

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 28, 2017

**To:** Board of Education

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

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

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Madison Park Business And Art Academy – Upper 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)
- Measure N
- 21<sup>st</sup> Century Learning

**Recommendation:**

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



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2017-2018 Single Plan for Student Achievement (SPSA)

**School:** Madison Park Academy Upper Campus  
**CDS Code:** 1612596066450  
**Principal:** Lucinda Taylor  
**Date of this revision:** 6/6/2017

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

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

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

**Position:** Principal  
**Telephone:** 510-636-2701  
**Email:** [lucinda.taylor@ousd.org](mailto:lucinda.taylor@ousd.org)

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

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

# 2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site:

Madison Park Academy Upper Campus

Site Number: 215

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |   |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> 21st Century        |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        | <input type="checkbox"/> School Improvement Grant (SIG) |

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

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

Date(s) plan was approved: 5/19/17

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

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

**Signatures:**

Lucinda Taylor

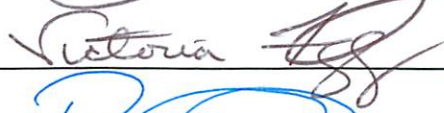
School Principal



Signature

5/19/17  
Date

Victoria Figg  
Print name of SSC Chairperson

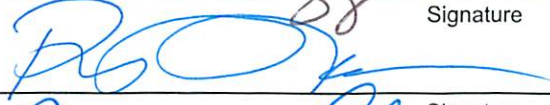


Signature

5/19/17  
Date

Preston Thomas

Network Superintendent

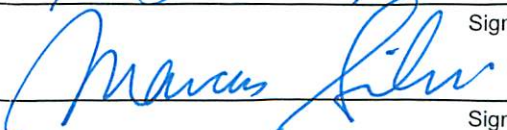


Signature

5/19/17  
Date

Marcus Silvi

Coordinator, Office of Accountability Partners



Signature

5/25/17  
Date

## 2017-18 SPSA ENGAGEMENT TIMELINE

**School Site:** Madison Park Academy Upper Campus

**Site Number:** 215

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

Date	Stakeholder Group	Engagement Description
1/31/17	SSC	Discussed intervention strategies for schoolwide acceleration in Math and English.
1/10/17	Leadership Team	Analyzed data relating to gradute outcomes, rigorous academics, pathway development and drafted outcomes and root causes
4/12/17	Leadership Team & Student Government	Working with ERS (consultant) to develop alignment between schoolwide practices: Advisory, Intervention (Boost), Culture and Climate.
5/31/17	Leadership Team & Student Government	Finalize major resource implications that inform budget
1/11/17	Family Engagement Meeting	Share pathway development and student government
1/31/17	Families of Middle School Students	Looked at Title 1 funds for computers and how Title 1 was used in previous years. Students were able to check out laptops to ensure 1-1
5/19/2017	Family/Community Meeting Parent Involvement Policy Meeting	Providing parents an opportunity to discuss and ask questions about the Parent Involvement Policy.

## 2017-2018 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$207,470.75	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$659,592.79	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$25,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$128,838.45	TBD
<b>TOTAL:</b>	<b>\$1,020,901.99</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$121,906.38	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$4,082.48	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$92,972.14	TBD
<b>TOTAL:</b>	<b>\$218,961.00</b>	<b>\$0.00</b>

## PART 1: ABOUT THE SCHOOL

### 1A. School Description

---

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

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.

### 1B. School Mission and Vision

---

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

MPA's vision is that our students graduate prepared for college and career as curious, innovative, creative problem solvers who demonstrate character and strive to build a more just community for themselves and others. 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.

### 1C. School Multi-Year WASC Goals

---

*Length of WASC Accreditation:* 3 years

*Last WASC Self-Study:* 2016-17

*Next Self-Study:* 2019-20

#### School WASC Goal:

1. Increase the rigor of the curriculum and the engagement and relevancy of the instruction in all content areas and grade levels.
2. Develop and implement a plan to increase parent engagement.
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

#### Associated LCAP Goal:

## PART 2: NEEDS ASSESSMENT

### 2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
<p style="text-align: center;"><b>Graduate Outcomes</b></p>	<p>As of March 1, 2017:                      57% of rising 10th graders are on track to graduate;                      42.1% of rising 11th graders are on track to graduate;                      34.1% of rising 12th graders are on track to graduate.                      Most of our seniors are on track to graduate.                      (On track to graduate means A-G, credits, and GPA)</p>	<p>54% of African American 9-12th graders are off-track to graduate                      51.9% of Latino 9-12th graders are off-track to graduate</p> <p>65.9% of 11th grade students (rising 12th graders) are off-track to graduate (this is 56 out of 85 juniors)                      57.9% of 10th grade students (rising 11th graders) are off-track to graduate (this is 70 out of 121 sophomores).                      43% of 9th grade students (rising 10th graders) are off track to graduate (this is 49 out of 114 freshman)                      82.9% of our Special Education students are off-track to graduate (29/35 students)</p> <p>We are not adequately supporting our students with disabilities.                      We have a huge number of 11th grade students who are not on track to graduate.                      We have an inconsistent grading policy. Some teachers give D's some do not. Some teachers are measuring learning by completion of assignments.                      No consistent hiring process and administrative turnover led to a large class of new teachers. These inexperienced teachers are still learning to teach and need support.</p>

<p><b>Post-Secondary Readiness</b></p>	<p>SRI (16-17 mid-year):  32.5% of students in 11th grade are reading at or above grade level. Higher than the district average.  33.1% of students in 10th grade are reading at or above grade level.  26.9% of students in 9th grade are reading at or above grade level (23.5% of these 9th graders are reading ABOVE grade level)</p> <p>SMI (16-17 mid-year):  Scholastic Math Level (SMI) data states when the ninth grade students of the 2015-2016 school year were assessed on mathematics level:</p> <ul style="list-style-type: none"> <li>• 14% were at or above grade level;</li> <li>• 13% are within one year of grade level.</li> </ul> <p>SAT (April 2016):  11.2% of students scored above the fiftieth percentile. The 50th percentile mark is around a 1500; anything within 50-100 points of 1500 is an average score. This should translate to around a 1000 on the new SAT.</p> <p>AP Enrollment (2016-17):  44.3% of MPA students took 1 or more AP course in 2016-17. (This is compared to 25.3% districtwide)  51% of our African American students took 1 or more AP class  44% of our Latino students took 1 or more AP class</p> <p>Dual Enrollment (Spring 2016):  40 students were enrolled in dual-enrollment courses in Spring of 2016. 92.5% of these students earned an A or a B. Out of our 3 completed semesters of Dual Enrollment at Madison HS, we've only had 2 fails and 140 passes.</p> <p>Number of students enrolling accepted into 4 year college (2017):  31 out of 51 seniors (61%) were accepted into a four year college</p>	<p>SRI (2016-17):  68.1% of 9th graders were reading multiple grade levels below. 1.7% are reading 1 year below grade level.  53.7% of 10th graders were reading multiple grade levels below. 2.5% of 10th graders are reading 1 year below grade level.  43% of 11th graders were reading multiple grade levels below. 19.8% of 11th grade students are reading 1 year below grade level.  40.4% of 12th graders were reading multiple grade levels below. 19.2% of 12th grade students are reading 1 year below grade level.</p> <p>SMI:  88.1% of 9th grade students tested 1 or more grade level below on the SMI  72% of 9th grade students tested 3 or more grade levels below</p> <p>SAT:  When rising 11th graders took the SAT on campus during April 2016, 41% of students scored in the lowest tenth percentile, and 67.6% scored in the lowest twenty-fifth percentile.</p> <p>AP Exam Pass Rate:  in 2015-16, 2.7% of MPA students passed at least 1 AP exam and 32.1% did not pass (65.2% did not take an AP exam)</p> <p>Dual Enrollment:  We have a percentage of rising 11th and 12th graders who have space in their schedule for internships, or WBL.</p> <p>GPA:  In 2015-16, our average GPA for all studnets was 2.42</p> <p>College Acceptance Rate:  20 out of 51 students were not accpeted into four year colleges or decided not to apply.</p> <p>No WBL. No internships or WBL experiences.</p> <p>No college center</p> <p>A-G submission</p>
--	--	--



<p style="text-align: center;"><b>Climate and Culture</b></p>	<p>Absence Rate 2016-17: 52% of absences 9-12 are due to illness. 11% are other excused personal. Our absence rate of 4.4% (9-12) is much lower than the district average of 6.3% (9-12).</p> <p>Chronic Absence of all students 2016-17: 1.9% of our students (9-12) were severely (80%) chronic absent (this is 7 students) 6.9% of our students (9-12) were moderate (90%) chronic absent (this is 25 students)</p> <p>Suspension Rate (as of April 4, 2017): 13/423 (3.1%) of students were suspended 2.5 was the average # of days suspended</p> <p># of referrals after 17 weeks in 2016-2017: 149 9th 123 10th 34 11th 16 12th</p> <p>California Healthy Kids Survey Parent Participation Rate 60.1% survey response rate (6-12)</p> <p>COST % of students referred: 9th Grade: 37% 10th Grade: 28% 11th Grade: 36%</p>	<p>Absence Rate (percent of instructional days lost) in 2016-17: 9th Grade: 4.8% 10th Grade 4.8% 11th Grade 3.6% 12th Grade 3.8% 7.7% of absences 9-12 are unexcused.</p> <p>Chronic Absence of Special Education Students in 2016-17: 21.2% of our special education students (7 students total) were moderately or severely chronic absent</p> <p>Suspension Incident (April 4, 2017): We had 14 suspension incidents 9/14 incidents were for violence 9/14 incidents were committed by boys</p> <p>Referrals (April 4, 2017): 322 URF incidents in 9-12. This is up from 175 in 2015-16 and 76 in 2014-15.</p> <p>California Healthy Kids Survey Response Rate: 9th grade 15.7% 10th grade 49.5% 11th grade 29.7% 17% of Latino students felt a teacher or another adult would not notice if they were not at school compared to 3% of Black students. 37% of Latino students felt they had no say in class activities or rules compared to 17% of Black students.</p> <p>Lack of bilingual staff, and administrator to discuss student concerns, successes, and next steps. Large 9th grade classes with least experienced teachers Teacher writing many referrals in lieu of systematic intervention policy</p>
---	--	--

<p style="text-align: center;"><b>Rigorous Academics</b></p>	<p><b>English Learner Reclassification Rate</b>          In 2015-16, our 9th grade reclassification rate was 15.4% (4/26 students)          In 2015-16, our 10th grade reclassification rate was 18.2% (4/22 students)</p> <p><b>Long Term English Learner Reclassification Rate</b>          In 2015-16, our 9th grade LTEL reclassification rate was 21.1% (4/19)          In 2015-16, our 10th grade LTEL reclassification rate was 25% (4/16)</p> <p><b>SBAC Proficiency (ELA)</b>          In 2015-16, 32% of our 11th graders met or exceeded the standard in ELA (in District, 35.3% met or exceeded the standard)</p> <p><b>SBAC Proficiency (Math)</b>          In 2015-16, 13.3% of our 11th graders met or exceeded the standard in Math (in District, 15.9% met or exceeded the standard)</p> <p><b>% of Students At or Above Grade Level in Reading Proficiency according to the SRI (16-17 mid-year):</b>          32.5% of students in 11th grade are reading at or above grade level. (Higher than the district average.)          33.1% of students in 10th grade are reading at or above grade level.          26.9% of students in 9th grade are reading at or above grade level (23.5% of these 9th graders are reading ABOVE grade level)</p> <p><b>Dual Enrollment:</b>          100% of students enrolled in dual enrollment passed the first course offered on the MPA campus (Fall Semester, AFRAM 19 - Racism in America)          Of the 43 students enrolled in Spring Semester, AFRAM 18 - African Heritage in Latin America, 100% passed with a D or better (95% with a C or better).          For Fall 2016, approx 70 students from all grade levels are signed up for either MLAT 33 Introduction to Latino@ and Chicano@ Studies and/or AFRAM 14A: Social Psychology of African American Male &amp; Female Relationships.          Additionally, approx 30 students are enrolled for Peralta Summer 2016 Semester (Concurrent Enrollment) at three college campuses</p>	<p><b>SBAC Proficiency (ELA) in 2015-16:</b>          41.3% of 11th graders did not meet the standard          26.7% of 11th graders nearly met the standard</p> <p><b>SBAC Proficiency (Math):</b>          66.7% of 11th graders did not meet the standard          20% of 11th graders nearly met the standard</p> <p><b>SRI:</b></p> <ul style="list-style-type: none"> <li>• 24% of the rising 10th graders were not assessed, and 49% are reading at fifth grade reading level or below;</li> <li>• 12% of the rising 11th graders were not assessed, and 30% are reading at fifth grade reading level or below;</li> <li>• 8% of the rising 12th graders were not assessed, and 25% are reading at fifth grade reading level or below.</li> </ul> <p><b>Scholastic Math Level (SMI) (2015-2016):</b></p> <ul style="list-style-type: none"> <li>• 67% of 9th graders were 2 or more grade levels behind.</li> </ul> <p><b>Novice teachers still learning how to lesson plan</b>  <b>Many teachers not unit planning or daily lesson planning</b>  <b>No collaborative lessonplanning</b></p>
--	---	---

<p><b>Pathway Development</b></p>	<p>Pathway Coach hired. Used multiple stakeholders to engage in the process of identifying pathway theme. Examined industry and economic data, examining the landscape of existing OUSD pathways, and engaged our teachers in a critical design process. Selected them of Design with two strands for Engineering and Graphic Design Hiring CTE teachers for both subjects Developed course sequence after visiting a number of sites, collecting data in support of students and family interests related to Digital Design and Engineering Advisory board in development</p>	<p>Parent/family communication around pathways Equitable placement of students in pathways Internships/externships/opportunities to network with industry professionals Rigorous CTE classes</p>
-----------------------------------	--	--

**2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges**

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
<p><b>Graduate Outcomes</b></p>	<p>Many rising juniors off track to graduate</p>	<p>Aligned Staff A new high school assistant principal was hired over the summer, and the struggles that come with building up a new school did not allow the site adequate time to hire quality teachers. Principal and new assistant principal had only a few months to hire teachers for the remaining vacancies. The majority of teachers, hired over the summer, were not teachers that fit the belief that all our students can learn and achieve at high levels. Mastery Based Learning We have teachers at MPA who have not been successful in implementing Mastery Based Learning. We don't have a clear grading policy so many teachers have different standards for grading which makes it difficult for students and families to understand.  We don't spend enough time analyzing students who are at risk of being off track.</p>	<p>Equity/Access/Achievement</p>

<b>Post-Secondary Readiness</b>	Students reading multiple grade levels below (68.1% in 9th grade)	<p><b>SAT Prep Course</b> The past two years MPA partnered with an outside organization to provide our students with SAT/ACT prep. The prep course was not successful as our students were not engaged with the instructional model from the organization. Our attempt at providing high school advisory was unsuccessful. We are researching and implementing additional advisory options.</p> <p><b>College Partnership</b> We have utilized a classroom teacher to support the college and career access for our seniors. However, we can't financially support to pay a teacher who is not teaching a class. In order to truly support our students, and provide the same access to college partnerships, that other schools provide, we are going to partner with a college partnership.</p>	Personalized Student Support
<b>Climate and Culture</b>	Students expressing that teachers wouldn't notice if they were not at school (17%) and feeling as if they have no say in activities and rules (37%)	<p><b>Advisory</b> Currently MPA does not have systems where all students are known and specific talents identified. As a result our family conferences are typically for students who are off track.</p>	Personalized Student Support
<b>Rigorous Academics</b>	Novice teachers	Like most sites in Oakland finding experienced teachers has been difficult. At MPA 77% of our teachers are new to teaching in Oakland, 24% of our teachers are in their first or second year of Teach for America, and 11% of our teachers have not enrolled in a teacher credentialing program. Without the support and collaboration of experienced teachers our staff will struggle with designing and implementing the autonomous curriculum at our site.	Building a Rigorous Academic Core: Teacher Conditions
<b>Pathway Development</b>	Rigorous and equitable pathway options for all students	We still need to do this-- examine existing models. Re-evaluate after year 1 of placement.	Equity/Access/Achievement

## 2C. Current Strategy Analysis

Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
--------------------------	--------------------	----------------------------	---

<b>Schoolwide Instructional Improvement Strategy:</b>	Whole school professional development around literacy across all content area. Development of comprehensive unit plans and release days for teachers to complete. Creation of school wide standards based grading program. Peer observations that focus on instruction and systems.	No	Not Yet	Realization each levelled team is looking at literacy independent of the other. Instead, a more comprehensive review of technology that's working, standardized grading policy, additional peer to peer observations, on proven literacy strategies, all while establishing a clear testing calendar that supports the use of Formative/Summative Assessment specific to our site.
<b>Culture &amp; Climate Improvement Strategy:</b>	Assemblies each marking period intentionally celebrating students culture. Grade level teams assume collective responsibility for knowing all students. Develop systems and conditions for teachers to focus on teaching, and include team-building retreats and intentional staff-connectedness supports.	Yes	Yes	Students are now engaged in 6 week assemblies that are student lead. We have grade level meetings weekly to discuss students and schoolwide strategies.
<b>Pathway Development Strategy:</b>	Hire pathway coach to analyze and collectively determine future pathway design.	Yes	Yes	Our pathway coach helped organize key stakeholders in a pathway design process to determine our pathway theme of Design with an emphasis on Graphic Design and Engineering.
<b>Design Feature #1 (New/Emerging):</b>				
<b>Design Feature #2 (New/Emerging):</b>				
<b>Design Feature #3 (New/Emerging):</b>				
<b>Signature Element #1 (Established):</b>				
<b>Signature Element #2 (Established):</b>				
<b>Signature Element #3 (Established):</b>				
<b>Signature Element #4 (Established):</b>				

### PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
------------	-------------------------	--------------------------	----------------------	------------------	----------------	----------------	-------------------

<p><b>Graduate Outcomes</b></p>	<p>Rising 9th: 90% of all students will be on track with A-G at end of year with GPA and units  Rising 10th: Maintain 60% on track to graduate. Move all African-American students (3) to on-track. Decrease Latino students off track to graduate by 1/2 (20% decrease).  Rising 11th: Maintain 60% on track to graduate. Move 60% of African-American students (3) to on-track. Decrease Latino students off track to graduate by 1/2 (15% decrease).  Rising 12th: Maintain 53% on track to graduate. Move all African-American students (3) to on-track. Decrease Latino students off track to graduate by 1/2 (22% decrease).</p>	<p>A-G Completion</p>	<p>All Students</p>				
<p><b>Post-Secondary Readiness</b></p>	<p>100% of our students apply to a 2 or 4 year college</p>	<p>On Track to Graduate</p>	<p>All Students</p>				
<p><b>Climate and Culture</b></p>	<p>As measured by the CHKS Survey, students and staff will respond to positive statements in the "School Culture and Climate" domain with, on average, 60% "strongly agree" or "agree."</p>	<p>Culture/Climate: Student</p>	<p>All Students</p>				
<p><b>Rigorous Academics</b></p>	<p>SRI  55% of all students 1 or more years growth  34% of all students 0 - 1/2 year growth  11% of all students negative growth  0% not matched. All students take SRI   Growth Goal by Grade Level.  K - 3 must grow 3 years  4 - 6 must grow 2 years  7 and up must grow 1 year</p>	<p>SRI</p>	<p>All Students</p>				
<p><b>Pathway Development</b></p>	<p>All students have access to a 3-year course sequence in engineering or digital design. All students experience at least one internship before graduating. All students have access to high-quality interdisciplinary projects in all grade levels (2 per year).</p>	<p>Pathway Participation</p>	<p>All Students</p>				

**PART 4: STRATEGIES**

<b>Major Improvement Strategies</b>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Schoolwide <u>Language &amp; Literacy</u> Improvement Strategy:</b>	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Student Conditions
<b>Schoolwide <u>Mathematics</u> Improvement Strategy:</b>	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
<b>Culture &amp; Climate/SEL Improvement Strategy:</b>	-Assemblies each marking period intentionally celebrating students culture. -Grade level teams assume collective responsibility for knowing all students. -Develop systems and conditions for teachers to focus on teaching, and include team-building retreats and intentional staff-connectedness supports. Mixed grade level advisories.	Equity/Access/Achievement	Personalized Student Support
<b>Pathway Development/ Implementation Strategy:</b>	Build out design pathway by hiring qualified hire CTE teachers that work to develop interdisciplinary projects that integrate design and engineering.	Building a Rigorous Academic Core: Teacher Conditions	Personalized Student Support

<b>Measure N Design Features</b>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>
<b>Measure N Design Feature #1:</b>	Opportunities for all	School Leadership & School Vision	Equity/Access/Achievement
<b>Measure N Design Feature #2:</b>	Rites & Rituals	School Leadership & School Vision	Equity/Access/Achievement
<b>Measure N Design Feature #3:</b>	Dual Enrollment	Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement

<b>Signature Elements (Established Practices)</b>		<b>1st Linked Learning Implementation Criteria</b>	<b>2nd Linked Learning Implementation Criteria</b>

<b>Signature Element #1 (Established):</b>	Mastery Based Grading PLC to build shared understanding around grading. Professional learning community is analyzing all features to implement standards based grading while focusing on how to support students who don't meet mastery. End goal for 2016-2017 is to have a pilot grading policy for the entire 9-12.	Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
<b>Signature Element #2 (Established):</b>	Marking period assemblies to award honor roll and students who exemplify pride purpose and perseverance. The assemblies are student run	School Leadership & School Vision	Personalized Student Support
<b>Signature Element #3 (Established):</b>	Grade Level meeting time to discuss students of concern, meet with COST, meet with RSP teacher, review student data.	Building a Rigorous Academic Core: Teacher Conditions	Personalized Student Support

## PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

<b>Schoolwide Language &amp; Literacy Improvement Strategy:</b> <i>-Strongest teachers teaching highest need grade 9, 10.</i> <i>-Smaller class size in 9th</i> <i>-Boost interventions</i> <i>-Instructional Teacher Leader</i>			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
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 & 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.		A3.2: Reading Intervention	English Learners
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		A3.2: Reading Intervention	Low-Income Students
Professoinal 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		A4.4: Teacher Professional Development focused on English Learners	English Learners
Resources for LLI Curricululm - Extra Copies, Student Folders, Additional teacher manuals, to supporting ELL students not reading on grade level.		A3.2: Reading Intervention	English Learners



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 divers learners meet the demands of CCSS. 2224 - NHO340		A3.2: Reading Intervention	Low-Income Students
Reading Intervention Teacher K12TCH2219. Read 180 program		A3.2: Reading Intervention	Low-Income Students
.4 ELD Teacher to support students who are performing low on the California CELDT test		A4.1: English Learner Reclassification	English Learners

<b>Schoolwide Mathematics Improvement Strategy:</b> <i>-Strongest teachers teaching highest need grade 9, 10</i> <i>-Boost interventions</i> <i>-Double block Algebra 1 with emphasis on projects to increase engagement</i>			
---	--	--	--

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Write Boost structure and curriculum and make copies for all teachers. Supplies to support organization of boost stupples for all teachers. All 6-12 teachers who are teaching math morning boost structures in order to support student below basic in math foundational skills	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	A2.5: Teacher Professional Development for CCSS & NGSS	Low-Income Students
Train teachers on Boost currclum. This will happen during the Boost Prep time durin 2017 - 2018 school year since boost will not start right away	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	A2.5: Teacher Professional Development for CCSS & NGSS	Low-Income Students
Instructional Teacher Leader - (EA) FTE .2. To accelerate the academic outcomes of struggling students in Math. 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 divers learners meet the demands of CCSS.	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	A2.5: Teacher Professional Development for CCSS & NGSS	Low-Income Students

.5 FTE for Math teachers offering Algebra Lab to support students successfully mastering Algebra standards the first time. 0128 UPC	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	A2.9: Targeted School Improvement Support	All Students
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		A2.3: Standards-Aligned Learning Materials	Low-Income Students
11 Month New Teacher 569 (WC). .5 math intervention teacher		A2.1: Implementation of CCSS & NGSS	Low-Income Students
Teacher class size reduction and support for morning boost. .2 FTE of multiple teachers adding up to 1.6 FTE dedicated to teachers running boost intervention teachers who are off track to graduate		A2.9: Targeted School Improvement Support	Low-Income Students

**Culture & Climate/SEL Improvement Strategy:**

- Assemblies each marking period intentionally celebrating students culture.
- Grade level teams assume collective responsibility for knowing all students.
- Develop systems and conditions for teachers to focus on teaching, and include team-building retreats and intentional staff-connectedness supports.
- Mixed grade level advisories.

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Money for the 4 "P" (Pride, Perseverance, Possibilities, Purpose) awards assemblies, including guest speaker stipends and set-up. 6-12. Certificate paper etc		A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
100% family conference by using advisory (all teachers and most staff have advisory)		A6.5: Academic Parent-Teacher Communication & Workshops	All Students
Westerbeke Retreat Mid year and Before School for all teachers		A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	Other

Engaging Schools training for advisory/SEL. Advisory Plus. Core advisory workshops, advisory visitations to support implementation, embedded coaching in grade level eams, departments, or as a staff, and web-based cohorts to troubleshoot and share successes.		A3.4: Teacher Professional Development focused on Literacy	All Students
High School RJ Coordinator to continue supporting RJ allows affected parties the opportunity to collectively define the impact and determine steps to make things as right as possible for everyone—the person(s) harmed, the person(s) who harmed others, and the broader community. Restorative justice takes incidents that might otherwise result in punishment and finds opportunities for students to recognize the impact of their behavior, understand their obligation to take responsibility for their actions, and take steps towards making things right.		A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Ropes Course for Adults (Buy Back Day)	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	Other
Rock Climbing (Buy Back Day #2)	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	Other
1.0 Ethnic Studies teacher 0126 - teacher 11 month		A1.3: A-G Completion	Low-Income Students
Case Manger to support students that are off track or struggling in school. Case Manager will support families and students to improve overall attendance rates and graduation rates.		A5.1: School Culture & Climate (Safe & Supportive Schools)	Low-Income Students
Hire an Elective Teacher to support our Middle School Climate Culture expectatons and encourage access to high school pathways using PE/Music.	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Benefits for the hired teacher to support the electives in our Middle School program to encourage access to high school pathways using PE/Music to support the climate culture.	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Engaging School Advisory Curriculum 3 copies of the Advisory Guide, 1 Advisory library and 1 Getting Advisory right DVD set		A2.3: Standards-Aligned Learning Materials	Low-Income Students
Benefits for the hired teacher to support the electives in our Middle School program to encourage access to high school pathways using PE/Music to support the climate culture.	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students

Licensing Agreements 7th grade Challenge Day College Field Trips Camping/Outdoor Ed Transportation Food Outdoor Ed Program	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Middle School Supplies to support PE/Music need for instruments and physical education equipment to support the overall program.	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Admissions Fees to provide middle schoolers an opportunity to participate in content driven fieldtrips and outdoor experiences.	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Before/During School Middle School Retreat to provide additional access to	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	Other

**Pathway Development/Implementation Strategy:** *Build out design pathway by hiring qualified hire CTE teachers that work to develop interdisciplinary projects that integrate design and engineering.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Mac Lab (60 Computers for Design and Engineering). 30 computers for Project Lead the Way Engineering curriculum. 30 computers for digital design pathway to support our CTE coursework.		A1.1: Pathway Programs	All Students
Project Lead the Way Curriculum for Intro to Engineering Design. We define alignment as: Students complete a designated task(s) that demonstrates the outlined knowledge and/or skills of the specific standard or objective. Our multidisciplinary programs align to a variety of standards and provide districts and schools with the flexibility to tailor programs to meet their specific state or local requirements as needed.		A1.1: Pathway Programs	All Students

Project Lead the Way Training for CTE Engineering Teacher. PLTW Launch Lead Teacher Training is an in-depth, collaborative experience designed to empower educators to develop the confidence, understanding, and knowledge necessary to lead Building-Level Training for prospective PLTW Launch Classroom Teachers at their site. During the 24 instructional hours (covered over three days) of Launch Lead Teacher Training, participants experience the roles of the PLTW Launch student, PLTW Launch Classroom Teacher, and PLTW Launch Lead Teacher as they engage in PLTW Launch activities, projects, and problems and delve into pedagogical strategies.		A1.1: Pathway Programs	All Students
PLTW Training Teacher Paid for 2 weeks at San Jose State. Teacher Stipened		A1.1: Pathway Programs	All Students
Adobe Suite Software for Graphic Design program to be used as software for mac lab.		A1.1: Pathway Programs	All Students
Pathway Coach	Opportunities for all	A1.1: Pathway Programs	All Students
Computer Science New teacher training. stipened for extended contract		A1.1: Pathway Programs	All Students
New Hire 573 -Computer Science (No teacher UPC) 1.0 Teacher		A1.1: Pathway Programs	Low-Income Students
Project lead the way annual fee. The Participation Fee includes access to all the program features for which a school has a trained teacher, including, but not limited to, access to the myPLTW Learning Management System (LMS) and professional learning communities; assessments; unlimited required software licenses; required online, on-demand readiness and ongoing teacher professional development; student opportunities; reporting tools; and the PLTW Solution Center.		A1.1: Pathway Programs	Low-Income Students

<b>Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):</b>			
<b>Strategic Action</b>	<b>Strategy This Action Supports</b>	<b>Associated LCAP Action Area (for funded actions)</b>	<b>Primary Target Student Group for This Action</b>
Teachers stipend for additional cotntract hours for teacher leaders. Weekly Tuesday 2 hour meetings to support and implement SPSA strategic action items. In addition, we analyze data and develop systems to support our off track students to graduate		A2.10: Extended Time for Teachers	All Students

Release Days. Teachers may be provided a day away from campus where they meet with a coach to plan an upcoming unit plan.		A4.4: Teacher Professional Development focused on English Learners	Low-Income Students
Outdoor ed development - BAWT Summer Training Measure N Carryover funds 2016 - 2017	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Training and materials for SAT Prep teacher with materials for 25 students		A2.8: Data & Assessment	All Students
Semester Dual Enrollment-Staffing for Teacher of Record for 6 Courses Funding from 2016 - 2017 Measure N Carryover.		A1.3: A-G Completion	Low-Income Students
Dual Enrollment Guided Support-Teacher Hourly (In kind in College Advisor) Funding from 2016 - 2017 Measure N Carryover.		A1.3: A-G Completion	Low-Income Students
Dual Enrollment Textbooks (90 students @ \$100 per book) Funding from 2016 - 2017 Measure N Carryover.		A1.3: A-G Completion	Low-Income Students
Peralta Payment for Underenrollment (under 25 students) Funding from 2016 - 2017 Measure N Carryover.		A1.3: A-G Completion	Low-Income Students
Dual Enrollment Supply Costs- Funding from 2016 - 2017 Measure N Carryover.		A1.3: A-G Completion	Low-Income Students
Opportunities for all - Challenge Day College Field Trips Camping/Outdoor Ed Transportation Food Outdoor Ed Program	Rites & Rituals	A2.2: Social Emotional Learning	All Students

<p>East Bay Constorium College, Career and Information Center (CCIC) to provide college access support for students. The East Bay Consortium provides college advising through one-on-one sessions. The College Information Centers enhance access to higher education for students attending Oakland schools and trying to get to college. Our mission is to provide information and college advising services related to college admission, financial aid and other topics associated with pursuing a higher education.</p> <p>One-on-one and workshop style services provided at the Centers include the following:</p> <p>Meetings with college access representatives; College Advisors; College Representatives.</p> <p>College Resources Library; Applications for Colleges; Financial and Scholarship Applications; Information on SAT/ACT; Classroom Presentations and Workshops.</p> <p>Materials on Careers; College Knowledge Info; Career Exploration; Parent Information; Job Opportunities.</p>		<p>A2.9: Targeted School Improvement Support</p>	<p>Low-Income Students</p>
<p>1 FTE Stip Sub Stip Sub to provide push in support fo ELA classes to provide coaching and feedback around ELL and literacy</p>		<p>A2.9: Targeted School Improvement Support</p>	
<p>.02 Stip Sub to provide push in and pull out support fo ELA classes to provide coaching and feedback around ELL and literacy</p>		<p>A2.9: Targeted School Improvement Support</p>	<p>All Students</p>
<p>.19 Stip Sub to provide push in and pull out support fo ELA classes to provide coaching and feedback around ELL and literacy</p>		<p>A2.9: Targeted School Improvement Support</p>	<p>All Students</p>
<p>.77 Stip Sub to provide push in support fo ELA classes to provide coaching and feedback around ELL and literacy</p>		<p>A2.9: Targeted School Improvement Support</p>	<p>All Students</p>
<p>Computer Tehcnical 1/2 Day once a week to support with the maintenance of student laptops. Support with the distribution of student laptop. Provide technical assistance to staff and students, specifically pathway mac labs</p>		<p>A2.9: Targeted School Improvement Support</p>	<p>All Students</p>
<p>Teacher Stipened for extended contract hours to support with SAT acceleration</p>		<p>A2.9: Targeted School Improvement Support</p>	<p>Low-Income Students</p>

Benefits for extended contract for teacher stipeneds: school leadership team, sat acceleration, project lead the way training, and computer science training		A2.9: Targeted School Improvement Support	Low-Income Students
GED Program to support parents in completing there high school requirement, and put them on track to move onto college.		A6.1: Parent / Guardian Leadership Development	Other
Teacher Stipened for extended contract hours to support entended day program.		A2.10: Extended Time for Teachers	Low-Income Students
Teacher Substitutes for 6-12 to continue support students in instuction when teachers are out.		A2.10: Extended Time for Teachers	Low-Income Students
Books and supplies to support teachers and students with content exposure, books, ink, paper supplies.		A6.5: Academic Parent-Teacher Communication & Workshops	Low-Income Students
Books and supplies to support teachers and students with content exposure, books, ink, paper supplies.		A3.4: Teacher Professional Development focused on Literacy	Low-Income Students
Meetings refreshments to support teachers, and parents as we discuss SwD, Foster Youth, Gate students, and their needs.		A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	All Students
New Copier machines to suppoer the expansion of the high school teachers copy needs, dulications of necessary content for students not performing at grade level.		A5.1: School Culture & Climate (Safe & Supportive Schools)	Students with Disabilities
Dues and memberships for priorty programs, equipment maintenance agreements, postage for report cards, and newsletters, communications, consultant (Chris Lee), assemblies to support 4Ps, honor roll, and attendance celebrations.		A5.1: School Culture & Climate (Safe & Supportive Schools)	Other



## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

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

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

### **Foster Youth Program**

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

### **Refugee & Asylee Program**

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

### **McKinney-Vento Program**

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

School: **Madison Park Academy Upper Campus**

**2017-18 Single Plan for Student Achievement: Proposed Budget**

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$92,972.14	21st Century Learning	Contract with afterschool provider	Site administration and the ILT and teacher and advisory leaders will organize periodic assemblies, student after school activities, field trips, and outdoor educational experiences to promote school spirit and culture.	A1.6: After School Programs	5825				215-1
\$128,838.45	After School Education & Safety (ASES)	Contract with afterschool provider	Site administration and the ILT and teacher and advisory leaders will organize periodic assemblies, student after school activities, field trips, and outdoor educational experiences to promote school spirit and culture.	A1.6: After School Programs	5825				215-2
\$20,000.00	General Purpose Discretionary	Teacher Stipend for extended contract hours to support entended day program.	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A2.10: Extended Time for Teachers	1120				215-3
\$5,000.00	General Purpose Discretionary	Teacher Substitutes for 6-12 to continue support students in instuction when teachers are out.	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A2.10: Extended Time for Teachers	1150				215-4
\$15,000.00	General Purpose Discretionary	Books and supplies to support teachers and students with content exposure, books, ink, paper supplies.	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A6.5: Academic Parent-Teacher Communication & Workshops	4200				215-5
\$59,766.62	General Purpose Discretionary	Supplies to support overall school operation and academic acceleration	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				215-6
\$10,000.00	General Purpose Discretionary	Meetings refreshments to support teachers, and parents as we discuss Students with Disabilities, Foster Youth, Gate students, and their needs.	Grade Level meeting time to discuss students of concern, meet with COST, meet with RSP teacher, review student data.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	4311				215-7
\$10,000.00	General Purpose Discretionary	New Copier machines to support the expansion of the high school teachers copy needs, dulations of necessary content for students not performing at grade level.	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A5.1: School Culture & Climate (Safe & Supportive Schools)	4425				215-8
\$1,000.00	General Purpose Discretionary	Dues and memberships for priority programs	Opportunities for all	A5.1: School Culture & Climate (Safe & Supportive Schools)	5300				215-9
\$18,000.00	General Purpose Discretionary	Equipment maintence agreements	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				215-10
\$15,000.00	General Purpose Discretionary	Postage for report cards, newsletters, and communications	Grade Level meeting time to discuss students of concern, meet with COST, meet with RSP teacher, review student data.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5724				215-11

\$34,000.00	General Purpose Discretionary	Contract with consultant to support behavior, academic acceleration, and social-emotional development.	-Assemblies each marking period intentionally celebrating students culture. -Grade level teams assume collective responsibility for knowing all students. -Develop systems and conditions for teachers to focus on teaching, and include team-building retreats and intentional staff-connectedness supports. Mixed grade level advisories.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825					215-12
\$7,250.00	General Purpose Discretionary	Assemblies to support 4Ps, honor roll, and attendance celebrations.	-Assemblies each marking period intentionally celebrating students culture. -Grade level teams assume collective responsibility for knowing all students. -Develop systems and conditions for teachers to focus on teaching, and include team-building retreats and intentional staff-connectedness supports. Mixed grade level advisories.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5828					215-13
\$6,871.46	General Purpose Discretionary	Clerical Support	Grade Level meeting time to discuss students of concern, meet with COST, meet with RSP teacher, review student data.	A5.1: School Culture & Climate (Safe & Supportive Schools)		CLKTYP	CLKTYP0009	0.10		215-14
\$5,582.67	General Purpose Discretionary	Dues and memberships for priority programs, equipment maintenance agreements, postage for report cards, and newsletters, communications, consultant (Chris Lee), assemblies to support 4Ps, honor roll, and attendance celebrations.	-Assemblies each marking period intentionally celebrating students culture. -Grade level teams assume collective responsibility for knowing all students. -Develop systems and conditions for teachers to focus on teaching, and include team-building retreats and intentional staff-connectedness supports. Mixed grade level advisories.	A5.1: School Culture & Climate (Safe & Supportive Schools)		LBCLKS	LBCLKS0013	0.10		215-15
\$25,000.00	LCFF Concentration	High School Restorative Justice Coordinator	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736					215-16
\$6,035.76	LCFF Supplemental	Supplies to support academic acceleration	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310					215-17
\$20,000.00	LCFF Supplemental	Surplus to be allocated for Instructional Teacher Leader to accelerate the academic outcomes of struggling students in English.	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A3.2: Reading Intervention	4399					215-18
\$3,000.00	LCFF Supplemental	Admissions Fees for field trips to support academic acceleration	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	5829					215-19
\$78,186.22	LCFF Supplemental	Case Manager to support students that are off track or struggling in school. Case Manager will support families and students to improve overall attendance rates and graduation rates.	Grade Level meeting time to discuss students of concern, meet with COST, meet with RSP teacher, review student data.	A5.1: School Culture & Climate (Safe & Supportive Schools)		24CSEM	24CSEM9999	0.80		215-20
\$89,315.23	LCFF Supplemental	New Hire 573 -Computer Science 1.0 Teacher	Build out design pathway by hiring qualified hire CTE teachers that work to develop interdisciplinary projects that integrate design and engineering.	A1.1: Pathway Programs		K12TCH	K12TCH9999	1.00		215-21

\$14,451.42	LCFF Supplemental	Teacher class size reduction and support for morning boost. .2 FTE of multiple teachers adding up to 1.6 FTE dedicated to teachers running boost intervention teachers who are off track to graduate	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2161	0.20	215-22
\$81,928.78	LCFF Supplemental	Reading Intervention Teacher	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A3.2: Reading Intervention		K12TCH	K12TCH2219	1.00	215-23
\$13,101.45	LCFF Supplemental	Teacher class size reduction and support for morning boost. .2 FTE of multiple teachers adding up to 1.6 FTE dedicated to teachers running boost intervention teachers who are off track to graduate	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	A2.9: Targeted School Improvement Support		K12TCH	K12TCH0901	0.20	215-24
\$19,005.69	LCFF Supplemental	Teacher class size reduction and support for morning boost. .2 FTE of multiple teachers adding up to 1.6 FTE dedicated to teachers running boost intervention teachers who are off track to graduate	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	A2.9: Targeted School Improvement Support		K12TCH	K12TCH2128	0.20	215-25
\$13,037.80	LCFF Supplemental	Teacher class size reduction and support for morning boost. .2 FTE of multiple teachers adding up to 1.6 FTE dedicated to teachers running boost intervention teachers who are off track to graduate	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	A2.9: Targeted School Improvement Support		K12TCH	K12TCH1793	0.20	215-26
\$95,135.16	LCFF Supplemental	1.0 Ethnic Studies teacher 0126 - teacher 11 month	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A1.3: A-G Completion		TCHR11	TCHR110126	1.00	215-27
\$14,149.68	LCFF Supplemental	Teacher class size reduction and support for morning boost. .2 FTE of multiple teachers adding up to 1.6 FTE dedicated to teachers running boost intervention teachers who are off track to graduate	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	A2.9: Targeted School Improvement Support		TCHR11	TCHR110139	0.20	215-28
\$14,149.68	LCFF Supplemental	Teacher class size reduction and support for morning boost. .2 FTE of multiple teachers adding up to 1.6 FTE dedicated to teachers running boost intervention teachers who are off track to graduate	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	A2.9: Targeted School Improvement Support		TCHR11	TCHR110131	0.20	215-29

\$12,958.14	LCFF Supplemental	Teacher class size reduction and support for morning boost. .2 FTE of multiple teachers adding up to 1.6 FTE dedicated to teachers running boost intervention teachers who are off track to graduate	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	A2.9: Targeted School Improvement Support		TCHR11	TCHR110134	0.20	215-30
\$1,780.78	LCFF Supplemental	.02 Stip Sub to provide push in and pull out support for ELA classes to provide coaching and feedback around ELL and literacy	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A2.9: Targeted School Improvement Support		TCSTIP	TCSTIP0669	0.04	215-31
\$411.22	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				215-32
\$8,458.68	Measure G: TGDS	1 FTE Stip Sub to provide push in support for ELA classes to provide coaching and feedback around ELL and literacy	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A2.9: Targeted School Improvement Support		TCSTIP	TCSTIP0669	0.19	215-33
\$43,780.10	Measure G: TGDS	.19 Stip Sub to provide push in and pull out support for ELA classes to provide coaching and feedback around ELL and literacy	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A2.9: Targeted School Improvement Support		TCSTIP	TCSTIP0668	1.00	215-34
\$6,394.92	Measure G1	Extended Contract for Detention Duty and Parent-Teacher Conferences in Evening	Grade Level meeting time to discuss students of concern, meet with COST, meet with RSP teacher, review student data.	A1.3: A-G Completion	1122				215-35
\$45,437.34	Measure G1	Materials and supplies to support G1 programs	Build out design pathway by hiring qualified hire CTE teachers that work to develop interdisciplinary projects that integrate design and engineering.	A1.3: A-G Completion	4310				215-36
\$23,124.00	Measure G1	Admissions Fees to provide middle schoolers an opportunity to participate in content driven fieldtrips and outdoor experiences.	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	5829				215-37
\$23,400.00	Measure G1	Licensing and agreements for 7th grade Challenge Day, College Field Trips, Camping/Outdoor Ed Transportation, and Food Outdoor Ed Program	Opportunities for all	A1.3: A-G Completion	5846				215-38
\$89,315.23	Measure G1	1.0 FTE Art/Music Teacher	Build out design pathway by hiring qualified hire CTE teachers that work to develop interdisciplinary projects that integrate design and engineering.	A5.1: School Culture & Climate (Safe & Supportive Schools)		K12TCH	K12TCH9999	1.00	215-39
\$2,000.00	Measure N	PLTW Training Teacher Paid for 2 weeks at San Jose State. Teacher Stipended	Build out design pathway by hiring qualified hire CTE teachers that work to develop interdisciplinary projects that integrate design and engineering.	A1.1: Pathway Programs	1120				215-40
\$1,000.00	Measure N	Computer Science New teacher training. stipended for extended contract	Build out design pathway by hiring qualified hire CTE teachers that work to develop interdisciplinary projects that integrate design and engineering.	A1.1: Pathway Programs	1120				215-41

\$9,000.00	Measure N	Teachers stipend for additional contract hours for teacher leaders. Weekly Tuesday 2 hour meetings to support and implement SPSA strategic action items. In addition, we analyze data and develop systems to support our off track students to graduate	Grade Level meeting time to discuss students of concern, meet with COST, meet with RSP teacher, review student data.	A2.10: Extended Time for Teachers	1120				215-42
\$1,372.53	Measure N	Training and materials for SAT Prep teacher with materials for 25 students	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A2.8: Data & Assessment	1120				215-43
\$500.00	Measure N	Teacher Stipened for extended contract hours to support with SAT acceleration	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	A2.9: Targeted School Improvement Support	1120				215-44
\$5,442.00	Measure N	Benefits for extended contract for teacher stipeneds: school leadership team, sat acceleration, project lead the way training, and computer science training	Grade Level meeting time to discuss students of concern, meet with COST, meet with RSP teacher, review student data.	A2.9: Targeted School Improvement Support	1120				215-45
\$1,703.86	Measure N	Engaging School Advisory Curriculum 3 copies of the Advisory Guide, 1 Advisory library and 1 Getting Advisory right DVD set	-Assemblies each marking period intentionally celebrating students culture. -Grade level teams assume collective responsibility for knowing all students. -Develop systems and conditions for teachers to focus on teaching, and include team-building retreats and intentional staff-connectedness supports. Mixed grade level advisories.	A2.3: Standards-Aligned Learning Materials	4300				215-46
\$56,281.50	Measure N	Surplus to be allocated in Fall 2017.	-Strongest teachers teaching highest need grade 9, 10. -Smaller class size in 9th -Boost interventions -Instructional Teacher Leader	n/a	4399				215-47
\$44,192.04	Measure N	Engaging Schools training for advisory/SEL. Advisory Plus. Core advisory workshops, advisory visitations to support implementation, embedded coaching in grade level eams, departments, or as a staff, and web-based cohorts to troubleshoot and share successes.	-Assemblies each marking period intentionally celebrating students culture. -Grade level teams assume collective responsibility for knowing all students. -Develop systems and conditions for teachers to focus on teaching, and include team-building retreats and intentional staff-connectedness supports. Mixed grade level advisories.	A3.4: Teacher Professional Development focused on Literacy	5825				215-48
\$27,500.00	Measure N	East Bay Consortium College, Career and Information Center (CCIC) to provide college access support for students	-Assemblies each marking period intentionally celebrating students culture. -Grade level teams assume collective responsibility for knowing all students. -Develop systems and conditions for teachers to focus on teaching, and include team-building retreats and intentional staff-connectedness supports. Mixed grade level advisories.	A2.9: Targeted School Improvement Support	5825				215-49

\$10,465.00	Measure N	Adobe Suite Software for Graphic Design program to be used as software for mac lab.	Build out design pathway by hiring qualified hire CTE teachers that work to develop interdisciplinary projects that integrate design and engineering.	A1.1: Pathway Programs	5846					215-50
\$3,000.00	Measure N	Ropes Course for Adults (Buy Back Day)	Rites & Rituals	A5.1: School Culture & Climate (Safe & Supportive Schools)	5865					215-51
\$135,848.01	Measure N	Pathway Coach	Build out design pathway by hiring qualified hire CTE teachers that work to develop interdisciplinary projects that integrate design and engineering.	A1.1: Pathway Programs		CCCPS	CCCPS0012	1.00		215-52
\$4,242.62	Supplemental Program Investment	Supplies	-Assembles each marking period intentionally celebrating students culture. -Grade level teams assume collective responsibility for knowing all students. -Develop systems and conditions for teachers to focus on teaching, and include team-building retreats and intentional staff-connectedness supports. Mixed grade level advisories.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310					215-53
\$243.88	Supplemental Program Investment	Surplus to be allocated in Fall 2017.	n/a	n/a	4399					215-54
\$38,183.57	Supplemental Program Investment	ELD/Newcomer Teacher	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	A4.3: Newcomer Programs		K12TCH	K12TCH2006	0.36		215-55
\$34,279.93	Supplemental Program Investment	.77 Stip Sub to provide push in support fo ELA classes to provide coaching and feedback around ELL and literacy	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement	A2.9: Targeted School Improvement Support		TCSTIP	TCSTIP0669	0.77		215-56
\$121,906.38	Title I Basic	Surplus, potentially to be allocated for Leveled Literacy Instruction kit for Morning Boost English, .4 ELD Teacher to support students who are performing low on the California CELDT test, and IXL Online math program intervention program to support students that are below grade level in math to support them to master key content standards.	n/a	n/a	4399					215-57
\$4,082.48	Title I Parent Participation	Surplus to be allocated in Fall 2017.	n/a	n/a	4399					215-58
\$10,000.00	Measure N	Summer School Intervention - Algebra 1	-Strongest teachers teaching highest need grade 9, 10 -Boost interventions -Double block Algebra 1 with emphasis on projects to increase engagement							
\$10,000.00	Title 1	Part of Mac Lab	Build out design pathway by hiring qualified hire CTE teachers that work to develop interdisciplinary projects that integrate design and engineering.							





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

---

### **Involvement of Parents in the Title I Program**

**Madison Park Academy** agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
    1. Inform parents of their school's participation in the Title I Program.
    2. Explain the requirements of the Title 1 Program.
    3. Explain the parents' rights to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
    4. The parents' right to participate in the development of the District's Title 1 Plan. The parents are involved in a monthly parent meeting (at School Site Council).
  - Involve the parents of Title I students, in an organized, ongoing, and timely way, in the planning and improvement of its Title I programs and the Title I parent Involvement Policy. Parents and families are involved with the governance of the SSC and ELAC Committees.
  - Provides parents of Title I students with timely information about Title I programs. Parents and families are invited monthly to take part in the SSC and ELAC meetings to discuss monthly calendar items that involve Title 1.
  - Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Parents and families are invited monthly to take part in the SSC and ELAC Meetings to discuss monthly District calendar items that involve Title 1.
  - Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Parents and families are invited monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title I.
- 

### **School-Parent Compact**

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

## **Building Parent Capacity for Involvement**

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress
  
- Parents and families are invited monthly to take part in the SSC and ELAC Meeting to discuss monthly District calendar items that involve Title 1 and are given information to help support the families
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. Parents are given internet resources and information to help guide and support them toward academic achievement.
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and work with parents as equal partners in providing quality enrichment. Staff is educated with weekly PD's given by the principal and or others that can help provide quality PD's to staff.
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. The parents and the families receive monthly newsletter and family resource information (which also includes flyers and school messenger phones with current school information). This information is also translated into Spanish to support the language needs of all Madison families.
- Provides support during regular meetings for parental activities requested by Title I Program. Parents participate in SSC and ELAC meetings.

### Accessibility

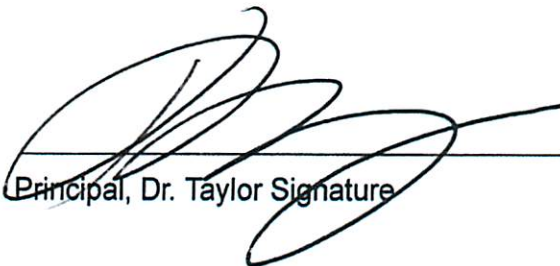
Madison Park Academy will Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Parents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

---

### Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon by, the parents of children participating in the Madison Park Academy School Site Council on December 13, 2016.

This policy was adopted by the Madison Park Academy School Site Council on March 28th, 2017 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, Children. It will be made available to the local community. The Madison Park Academy notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



---

Principal, Dr. Taylor Signature

3-28-17

---

Date



---

SSC President, Victoria Figg's Signature

03/28/17

---

Date



## School Site Council Membership Roster – High School

**School Name:** Madison Park Academy - Upper

**School Year:** 2016-2017

<b>Chairperson :</b> Victoria Figg	<b>Vice Chairperson:</b> Shaquoyah Coleman
<b>Secretary:</b> Karl Langer	<b>LCAP Parent Advisory Nominee:</b> Marina Munoz
<b>LCAP EL Parent Advisory Nominee:</b> Marina Munoz	<b>LCAP Student Nominee:</b> Christopher Alvarez

Place "X" in Appropriate Members Column

Member's Name	Members' Phone and Email (if not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Lucinda Taylor		X				
Juan Rodriguez			X			
Nicole Green			X			
Sonia Spindt			X			
Camille Crane			X			
Karl Langer			X			
Tiffany Couch				X		
Annie Hatch				X		
Victoria Figg					X	
Shaquoyah Coleman					X	
Savannah Jones					X	
Marina Munoz					X	
Crystal Vasquez						X
Christopher Alvarez						X
Nettali Vargas						X
Hennessey Angulo						X

<b>Meeting Schedule</b> (day/month/time)	<b>2<sup>nd</sup> Wednesday of the month, 4pm, at the MPA upper campus library</b>
---	--

**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. There must be an equal number of students and Parents/community members;
4. Majority of school staff members must be classroom teachers;
5. **Students are required to be members of the High School SSC**
6. Parent/community members cannot be OUSD employees

1-Principal  
5-Classroom  
Teachers  
2-Other Staff  
**AND**  
3-Parent