



# 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:

<b>Contact:</b> Lucinda Taylor	<b>Position:</b> Principal
<b>Address:</b> 400 Capistrano Drive Oakland, CA 94603	<b>Telephone:</b> 510-636-2701 <b>Email:</b> lucinda.taylor@ousd.org

*The District Governing Board approved this revision of the SPSA on:*

6/29/2016

**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 type="checkbox"/> Title I Schoolwide Program                     | <input type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |                                       |
| <input type="checkbox"/> Title I Targeted Assistance Program            | <input type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input 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: \_\_\_\_\_

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

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|---|---|--|

### Signatures:

\_\_\_\_\_  
Print name of School Principal

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of SSC Chairperson

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name of Network Superintendent

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Ruth Alahydoian, Chief Financial Officer

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)**

**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 Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

**EXAMPLES:**

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

**TO BE COMPLETED:**

[illegible]

**2016-2017 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Base #0000</b>		TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>		TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>		TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>		TBD
<b>TOTAL:</b>	<b>\$0.00</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>		TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>		TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>		TBD
<b>TOTAL:</b>	<b>\$0.00</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

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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

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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.

### 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
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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.
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#### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
	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

- Please forward your WASC report to [Joanna.Vazquez@ousd.org](mailto:Joanna.Vazquez@ousd.org) and she will populate this section. (Related to LCAP Goal )
- (Related to LCAP Goal )
- (Related to LCAP Goal )
- (Related to LCAP Goal )
- (Related to LCAP Goal )

#### Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
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<b>Graduate Outcomes:</b>	100% of MPA senior will graduate from high school.		
<b>Post-Secondary Readiness:</b>	Our students are struggling with Algebra readiness, and reading on grade level.	2: Students are proficient in state academic standards.	
<b>Climate and Culture:</b>	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.	
<b>Rigorous Academics:</b>	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
<b>Graduate Outcomes:</b>	<b>On Track to Graduate</b>	All Students				
<b>Post-Secondary Readiness:</b>					2: Students are proficient in state academic standards.	
<b>Climate and Culture:</b>	<b>Attendance Rate</b>	All Students			5: Students are engaged in school everyday.	
<b>Rigorous Academics:</b>	<b>Culture/Climate: Staff</b>	All Students			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 use 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 learning
  - 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:				
Culture & Climate Improvement Strategy:				
Pathway Development/ Implementation Strategy:				
New or Emerging Design Feature #1:				
New or Emerging Design Feature #2:				
New or Emerging Design Feature #3:				
Established Signature Element #1:				
Established Signature Element #2:				
Established Signature Element #3:				