

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 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 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\
- 21st Century After School Programs
- 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 Upper Campus.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: Madison Park Academy, Upper Campus
CDS Code: 1612596066450
Principal: Lucinda Taylor
Date of this revision: 6/10/2016

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: 400 Capistrano Drive Oakland, CA 94603	Telephone: 510-636-2701 Email: 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, 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 |

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: 4/26/16, 5/10/16

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 and Media Announcements, etc.)

Signatures:

<u><i>A. Lucinda Teyler</i></u> Print name of School Principal	<u><i>[Signature]</i></u> Signature	<u>5/26/16</u> Date
<u><i>Ivana Dominguez</i></u> Print name of SSC Chairperson	<u><i>Ivana Dominguez</i></u> Signature	<u>5-26-16</u> Date
<u><i>Ron C. Smith</i></u> Print name of Network Superintendent	<u><i>[Signature]</i></u> Signature	<u>5-31-16</u> Date
<u><i>Ruth Alahydoian</i></u> Ruth Alahydoian, Chief Financial Officer	<u><i>Ruth Alahydoian</i></u> Signature	<u>6-1-16</u> Date

2016-2017 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 ... General Purpose Discretionary #0000	\$211,575.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$452,686.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$129,172.23	TBD
TOTAL:	\$843,433.23	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$164,064.91	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$4,205.63	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$127,869.32	TBD
TOTAL:	\$296,139.86	\$0.00

ABOUT THIS SCHOOL

School Description

Madison Park Middle School, built in 1958, is part of an incubating campus, Madison Park Business and Arts Academy (MPA). 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 known 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, Atlantic Philanthropies (Rogers Foundation), Oakland Raiders, Oakland School Yard Initiative, and Alameda County Food Bank, just a few of our partners in this work of establishing and maintaining healthy 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 worked 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.

MPA, like many schools in Oakland piloted Springboard grades 6-8, and implemented Blended Learning, 4th grade through 12th grade. This year, we will pilot 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 socioeconomic, 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. 100% of our students will graduate high school and apply to at least one college by June of their graduating year. Each MPA high school student has a post-secondary plan submitted by January of their graduating year. Pride. Purpose. Perseverance. Possibilities.

School Demographics

Special Populations	% Female	% Male	% LCFF	% English Learners
	56.8%	43.2%	95.2%	25.8%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
	99.2%	7.9%		0.0%
Student Population by Race/Ethnicity	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	17.9%	0.0%	1.6%	77.4%
	Filipino	Pacific/ Islander	Caucasian	Multiracial
	0.0%	1.1%	0.5%	0.5%

STRENGTHS, CHALLENGES & ROOT CAUSES

Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
100% of students enrolled in dual enrollment passed the first course offered (Racism in America). We currently have 43 students enrolled in concurrent enrollment (Spring Semester course).	We have a high percentage of 11th grade students who are not on track to graduate. Specifically, 31 of 77 students are credit deficient. Site is expanding the discussion on ideas to support these students, that include a high number of EL's and SwD.	

Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
100% of student transcripts (9th-11th grade) are updated to reflect courses needed for graduate and A-G status. We have also instituted a "No D" Policy so that all graduating students will be A-G eligible (starting class of 2019).	As a new school, we need to develop strong partnerships with college access providers in the Bay (East Bay Consortium, East Bay College Funds, METS, Making Waves, E4FC, the Peralta System). These partnerships will ensure that we are serving all of our students by providing them with up-to-date college application information and access to local scholarships.	With the expansion of the high school, there has been inconsistency in grading. We need to develop a consistent policy for credit recovery.

Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
Incubating a TK-12 Vision.	Site climate culture as been impacted by the seperation of the establishing assistant principal, the current injury of current high school AP, and the site location of a incubating high school.	Our HS AP has been off on injury for most of the school year. Which has limited student accountability to school policies, and some teachers.

Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
We offer a great dual enrollment program that supports our students strongly.	We lack a unified vision of what rigor looks like across grades and curriculum. Our faculty would benefit from PD around rigor and standard grading policies.	Most HS teachers did not have access to content coaches. It also, has to deal supporting a population of second lanaguage learners to college readiness.

SCHOOL GOALS, TARGETS & THEORY OF ACTION

Schoolwide WASC Multi-Year Goals

- n/a

Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
Graduate Outcomes:	100% of MPA seniors will graduate from high school.	1: Graduates are college and career ready.	
Post-Secondary Readiness:	Our students are struggling with Algebra readiness, and reading on grade level.	2: Students are proficient in state academic standards.	

Climate and Culture:	Hire HS AP to implement and manage students/teachers climate and culture expectations related to school vision, policies, and practices. Address the need of an expanding high school and its families. Students are expressing a need to experience a larger high school culture, parents disagree. Our truant students see little accountability from our district partners.	5: Students are engaged in school everyday.	
Rigorous Academics:	Hire content coaches for the high school, and structure PD schedule that includes an emphasis on rigor, and what it is?	2: Students are proficient in state academic standards.	

Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
Graduate Outcomes:	A-G Completion	English Learners	n/a	100%	1: Graduates are college and career ready.	Graduation Rate
Post-Secondary Readiness:	SBAC Math	African- American Males	25%		2: Students are proficient in state academic standards.	SBAC Math
Climate and Culture:	Culture/Climate: Student	All Students			5: Students are engaged in school everyday.	Percent of Students Leaving
Rigorous Academics:	AP Course Performance	All Students	n/a		2: Students are proficient in state academic standards.	A-G Completion

School Theory of Action

MPA will continue to work on expanding high school options for students, and improving instruction through the used of expanded technology, with a lens on rigor. We will work on providing additional credit recovery options for struggling students. We will set high expectations for teaching and learning across the campus. MPA will align resources to expand the role of RJ on campus. MPA will provide access to pathways, while aligning support for students, and families in preparation for college.

1. Creating and aligning our Master Schedule, it is necessary to improve student achievement and access to pathways:
 - a. master schedule must start and end with student needs
 - b. provide relevant course work in college readiness
 - c. provide A-G course work inclusive of students interest
 - d. provide a structured business and art pathway with a gateway to these pathways evident in 9th grade, and specifically identified 10th-12th
 - e. Hire HQT high school teachers

2. Increasing student achievement must be at the heart of our PD plan:
 - a. providing relevant PD to support teaching and leaning
 - b. expand training on COI, we must learn to analyze, summarize, and modify instruction (DDI)
 - c. define "rigor" related to lesson planning, and assessments
 - d. what is differentiation?
 - e. adopt a common grading policy
 - f. adopt and implement fully CCSS/NCSS
 - g. create site content benchmarks
 - h. restructure current PD calendar to provide additional accountability
 - i. add administrative accountability to all grade level, and department PLC's
 - j. provide support/training for inclusion model
 - k. must incorporate a collaborative focus for Tk-12 teacher
 - l. Engage NY grades 3-12
 - m. How do we move from good to great as a school?

3. Expand community and family partnership
 - a. provide additional opportunities for community partners to invest time, resources, to support MPA students
 - b. schedule opportunities for community to surface on campus in innovative ways

4. Hire strong administrative leadership to support current vision
 - a. hire and secure an administrator that is interested in the collective work of student, teachers, and families of MPA

5. Create a school culture reflective of college going students
 - a. students boost high attendance
 - b. homework percentage is high
 - c. differentiation is evident in every classroom
 - d. teacher claim less about student motivation
 - e. create culture/climate activities that honor and celebrate student effort

SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
Instructional Improvement Strategy:	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.	Our students are struggling with Algebra readiness, and reading on grade level.	School Leadership & School Vision	
Culture & Climate Improvement Strategy:	Funds allocated to hire Assitant Principal or School Directors w/ RJ support to align schoolwide climate/culture expectations. Including ASP (Project Achieve, BACR) extend the enrichment, and intervention options.	Hire HS AP to implement and manage students/teachers climate and culture expectations related to school vision, policies, and practicies. Address the need of an expanding high school and its families. Students are expressing a need to experience a larger high school culture, parents disagree. Our truant students see little accountability from our district partners.	Equity/Access/Achievement	
Pathway Development/Implementation Strategy:	Pathway Coach to support building business and art pathways. Support Pathway Professional Development for teachers.	100% of MPA senior will graduate from high school.	Personalized Student Support	

SCHOOLWIDE PRACTICES

Select Key Practices:

- Every (Math) teacher will have a content coach
- Hire Parent Coordinator to support Parent Center, and parent needs
- Hire administrative support to lead the expansion work at the high school.
- Year Staff retreat, Weekly PLC time with staff, district, department, and team,
- Native American Heath Center
- COST Team Coordinator - Clo Escudero -

- Attendance Committee to meet weekly
- Administrative Team weekly checkin
- GED Teacher funded
- Parent/Student/Teacher Conferences held 2x a year
- Student select pathways supported by pathway coach, counselor, and teacher leaders.
- AAMA - to play a role in the support of our lowest performing, and highest discipline students offering mentoring, and group support
- Advisory - Advisory 6-12 to support climate/culture goals
- Hiring 2 RJ Coordinators 1/Middle School, 1/High School Specific
- College and Career Center support for college readiness, application, concurrent/dual enrollment options
- ALL 8th grader to participate on a college tour
- Technology advancement to extend the learning time of our students 1:1 - 8th grade - 12th grade; including Blended Learning, Content Software, Computer Maintenance, and technology expansion and integration supporting common core standards.
- Summer School, Credit Recovery, and intervention model
- Extended Day Contract for teachers
- ELL's supported through a high school by implemting a Newcomer Program for 6-12.
- Fieldtrips to colleges, and content related locations
- Gate, AP, Principal Honor Roll Assemblies, Awards Night
- Site Teacher Professional Development, SSC Meetings, Wednesday ILT meetings, curriculum, training,
- WASC Membership
- Equipment Maintenance and copy machines
- Supplies/Postage
- Project Achieve After School Program - Extended Day, Enrichment, and Intervention Programs for students 6-12, until; 6pm.
- Supplemental/ansolaries; SpingBoard, Kahn Academy.
- Hire additional Pathway Teacher for High School to support Business and Art Pathway
- 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.

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$127,869.32	21st Century	Project Achieve After-School Program, extended day intervention and enrichment classes that support students 6-12.	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	215-1	215
\$129,172.23	After School Education & Safety (ASES)	Project Achieve After-School Program, extended day intervention and enrichment classes that support students 6-12.	Funds allocated to hire Assitant Principal or School Directors w/ RJ support to align schoolwide climate/culture expectations. Including ASP (Project Achieve, BACR) extend the enrichment, and intervention options.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	215-2	215
\$18,000.00	General Purpose Discretionary	Equipment Maintenance 4 copy machines that support teachers and staff on middle and high school campus. These machines support approximately 55 teachers.	Pathway Coach to support building business and art pathways. Support Pathway Professional Development for teachers.	A5.3: School Facilities	5610	n/a	n/a	n/a	215-3	215
\$10,000.00	General Purpose Discretionary	Support our RJ Program and paid salary for Ortega. RJ support for Upper campus.	Funds allocated to hire Assitant Principal or School Directors w/ RJ support to align schoolwide climate/culture expectations. Including ASP (Project Achieve, BACR) extend the enrichment, and intervention options.	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	215-4	215
\$30,000.00	General Purpose Discretionary	Consultant Contract for Chris Lee, support	Funds allocated to hire Assitant Principal or School Directors w/ RJ support to align schoolwide climate/culture expectations. Including ASP (Project Achieve, BACR) extend the enrichment, and intervention options.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	215-5	215
\$5,000.00	General Purpose Discretionary	Expend the support for Grade Level reading options on the upper Library. This will support our reading on grade level goal.	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.	A3.2: Reading Intervention	4200	n/a	n/a	n/a	215-6	215
\$10,000.00	General Purpose Discretionary	Using common classroom practices for climate/culture, PD, teacher practice and training, including supplies, BL, technology curriculum; that supports our low-performing, EL, SwD, Newcomers, Gate, and students reading below grade level to support grade level content standards 6-12.	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.	A3.4: Teacher Professional Development focused on Literacy	4310	n/a	n/a	n/a	215-7	215
\$5,000.00	General Purpose Discretionary	Teacher Professional Development for 2016-17.	Pathway Coach to support building business and art pathways. Support Pathway Professional Development for teachers.	A2.5: Teacher Professional Development for CCSS & NGSS	4311	n/a	n/a	n/a	215-8	215
\$133,575.00	General Purpose Discretionary	Teacher Extended Contract Middle School for 6th period extended day (\$15,000); High School extended contracts, APEX, 7th period credit recovery, and dual/concurrent enrollment options.	Pathway Coach to support building business and art pathways. Support Pathway Professional Development for teachers.	A2.10: Extended Time for Teachers	4399	n/a	n/a	n/a	215-9	215
\$50,000.00	LCFF Concentration	Using common classroom practices for climate/culture, PD, teacher practice and training, including supplies, BL, technology curriculum; that supports our low-performing, EL, SwD, Newcomers, Gate, and students reading below grade level to support grade level content standards 6-12.	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.	A2.8: Data & Assessment	4399	n/a	n/a	n/a	215-10	215

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$48,848.30	LCFF Supplemental	MS Stip Sub = Ms. Santos	Funds allocated to hire Assitant Principal or School Directors w/ RJ support to align schoolwide climate/culture expectations. Including ASP (Project Achieve, BACR) extend the enrichment, and intervention options.		n/a	TEACHER STIP	TCSTIP9999	1	215-11	215
\$403,837.70	LCFF Supplemental	Using common classroom practices for climate/culture, PD, teacher practice and training, including supplies, BL, technology curriculum; that supports our low-performing, EL, SwD, Newcomers, Gate, and students reading below grade level to support grade level content standards 6-12. We will also fund using these surplus dollars the following positions: (1) High School RJ Coordinator - \$75,000; (1) High School Pathway Coach \$88,000; and (1) Clothilde Escudero - Community Parent Organizer \$86,000.	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.	A1.1: Pathway Programs	4399	n/a	n/a	n/a	215-12	215
\$13,764.77	Measure G (School Libraries)	Site Labor Expenses - Ms. Lockett	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.	A3.2: Reading Intervention	n/a	LIBRARY CLERK SR	LBCLKS0013	0.25	215-13	215
\$7,235.23	Measure G (School Libraries)	Expend the support for Grade Level reading options on the upper Library. This will support our reading on grade level goal.	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.	A3.2: Reading Intervention	4399	n/a	n/a	n/a	215-14	215
\$48,848.30	Measure G (TGDS)	Site Labor Expenses	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.		n/a	TEACHER STIP	TCSTIP9999	1	215-15	215
\$3,541.70	Measure G (TGDS)	Using Common classroom practices for climate/culture, PD, teacher practice and training, including supplies, BL, technology curriculum, that supports our low-performing, ELs, SwD, Newcomers, Gate, and students reading below grade level to support grade level content 6-12.	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.	A3.2: Reading Intervention	4399	n/a	n/a	n/a	215-16	215
\$76,016.09	Measure N Parcel Tax	TSAs/Pathway teachers to support Linked Learning (Business and Art)	Pathway Coach to support building business and art pathways. Support Pathway Professional Development for teachers.	A1.3: A-G Completion	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	0.79	215-17	215
\$96,222.90	Measure N Parcel Tax	TSAs/Pathway teachers to support Linked Learning (Business and Art)	Pathway Coach to support building business and art pathways. Support Pathway Professional Development for teachers.	A1.3: A-G Completion	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	1	215-18	215
\$96,222.90	Measure N Parcel Tax	TSAs/Pathway teachers to support Linked Learning (Business and Art)	Pathway Coach to support building business and art pathways. Support Pathway Professional Development for teachers.	A1.3: A-G Completion	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	1	215-19	215
\$96,222.90	Measure N Parcel Tax	TSAs/Pathway teachers to support Linked Learning (Business and Art)	Pathway Coach to support building business and art pathways. Support Pathway Professional Development for teachers.	A1.1: Pathway Programs	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	1	215-20	215

Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$8,465.19	Measure N Parcel Tax	Using Common classroom practices for climate/culture, PD, teacher practice and training, including supplies, BL, technology curriculum, that supports our low-performing, ELs, SwD, Newcomers, Gate, and students reading below grade level to support grade level content 6-12.	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.	A2.3: Standards-Aligned Learning Materials	4399	n/a	n/a	n/a	215-21	215
\$76,570.00	Program Investment	Using common classroom practices for climate/culture, PD, teacher practice and training, including supplies, BL, technology curriculum; that supports our low-performing, EL, SwD, Newcomers, Gate, and students reading below grade level to support grade level content standards 6-12. We will also fund using these surplus dollars the following positions: (1) High School RJ Coordinator - \$75,000; (1) High School Pathway Coach \$88,000; and (1) Clothilde Escudero - Community Parent Organizer \$86,000.	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.	A1.3: A-G Completion	4399	n/a	n/a	n/a	215-22	215
\$41,360.13	Title I Basic	Site Labor Expense (SSC Approval)	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.		n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2006	0.4	215-23	215
\$122,704.78	Title I Basic	Using Common classroom practices for climate/culture, PD, teacher practice and training, including supplies, BL, technology curriculum, that supports our low-performing, ELs, SwD, Newcomers, Gate, and students reading below grade level to support grade level content 6-12. To hire a Newcomer Tchr. for High School Program. (SSC Approval)	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.	A4.3: Newcomer Programs	4399	n/a	n/a	n/a	215-24	215
\$4,205.63	Title I Parent Participation	Parent GED Program (SSC Approval)	Focus on Block Schedule to embrace learning with an emphasis on ELA/Math. Focus on relevant professional development that supports teacher growth in the use of rigor, BL, SpringBoard, and other curriculum related resources to support content standard mastery; to support EL's, SwD, low-income, AAM, students reading below grade level, and Gate, with a focus on college readiness, and community school practices.	A6.4: Parent / Guardian Volunteer Support	4399	n/a	n/a	n/a	215-25	215

MADISON PARK ACADEMY 6-12TH: SCHOOL – PARENT – STUDENT – COMMUNITY COMPACT

SCHOOL STAFF

We believe all students can learn, and we will do the following to ensure their success. Therefore, we will:

- Understand and reinforce all school rules and have students learn to resolve conflicts in positive ways.
- Set high expectations for all and communicate them clearly to all parents/guardians as partners in education on behalf of the child.
- Respond in a timely manner to any request for information.
- Regularly share with families your child's school-related concerns and progress.
- Teach appropriate standards-based skills/concepts and assign relevant work.
- Strive to address individual and cultural needs of each child.
- Support you in seeking resources to further assist in meeting your child's educational needs. Communicate homework, class work, and behavior and attendance expectations and progress.
- Communicate school-wide activities and events in regular classroom and school newsletter for parent/guardians.
- Provide a safe learning environment for all sites.
- Promote the use of technology as a means of supporting all students' individual learning needs.

Teacher _____

PARENT/GUARDIANS

We believe that parents and family are the child's first and most important teachers. We will encourage our child's learning and success in school. Therefore, we will:

- Read or hear all school rules of respect and follow them
- Bring and pick up our child on time everyday
- Make sure that our child gets adequate sleep and has a healthy diet.
- Provide a quiet place and time for our child to do homework, and we will ensure the homework is returned to school.
- Promptly respond to messages from our child's school.
- Help our child's school however we can.
- Read to our child or have our child read at least 30 minutes every day. High School reading time will be differentiated based on leveled reading.
- Limit the amount of time our child watches television and plays video games.
- Attend Back-to-School Night, Parent conferences, Open House, and other school events whenever possible.
- Talk with our child about his/her school activities every day.
- Contact the school whenever we have concerns. Volunteer at the school site.

Parents/Guardians _____

STUDENT

I believe that my education is important and that I can be successful in school. I will be a responsible learner. Therefore, I will:

- Attend school regularly, arriving on time, dressed appropriately and prepared with necessary supplies.
- Listen, follow school rules, always show respect, and be responsible for my own behavior.
- Be an active learner and do my best in class.
- Deliver information between school and home.
- Return my completed homework on time.
- Read at home for at least 30 minutes every day.
- Discuss what I am learning with my family.
- Ask for help when I need it.
- Limit the time I spend watching TV and playing video games. I will read and write instead.
- Make healthful choices and maintain a positive attitude.
- Be respectful to yourself and all adults

Student _____

Principal _____

COMMUNITY

Therefore, I will: Be a participant and be active representing the MPA

Community

Community _____

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 I 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 I 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 and Title I 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 and Title I Meeting to discuss monthly District calendar items that involve Title I.
- 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 and Title I Meeting to discuss monthly District calendar items that involve Title I.
- 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 and Title I 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 P.I.A.C. Meeting to discuss monthly District calendar items that involve Title I 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 and P.I.A.C. meetings as well as Parent and family workshops in the family resource center with the support of the family advocate.

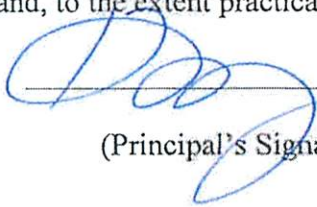
Accessibility

- 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 (12-10-15) 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.



(Principal's Signature)

1/25/16

(Date)

School Site Council Membership Roster – Middle School

School Name: Madison Park Academy
6-12th grade

School Year: 2015 - 2016

Chairperson: <u>Juan Dominguez</u>	Vice Chairperson: <u>Victoria Figg</u>
Secretary: <u>Mr. Langer</u>	*LCAP Parent Advisory Nominee: <u>Ana Garcia</u>
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
<u>Dr. Taylor</u>	<u>X</u>				
<u>Mr. Rodriguez</u>		<u>X</u>			
<u>Mr. Langer</u>		<u>X</u>			
<u>Ms. Brown</u>		<u>X</u>			
<u>Ms. Juana Dominguez</u>				<u>X</u>	
<u>Ms. Victoria</u>				<u>X</u>	
<u>Ms. Ana Torress</u>				<u>X</u>	
<u>Ms. Ana Garcia</u>				<u>X</u>	
<u>Mr. Isreal Figueroa</u>				<u>X</u>	
<u>Ms. Brittia Johnson</u>				<u>X</u>	
<u>Ms. Kennie McNeil</u>			<u>X</u>		
<u>Ms. Garrett</u>		<u>X</u>			

Meeting Schedule (day/month/time)	<u>12/3/15, 12/17/15, 1/21/16, 2/25/16, 3/24/16, 4/21/16, 5/26/16.</u>
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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 **Students are not required to be members of the Middle School SSC.**
- 5 Parent/community members cannot be OUSD employees at the site.

1-Principal
 4-Classroom Teachers
 1-Other Staff

 6-Parent /Community
Or
 3-Parent/Community
And 3-Students

(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.