted and Talented Students (GATE) along with all MPA students.	All Students	Measure N	\$18,941.75	1105	TCHR110158	Career Technical Education	A1.1 Pathway Programs		
Physics TCHR110153/.2fte Teacher in support of Rigorous Academic	All Students	Measure N	\$12,703.54	1105	TCHR110153	Rigorous Academics	A1.3 A-G Completion		
Materials and supplies to build out project based learning within our CTE courses.	All Students	Measure N	\$10,000.00	4310		Career Technical Education	A1.1 Pathway Programs		
IXL Online math program intervention program to support students that are below grade level in math to support them to master key content standards. CPM	All Students	LCFF Supplemental	\$6,400.00	4300		Comprehensive Student Supports	A2.3 Standards-Aligned Learning Materials		
Dual Enrollment Textbooks (40 students per class/3 classes/semester x 2 semester = 240 students @ \$50.00 /book) for Gifted and Talented Students (GATE) along with all MPA students.	All Students	Measure N	\$12,000.00	4200		Rigorous Academics	A1.1 Pathway Programs		
Teacher Stipend for extended contract hours to support with SAT acceleration	All Students	Measure N	\$500.00	1120		Rigorous Academics	A2.8 Data & Assessment		
Training and materials for SAT Prep teacher with materials for 25 students	All Students	Measure N	\$2,000.00	1120		Rigorous Academics	A2.8 Data & Assessment		
AP test fee paid by site to ensure that all students who have enrolled in an AP course have access to the AP test regardless of their Free or Reduced Lunch status.	All Students	LCFF Supplemental	\$8,000.00	4310		Rigorous Academics	A2.8 Data & Assessment		
Professional Development and conferences for teachers to improve student academic achievement through pathway alignment and student needs.	All Students	Measure N	\$10,000.00	5200		Building the Conditions	A2.1 Implementation of the CCSS & NGSS		
Roll out one Internship class for non credit-deficient 11th graders (others who opt in?). Goal is at least 20 kids for the whole year, 5 of which are tied to our pathway theme CCRS Jamia Morton to support Internship classes.	All Students	Central Resources	\$66,134.00	5782	NHO	Career Technical Education	A1.1 Pathway Programs		

All MPA students 6-12 will participate in an advisory class that will increase students access on campus and support for Career Awareness activities weekly.	All Students					Comprehensive Student Supports			
Project ACHIEVE After School Program, extended day intervention and enrichment classes that support students 6-9.	All Students	After School Education & Safety (ASES)	\$140,691.59	5825		Comprehensive Student Supports	A1.6 After School Programs		
Project ACHIEVE After School Program, extended day intervention and enrichment classes that support students 6-9.	All Students	21st Century							
.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.	All Students	LCFF Supplemental	\$50,000.00	5736		Building the Conditions	A2.2 Social Emotional Learning		
.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.	All Students	Central Resources	\$50,000.00	5736		Building the Conditions	A2.2 Social Emotional Learning		
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.	All Students	Central Resources	\$62,500.00	2305		Comprehensive Student Supports	A2.2 Social Emotional Learning		
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.	All Students	Measure N	\$27,500.00	5825		Rigorous Academics	A1.3 A-G Completion		
Refreshments for Information nights for families around college applications and FAFSA with district support that are aligned with parent conferences or back to school night in order to increase attendance.	All Students	Measure N	\$1,000.00	4311		Building the Conditions	A3.3 Family Engagement focused on Literacy Development		
9-11 College support class, including FAFSA documentation collection in 11th grade and A-G information share in 9th and 10th. Sample practice tool that give exposure to students and the process for completing a college enrollment documents and FAFSA.	All Students	Measure N				Rigorous Academics	A1.3 A-G Completion		
School Assemblies, Content Expos, and Honor Roll Awards, in support of our climate culture goals.	All Students	LCFF Supplemental	\$3,400.00	5828		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
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.	All Students	LCFF Supplemental	\$2,315.00	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials		

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.	All Students	Measure N	\$15,000.00	5220		Building the Conditions	A2.9 Targeted School Improvement Support		
College and Career Trips for students 9 - 12 to visit a variety of UC/CSU/Community colleges/trade schools. Provides students with opportunities to engage with a variety of career options	All Students	Measure N	\$60,000.00	5826		Building the Conditions			
Professional development opportunities for staff to align curriculum with project based learning and CTE alignment.	All Students	Measure N	\$15,000.00	5220		Building the Conditions			
Summer bridge program to meet with families and students for transcript review, attendance plan.	All Students	Measure N	\$13,000.00	2220		Building the Conditions	A1.5 Summer Learning		
Summer bridge textbooks	All Students	Measure N	\$2,081.00	4200		Building the Conditions	A1.5 Summer Learning		
CCRS (0.5 FTE) to support students, and their families to promote understanding of District-wide College & Career Readiness programs.	All Students	Central Resources	\$33,067.00	5782		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		
CCRS (0.5 FTE) to support students, and their families to promote understanding of District-wide College & Career Readiness programs.	All Students	General Purpose Discretionary	\$33,067.00	5782		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)		

## SPSA ENGAGEMENT TIMELINE

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include ILT, SSC, SELLS, PTA/PTO, staff, faculty, students, families, and others who were engaged in the planning process.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
every Monday morning at 7:30	ATL-- Dr. Taylor, Johnson, Schwartz	Reviewing old SPSA to determine what goals were successful and what we want to continue. Delegating responsibility for sections
January 25, etc.	SSC-- Dr. Taylor, MS & HS teachers, family, students	Feedback on last year's plan
January 26	ATL	Meets during buy-back day to discuss
Thursday evenings	SLT-- Johnson, Hatch, Crane, Spindt, Lebo-Planas	work depending on what is delegated to HS team
Wed. February 7	MPA Teaching Staff	Review SPSA DRAFT
February 24-25	High school team-- entire HS staff	Feedback to inform some decisions on the SPSA
2/14/2018		Draft of SPSA complete



3/1/2018	SSC, Parents	Budget review 2018-19, SPSA 2018-19, Final approval of Title 1 2018-19.
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School WASC Goals				
<b>Length of WASC Accreditation:</b>	6/30/2020	<b>Last WASC Self-Study:</b>		<b>Next Full Self-Study:</b>
SCHOOL WASC GOALS				LCAP Goal Category
1. Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.				Goal 1: Graduates are college and career ready
2. Develop and implement a plan to increase parent engagement.				Goal 6: Parents and families are engaged in school activities
3. Develop and implement formal WASC elements: a. Establish a position of Self-Study Coordinator; b. Establish staff Focus Groups; c. Develop and implement Expected School-Wide Learning Results				Goal 5: Students are engaged in school everyday

[1] common planning time in 6-8 by grade team and afternoon by department