OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

August 10, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
              Allen Smith, Chief of Schools
              Vernon Hal, Senior Business Officer
              Ruth Alahydoian, Chief Financial Officer
              Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Madison Park Lower Campus.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Madison Park Lower Campus.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Madison Park Academy, Lower Campus

CDS Code: 1612596002182

Principal: Lucinda Taylor

Date of this revision: 5/11/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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: 470 El Paseo Drive
Oakland, CA 94603

Telephone: 510-636-7919

lucinda.taylor@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

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

[x] Title I Schoolwide Program   [x] Local Control Funding Formula (LCFF) Base Grant

[ ] Title I Targeted Assistance Program   [x] LCFF Supplemental Grant   [ ] 21st Century

[x] After School Education & Safety Program (ASES) [x] LCFF Concentration Grant

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

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

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

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

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

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

   Date(s) plan was approved: 4/21/16, 5/6/16, 4/26/16

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

   [✓] Fliers in students' home languages   [ ] Announcement at a public meeting   [ ] Other (Notices, Media Announcements, etc.)

Signatures:

Dr. Lucinda Taylor		
Print name of School Principal	Signature	5/26/16 Date
Ron C. Smith	Marissa Horcasitas	5/26/16 Date
Print name of SSC Chairperson	Signature	5/31/16 Date
Ruth Alahydoian		
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian, Chief Financial Officer	Signature	6-1-16 Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

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

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	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

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... **General Purpose Discretionary #0000**	$47,775.00	TBD
Local Control Funding Formula Supplemental Grant ... **LCFF Supplemental #0002**	$150,343.18	TBD
Local Control Funding Formula Concentration Grant ... **LCFF Concentration #0003**	$50,000.00	TBD
After School Education and Safety Program (FTE Only) ... **ASES #6010**	$96,879.17	TBD
TOTAL:	$344,997.36	$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... **Title I Resource #3010**	$55,570.37	TBD
Title I, Part A: Parent Engagement Activities ... **Title I Resource #3010**	$1,424.49	TBD
21st Century Community Learning Centers (FTE only) ... **Title IV Resource #4124**	$0.00	TBD
TOTAL:	$56,994.86	$0.00

School Description

Sobrante Park Elementary is a historic elementary campus in Oakland that recently joined the family of Madison Park Business and Arts Academy (MPA), in 2013. This academy brings together Sobrante Park Elementary, Madison Middle School, and Madison Park Academy High School into a TK-12 Public School, today serving approximately 1000 students. Parents in partnership with community and district leaders encouraged this expansion to provide Sobrante Park families an alternative option for high school. The neighborhood of Sobrante Park, also know as the "killing fields", experiences high levels of violence, crime and gang activity that make our neighborhood streets unsafe for student commuting.

(MPA) has demonstrated significant growth in our academic stability, student accountability, increased attendance, and boost a reduction in suspensions due to the strengthening of our "community school" model. The school expansion supports our core belief of strong students and families, and college, career, and community ready students. We partner with Bay Area Community Resources (BACR), Native American Health Clinic, and Alameda County Food Bank, just a few of our partner in this work of establishing and maintaining healthily families.

In 2006, Dr. Taylor came to Madison Middle School, then considered one of the worst schools in Oakland, when this site was slated for closure; she has work in connection with site, district, and community partners to affect permanent change for students and families. New teachers and technology brought the excitement of new opportunities in education for MPA. Although challenging, it raised student scores, and offered alternatives to our academic program, while exciting our school community. This year, September 2017, MPA high school students will moved into their state of the art, energy efficient high school building, thanks to the tax payers of Oakland.

MPA, like many schools in Oakland piloted Springboard grades 6-8, and implemented Blended Learning, 4th grade through 12th grade. This year, we will piloting Engage New York in ELA and Math to establish a site aligned curriculum aligned to Common Core Standards. Higher Ground and BACR support our after-school programming, and extended day model; and provide intervention and enrichment opportunities for our students until 6:00pm. This year our high school team has work to establish clear high school pathways that support Business and Art, and our master schedule reflects the interest and talent of our students.

A reduction in overall discipline can be directly aligned to the work of our Restorative Justice Team, Peer Mediation students, and our COST Team.

School Mission and Vision

Our collective Sobrante community of learners inspired the creation of a TK-12 Academy, Madison Park Business and Art Academy. Our students build on the history of Sobrante Park that includes a legacy of civic duty, enterprise, and leadership to develop as life-long learners who are intellectually and personally equipped for success in College, Career, and service to others. Our family community embraces its inherent diversity. MPA's approximate 1000 students come from a variety of socioecomonic, racial/ethnic traditions. We strive daily to work with our students' families to build on their life experiences by providing a rich culturally relevant learning environment that connects our students interests and passions to an exploration of the world.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	**Data Driven Instruction**
Major Improvement Priority #2:	**School Culture**
Major Improvement Priority #3:	**Academic & Social-Emotional Supports**

MAJOR IMPROVEMENT PRIORITY #1: Data Driven Instruction

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
SRI overall growth of 4.7% including growth across all subgroups	14.9% performance status for SBAC ELA (Standard Nearly Met / Exceeded)
8.1% growth in SRI for Latino students	10.5% performance status for SBAC Math (Standard Nearly Met/Exceeded)
4.9% growth in SRI for Low income students	80.6% of students below grade level or not tested on District Math assessment /Scholastic Math Inventory (SMI)

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Observation/Feedback has shown that teachers are consistently implementing Readers and Writers Workshop as part of their daily schedules, quality varies, along with tools for assessment and conferring. Portion of teachers assessing at district benchmarks (F&P / SRI) using this data to drive instruction and others daily conferring for small group teach points. Observation/Feedback has revealed that teachers, particularly our newer teachers in 1st, 2nd, 3rd, 5th, need more individualized support to use the formative assessments and to design and implement lessons grounded in CCSS and using Readers & Writers Workshop. Site focus on reading and writing- limited emphasis on math instruction, planning/PD/PLC time targeting math focus standards, alignment of instructional practices, support with math curriculum. Portion of teachers supported by site math coach (upper grades 3-5). Observation data reveals unclear pacing aligned to district pacing and not student mastery/building conceptual understanding. Lack of district support or training/PD on OUSD math units / new math curriculum. Teachers using multiple supplements to make meaning of math concepts (standards) for students.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

A need to transition teacher expectations. Limited PD/PLC focused on DDI/ Analyzing student work and conferring. To much time between assesments and data meetings. Unclear non-negotiables (expectations) / teacher moves for math, readers and writers workshop- i.e., taking inventories and assessments, observing math reasoning and mastery, reading and writing behaviors, studying writing samples, listening to student talk, daily notes, asking questions in a conference, leaning in while a student is reading independently at guided reading, taking a running records on a rolling cycle. Limited time to support teachers with how to take the data and record it in a meaningful way during cycle to improve outcomes. Limited support, PD/PLC focus on math instruction and use of district adopted curriculum. Site analysis of math data occuring with the frequency of each district assessment.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	MPA students TK-12 will be better prepared to move between grade levels by supporting students in clear connections, by aligning culture structures, systems, content standards, and resources, with a focus on teacher practices, data collection and analysis and instructional methods in all grade levels.	Culture/ Climate: Student	English Learners				

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	(SRI) Literacy Related Goal: Increase by 20 percentage points students scoring proficient or advanced on SRI, as an indicator of grade level readiness (Grades 2-12), with focus on 5th, 8th, and 11th.	SRI	All Students	19.9%	40%	60%	3: Students are reading at or above grade level.

Type	Goal	Assessment	Group				Target
Academic	(F&P) Literacy Related Goal: 96% of students in grades 2-5 will make at least 2 levels of growth from September/October 2016 to April 2017 on the Fountas and Pinnell Benchmark Assessment System as measured by the assessment administered in April 2017 (Rationale: In grades 2-5, students are typically expected to make 3 levels of growth from fall to spring on the F&P in order to be considered as having made a year's worth of growth. The F&P benchmarks are intended to reflect 10 months of instruction, however our instructional period for the purposes of this goal is approximately 8 months. Because our instructional period is shortened by 2 months, this goal reflects an expectation of at least 2 levels of growth from September to April.) / Additionally, students grade 2-5 will demonstrate a 20 percentage point gain At or Above benchmark.	F&P	All Students	19.2% At or Above Benchmark	39% At or Above Benchmark	59% At or Above Benchmark	3: Students are reading at or above grade level.
Academic	Literacy Related goal: 96% Kindergarten and 1st grade students will reach benchmark grade level. Kindergarten= level D and First grade= level J on the Fountas and Pinnell Reading Assessment.	F&P	English Learners	6%	96%	96%	3: Students are reading at or above grade level.
Academic	Literacy Related goal: MPA Primary students are capable and fluent writers, able to meet the CCS standards for narrative, expository, and argumentative writing. (Evidenced by SBAC ELA 20 percentage point gains students Met / Exceed Standards for ELA)	SBAC ELA	All Students	14.9% Standard Met or Exceeded	35% Standard Met or Exceeded	55% Standard Met or Exceeded	2: Students are proficient in state academic standards.

Focus Area	Goal	Metric	Student Group	Baseline			Outcome
Academic	Mathematics/STEM Related goal: Increase by 50% student scoring proficient or advanced on SMI and SBAC assessment, as well as site benchmark assessments.	SBAC Math	All Students	SMI (No Data)/ SBAC Math 10.6% Standard Met or Exceeded	SMI (N/A) no baseline data (Current Data - 3.9% Proficient) / SBAC 50% of 10.5=5.25 Goal is 15.75% Standard Met or Exceeded	SMI (Unknown) -waiting on EOY 15-16 Data / SBAC Math 50% of 15.75% = 7.878 Goal is 23.63% Standard Met or Exceeded	2: Students are proficient in state academic standards.
Social/Emotional	Increase the attendance outcomes for TK, K, 12, and our SDC, and Foster Youth students, by aligning our COST support.	Attendance Rate	All Students	37.5% Tk-K Students with Satisfactory Attendance	Greater Than < 40% Tk-K Students with Satisfactory Attendance	Greater Than < EOY 15-16 Data for Tk-K Students with Satisfactory Attendance	5: Students are engaged in school everyday.
Climate & Culture	Increase opportunities for parents to take on leadership roles. Increase parent participation numbers by 10%, supported by PLAN. Include additonal exposure for Madison Health Clinic, while expanding services for our families and students at the primary campus.	Culture/ Climate: Parent	African- American Students	82% Participation	Increase < 92% from 14-15 Baseline	Increase < 100% from 15-16 Baseline	6: Parents and families are engaged in school activities.
Climate & Culture	Increase the use of Restorative Justice strategies across campus TK-12.	Culture/ Climate: Staff	All Students	90.60%	Increase percentage < 91% from 14-15 Baseline	Increase < from 15-16 Baseline	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

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

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices *People / Teams / Time / Resources*

Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	Informal and formal walk through w/ feedback and alignment of culture structures, systems, curriculum, resources, expansion of ILT, and alignment the Master Schedule.	All teachers, grade level PLC's and Team PLC's will participate in PD regarding aligning culture structures, systems, curriculum, and resources.
Offer addtional funding for our extended day intervention classes to be filled by credential teachers on all grade levels.	Provide PD and common planning time for data analysis and student grouping.	Targeted, data driven, after school intervention program that utilizes Leveled Literacy Intervention (LLI) to develop student literacy for our lowest performing students.
Use reading (running) records to understand individual student strengths and areas of growth and guide instruction. School wide focus on data driven instruction and lesson design including focused and specific instruction, modeling, guided practice, modeling, independent practice and assessment. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.	Teacher PD	Teacher PD
Lead teacher to support primary site with technology with a computer elective. Additionally, teacher will build a technology structure that supports computer literacy and Science (1fte)		
Intentional and purposeful utilization of online programming (aligned across campus): FrontRow Mathematics, Writing A-Z, RazKids onlline reading platform Learning Software programs. Supported by computer science elective.	Leadership Practices	Organizational Practices People I Teams I Time I Resources
Daily reading and writing instruction (BALC LIT /Workshop) utilizing Lucy Calkins' Reading and Writing workshop curriculum; including the essential lesson elements of modeled writing, vocabulary development and powerful sentences/writing development and growth. Collaborative scoring of quarterly writing assessments with other teachers at grade level, utilizing data driven instruction protocols: calibration and collaborative planning to perpetuate our cumulative effect.	Informal and formal walk through w/ feedback and alignment of culture structures, systems, curriculum, resources, expansion of ILT, and alignment the Master Schedule.	All teachers, grade level PLC's and Team PLC's will participate in PD regarding aligning culture structures, systems, curriculum, and resources.
Provide clear on-going communication with parents about word study, reading, writing and math instruction and practices. (Data transparency with quarterly parents meetings and public data boards)	Provide PD and common planning time for data analysis and student grouping.	Targeted, data driven, after school intervention program that utilizes Leveled Literacy Intervention (LLI) to develop student literacy for our lowest performing students.

Additional Tier II Supports provided by outsourced reading intervention partnerships (Reading Partners and LLI Literacy Coach / Reading Specialist) - Reading Partners Organization: Reading intervention (Targeted support for ELL's and lowest performing students) - Onsite (Americorp) volunteers supporting students reading 2.5 years or less under grade level. Identified students matched with tutors on a rolling bassis.	Data conferences with teachers every trimester. Explicitly train teachers in effective teaming and communication strategies in support of data analysis, calibration, alignment and collaborative planning.	Professional Learning Communities focused on Reading Data.
Daily math instruction using our OUSD teacher created core curriculum and Math Expressions for a minimum of 75 minutes per day. Supported by FrontRow mathematics online math intervention and XtraMath foundational math online software programs utilized both in core classes and technology elective grades Tk-5.	Select Teacher Leaders by subject area to compose the Instructional Leadership Team. ILT meets 2x monthly to examine instructional practices, set professional learning direction, and assist with the implementation of Common Core/NGSS.	Technology elective to create Common Planning Time for grade level or department teams. Align master schedule to create additional prep period to be used for Common Planning Time
Assessment practices to include teacher created, Common Core Learning standards aligned interim assessments, aligned to district testing calendar with built in test in hand analysis days and common planning time.	Analyze school-wide data resulting from use of technology support programs.	Professional development facilitated by STEM teacher leaders in the areas of Science, Technology and Mathematics.
Parent training courses: Foundational math and literacy support practices for home / family support (PLAN).	Explicitly train teachers in effective teaming and communication strategies in support of data analysis, calibration, alignment and collaborative planning.	Professional Development facilitated by ELA Lead Teachers/ intervention (reading) specialist and support team.
Public Data boards / information on student progress. Student work displayed both in class and in hallways.	Facilitate Family Meetings / Data Walks with families	Public Data boards / information on student progress.
Targeted ELA intervention, during after school, to support all students, utilizing CORE5 (LEXIA) adaptive intervention software at grades K-5.	Monitor and Support all reading intervention efforts (Collaborate with Reading intervention teacher for school-wide data analysis check in)	Fund full or partial TSA-Instruction to support on-site Professional Learning. Support for on-going coaching and designing of professional learning. TSA must work with a group of students daily (LLI Intervention).
Daily, targeted language acquisition instruction in English Language Development for pre-designated students (Dual Immersion to develop bilingualism/biliteracy, academic achievement, and cross-cultural competencies for all ELD students.) and intentional usage of technology resources for, specifically using the Rosetta Stone software in support of English fluency, reclassification and/or improved performance on CELDT with all English Language Learners who score Intermediate or below on annual assessment.	Active participation in PLC's and PD.	Professional development facilitated by Lead STEM teacher leaders in the areas of Science, Technology and Mathematics.

	1:1 Data meeting with Head of School
Support our homeless and Foster Youth with continual COST support, parent center, food bank, GED, and Alameda County resources through the Native American Health Center.	Use STIP SUB to provide release time for face to face debriefing for all teachers and develop systems for data tracking, data conferences and data walls.

MAJOR IMPROVEMENT PRIORITY #2:   School Culture

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2

Student Performance Strengths	Student Performance Challenges
82% performance status for Culture/Climate: Parent	19% Performance status for Chronic Absence
90.6% performance status for Culture/Climate: Staff	0.3% growth for EL reclassification

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Leadership reflection has revealed that the attendance support team has not been consistent with steps/actions in support of families of chronically absent students. Instructional challenges and changes in reclassification process and CCSS/curriculum and necessity of a certain score on district SRI assessment have affected students mastery of state assessment (CELDT) assessment.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Limited parent engagement events / contact around necessity of attendance and corolation of student achievement. After January data boards and attendance incentives put in place that, resulted in increased attendance at all levels. The SRI assessment is based on TierlI words (academic vocabualary) and CDELT based in langugge proficiency demonstration. ELD support teacher challenged in how to meet the needs of students with limited pull out time to support in TierlI word mastery and langugae mastery. ELD needs to work more closely with classroom teacher to support mastery of all content and scaffolding of academic language development in mainstream classroom. Our goal this year is to add (3) additional parent information sessions to our school calendar that include additional conversations with school community related to DDI, attendance, district and state assessments, suspensions (discipline), and intervention strategies that include support for SwD, ELL, supported by SEL strategies.

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Expansion and Alignment TK-12 of Social Emotional Services with a focus on COST, Chronic Absence, AAMA, EL's, SwD, and parents.	Culture/ Climate: Student	All Students				

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Category	Strategy	Culture/ Climate: Student	All Students	90.6%	Above 90%	Above 90%	Outcome
Academic	Alignment of Transition Opportunities for students and families on all three campuses.		All Students	90.6%	Above 90%	Above 90%	6: Parents and families are engaged in school activities.
Climate & Culture	Expansion and Alignment of services for AAMA families.	Suspensions	African- American Students	9.6% of AA students suspended	% of AA students suspened less than < 9.6 previous EOY Data (Annual Decline)	% of AA students suspened less than < previous EOY Data (Annual Decline)	6: Parents and families are engaged in school activities.
Climate & Culture	Expansion and Alignment of Restortative Justice Strategies.	Attendance Rate	Low- Income Students	Chronic Absenteeism 16.20%	Less than < Previous EOY Results of 16.20%	Less than < Previous EOY Results 15-16	5: Students are engaged in school everyday.
Academic	Increase the rate of EL redesignation (reclassification) by 50%.	CELDT	English Learners	8.9% Reclassified	50% of 8.9 = 4.45 Goal is 13.35% Redesignated (Reclassified)	50% of 13.35% = 6.675 Goal is 20% Redesignated (Reclassified)	4: English learners are reaching English fluency.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Implement school culture strategies to ensure academic focus and readiness.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices People / Teams / Time / Resources
Cost Team will ensure essential staff meets the needs of students and families	Alignment of Master Schedule to provide trainings for all teachers and staff TK-12.	Expand consultant support for RJ at all grade levels; TBD, Ortega, and Conflict Medication scope.
Teacher will participate in PD that support Restorative Justice Strategies.	Additional training for AP's, Attendance Clerks, Outreach Consultant.	Expand the responsibilities for Attendance Support Team.
Teacher will participate in PD that will support the reduction of chronically absent students.	Leadership will participate as part of the Attendance Team. Site leaderhip will also conduct home visits for truant students.	
Onsite Counseling (COST) staff partner with Administrative team to provide 4 PD's specific to trauma / Student PTSD		

MAJOR IMPROVEMENT PRIORITY #3:   Academic & Social-Emotional Supports

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
57.7% performance status for Social Emotional Learning (SEL) across all subgroups	19% Performance status for Chronic Absence
61.2% performance status for Latino student population	

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

That our focus, as a school site may have been on practices that provide limited impact to students achievement, due to the grade level deficiencies of our TK-5 students. As our site expands, additional alignment of resources is necessary to meet the level of academic needs. Data also suggests that teacher need additional support within classrooms for SwD, ELL, student reading far below grade level, and SEL.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Lack of clearly outlined COST team or structure at Elementary. Each team or student support not always identified during student support meetings or service identification. Need for additional ransparency from all student support services. Undefined COST alignment structure with Upper School COST team.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/ Emotional Domain	Expansion and Alignment of community partnerships to support TK-12 Expansion.	SEL	All Students				

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Maximize Sobrante Park community partnership that could provide resources TK-12.	Culture/ Climate: Parent	All Students	82% Participation	Increase < 82% from 14-15 Baseline	Increase < from 15-16 Baseline	6: Parents and families are engaged in school activities.
Social/Emotional	Expansion school based health support for MPA students TK-12, and community.	Chronic Absence	All Students	Chronic Absenteeism 19%	Less than < Previous EOY Results of 19%	Less than < Previous EOY Results 15-16	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement
Strategy for this priority: Implement key academic and social-emotional supports.

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices *People / Teams / Time / Resources*
MPA Tk-5 Climate and Culture Leadership Sub-team support school-wide Social, Emotional Learning practices in PD/PLC Including but not limited to emphasis on Self-Awareness and Responsible Decision making (Choice) for students and relationship skills.	Calendar and support RAC meeting.	AP's, ILT to support with resource needs.
Agreed upon social-emotional learning tools / language used school wide by all adults (emphasized in morning routines and classroom meetings). Shared with parents / families in classroom letters home to build common language application school to home.	Work to support the expansion of clinic health services.	Clinic Team, and Administration to provide inclusion in calendar site events to support parent, and community sign-ups.
Teachers and after school staff partnering to support students with full wrap around of social emotional learning supports from morning program to afternoon care (ILT team member on staff with ASP as site liasion.)	Alignment of ASP/Summer offerings by multiple community partners.	Administrative team to maximize summer resources to provide relevant programs.
	Continued outreach to AAM regarding school community about site offerings that benefit families	Provide Monthly opportunities (Coffee Conversations) for Familiy's to engage in conversations with adminstration around best practices in suppporting student achievement. Parent data meetings to create transparency and urgency on behalf of families for knowledge and support.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$96,879.17	After School Education & Safety (ASES)	High Ground After School Program - Intervention and Enrichment for MPA Primary K-5 students	Alignment of culture structures, systems, curriculum, resources, expansion of ILT, and alignment the Master Schedule.	A1.6: After School Programs	5825	n/a	n/a	n/a	154-1	154
$5,000.00	General Purpose Discretionary	Alignment of culture structures, systems, curriculum, resources, expansion of ILT, and alignment the Master Schedule. Including classroom supplies, paper, pencils, other classroom supplies.	Select Teacher Leaders by subject area to compose the Instructional Leadership Team. ILT meets 2x monthly to examine instructional practices, set professional learning direction, and assist with the implementation of Common Core/NGSS.	A2.5: Teacher Professional Development for CCSS & NGSS	4310	n/a	n/a	n/a	154-2	154
$2,000.00	General Purpose Discretionary	Provide Monthly opportunities (Coffee Conversations) for Familiy's to engage in conversations with adminstration around best practices in supporting student achievement. Parent data meetings to create transparency and urgency on behalf of families for knowledge and support, including teacher professional development.	Provide clear on-going communication with parents about word study, reading, writing and math instruction and practices. (Data transparency with quarterly parents meetings and public data boards)	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	154-3	154
$16,775.00	General Purpose Discretionary	Using Common classroom practicies for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, Engage New York (ELA), that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A2.1: Implementation of CCSS & NGSS	4399	n/a	n/a	n/a	154-4	154
$6,000.00	General Purpose Discretionary	Copier Maintenance. This covers both copiers on campus.	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	154-5	154
$16,000.00	General Purpose Discretionary	Expand consultant support for RJ at all grade levels; D.Courtney, Ortega, and Conflict Medication scope. Second Step Coordinator for MPA Primary.	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	154-6	154
$2,000.00	General Purpose Discretionary	Using Common classroom practicies for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, Engage New York (ELA), that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12. This can also support fieldtrips and buses.	Use reading (running) records to understand individual student strengths and areas of growth and guide instruction. School wide focus on data driven instruction and lesson design including focused and specific instruction, modeling, guided practice, modeling, independent practice and assessment. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.	A2.3: Standards-Aligned Learning Materials	5826	n/a	n/a	n/a	154-7	154
$47,336.60	LCFF Concentration	Site Labor Expenses	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STRUCTURED ENG IMMERSN	TCSHLT9999	0.55	154-8	
$2,663.40	LCFF Concentration	Using Common classroom practicies for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, Engage New York (ELA), that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12. This can also support fieldtrips and buses.	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	154-9	

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$45,825.81	LCFF Supplemental	Site Labor Expenses	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	11 MONTH CLASSROOM TSA	C11TSA0237	0.4	154-10	154
$26,965.38	LCFF Supplemental	Site Labor Expenses	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	CLERK TYPIST	CLKTYP0009	0.4	154-11	154
$24,776.57	LCFF Supplemental	Site Labor Expenses	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	LIBRARY CLERK SR	LBCLKS0022	0.45	154-12	154
$13,278.03	LCFF Supplemental	Site Labor Expenses	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0002	0.2	154-13	154
$38,729.95	LCFF Supplemental	Site Labor Expenses	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STRUCTURED ENG IMMERSN	TCSHLT9999	0.45	154-14	154
$767.45	LCFF Supplemental	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, Engage New York (ELA), that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	Daily reading and writing instruction (BALC LIT /Workshop) utilizing Lucy Calkins' Reading and Writing workshop curriculum; including the essential lesson elements of modeled writing, vocabulary development and powerful sentences/writing development and growth. Collaborative scoring of quarterly writing assessments with other teachers at grade level, utilizing data driven instruction protocols: calibration and collaborative planning to perpetuate our cumulative effect.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	154-15	154
$42,000.00	Measure G (School Libraries)	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, Engage New York (ELA), that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12. Extended Day contract for teacher to support intervention.	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A3.2: Reading Intervention	4399	n/a	n/a	n/a	154-16	154
$23,935.67	Measure G (TGDS)	Site Labor Expenses	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STIP	TCSTIP9999	0.49	154-17	154
$24,912.63	Program Investment	Site Labor Expenses	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STIP	TCSTIP9999	0.51	154-18	154

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$9,212.37	Program Investment	Using Common classroom practicies for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12. Alignment of technology usage for Primary site.	Targeted ELA intervention, during after school, to support all students, utilizing CORE5 (LEXIA) adaptive intervention software at grades K-5.	A4.4: Teacher Professional Development focused on English Learners	4399	n/a	n/a	n/a	154-19	154
$22,912.90	Title I Basic	Site Labor Expenses	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	11 MONTH CLASSROOM TSA	C11TSA0237	0.2	154-20	154
$26,602.16	Title I Basic	Site Labor Expenses	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STRUCTURED ENG IMMERSN	TCSHLT0512	0.4	154-21	154
$6,055.31	Title I Basic	Using Common classroom practicies for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12, including printing equipment used by students and staff.	Using Common classroom practices for culture, curriculum, and professional development, our teaching practices will include BL, technology curricular support, that have benefitted low-performing, EL, SwD, Newcomers, GATE, and students reading below grade level, and support content stardards TK-12.	A3.2: Reading Intervention	4400	n/a	n/a	n/a	154-22	154
$1,424.49	Title I Parent Participation	Support teacher salary (adult education), for the GED program for MPA parents.	Provide clear on-going communication with parents about word study, reading, writing and math instruction and practices. (Data transparency with quarterly parents meetings and public data boards)	A6.5: Academic Parent-Teacher Communication & Workshops	4410	n/a	n/a	n/a	154-23	154

Madison Park Academy TK-5- Parent Teacher and Student Compact

Madison Park Academy and the parents of the students agree that this compact outlines how the parents, entire school and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

School Responsibilities

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards- as: follows

Implement District 's core curriculum and provide intervention to needy students.

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact

will be discussed as it relates to the individual child's achievement.

Report card conferences are held about two weeks after the end of each report card period

3) Provide parents with frequent reports on their children's progress.

There are three report card periods and parents of students working below grade level must come in for a conference. Periodic reports on benchmark assessments will also be sent home.

4) Provide parents reasonable access to staff.

Teachers are available to parents before or after school or during report card, SST and SART conferences. Parents may call the office at 636.-7919 to make an appointment with any staff member.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe Classroom activities.

6. Parents may visit the school any time Monday thru Friday during school hours.

7. Inform parents and guardians about the specific requirement for volunteering in a classroom and at the school site. Inform them about TB testing and fingerprints for Volunteers. Give them the resources they may need. Review check policy with parents

8. Provide student with a loaner uniform if needed

- Making sure students are on time daily to school and using the school clinic as a resources and contacting the school attendance clerk.
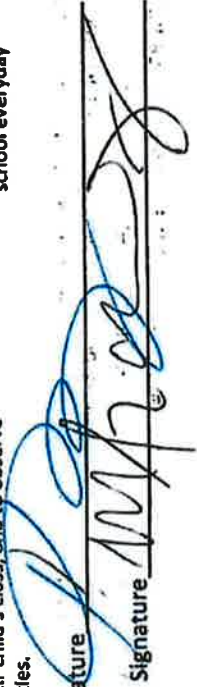
Parent Responsibilities

We, as parents will support our children's learning in the following ways:

- Monitoring attendance
- Make sure homework is completed
- Monitoring amount of television viewing time(supporting the student to complete homework before student use social media watch TV and play video / computer games
- Promoting positive use of child's out of school time
- Participate in parent committees such as SSC and ELAC
- Send kids to school on time.
- To make sure they wear there uniform to school everyday

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State of California's academic standards. We will:

- I will come to school every day, on time with my uniform, my homework and ready to learn.
- I will respect myself, my peers, adults, people of authority and property.
- Students in the 4th and 5th grade will wear and carry their school ID's
- Ask for help when I need it
- Read for at least 30 minutes every day outside of school

Principal Signature _____ Date 1-15-16

SSC President Signature _____ Date 1-15-16

X _____ 1/15/16

Title I School Parental Involvement Policy

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

Involvement of Parents in the Title I Program

Madison Park Academy agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
    1. Inform parents of their schools participation in the Title I Program.
    2. Explain the requirements of the Title 1 Program.
    3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
    4. The parents' right to participate in the development of the District's Title 1 Plan.
    The parents are involved in a monthly parent meetings which involve them to take parent in SSC Committee   meetings and parent activities and workshops in the family resource center with the family advocate.

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

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

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

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

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

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

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

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

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

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

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

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

Accessibility

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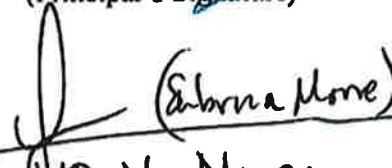
Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Madison Park Academy) School Site Council on (1-15-16.   ) and will be in effect for the 2015-16 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.

_____   1/25/16
(Principal's Signature)   (Date)

_____(Sabrina Moore)_____   1/15/2016
VP Ms. Moore   Date

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Site Council Membership Roster – Elementary

School Name: Madison Park Academy TK-5   **School Year:** 2015-2016

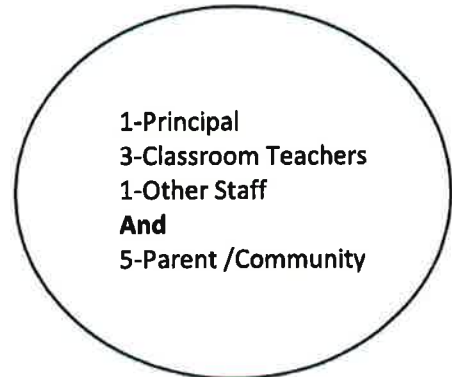|	
Chairperson : Marissa Horcasitas	**Vice Chairperson:** Luis Ortega
Secretary: Tatiana Moore	***LCAP Parent Advisory Nominee:** Angie Ortega
***LCAP EL Parent Advisory Nominee:**	***LCAP Student Nominee:** N/A

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.
Dr. Taylor	X			
Rosemary Rivera			X	
Marissa Horcasitas				X
Luis Ortega				X
Angie Ortega				X
Tatiana Moore				X
Ms. Miller		X		
Ms. Stokes		X		
Ms. Baier		X		
Maria Morales				X

Meeting Schedule (day/month/time)	11/7/15, 12/3/15, 12/18/15, 1/15/16, 2/19/16, 3/18/16, 4/15/16, 5/10/16

SSC Legal Requirements: (Ed. Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

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

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.

Revised 9/2/15