



School	Madison Park Academy	Contact *	Lucinda Taylor
School Address	400 Capistrano Drive	Contact Email	
Principal	Lucinda Taylor	Principal Email	lucinda.taylor@ousd.org
School Phone	510-636-2701	Recommended Grant Amount**	\$149,771
Actual 2018-19 Enrollment (6-8) (20 day count)	215		

*Grants will be distributed based on site-projected enrollment at the time that the grant is due. Final distribution of funds will be based on the prior year 20 day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

Summary of Approved Expenditures from 2018-19 (link to [2018-19 approved proposal](#))

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	0.8 FTE Drama Teacher -to increase access to drama, dance, chorus, and technical theater courses for our middle school students.	
2		
3		
4		
5		
	Budget Total (must add up to Current Grant Amount)	

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	1.0 FTE Drama Teacher -to increase access to drama, dance, chorus, and technical theater courses for our middle school students.	109,612.78
2	.35 FTE Art Teacher - to increase access to art, and alignment to our Digital Design	38,364.47

	Pathway	
3	Supplies for performances, floor mats, etc.	\$1,793.75
4		
5		
	Budget Total (must add up to Anticipated Grant Amount)	\$149,771

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
49.9%	50.1%	93.5%	11.3%	11.3%	32.1%	N/A

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
13%	0%	2%	80%	0%	1.4%	2%	0.8%

Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.	
Name	Role
Dr. Lucinda Taylor	Executive Principal
Colette Kang	Instructional Teacher Leader (ILT)
Jessica Tucker	Math Coach, TSA
Layne Hamilton	School Counselor

School Vision (insert here):

Our mission is to know all of our students well, and in so doing, provide them with engaging opportunities for relevant, authentic, interdisciplinary, project-based learning situations, both within and beyond our walls.

MPA 6-12 students shall experience a full service educational journey that cultivates resilience, develops innovative design agents of change that both reflect on and evaluate choices, while instilling the value of Pride, Purpose, Perseverance, Possibilities.

Middle School Measure G1 Self- Assessment:

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

Music (Rubric Score)	2017-18 (last yr)	2018-19 (this yr)	Art (Visual Arts, Theater, and Dance)	2017-18 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	Entry	Basic	Access and Equitable Opportunity	Entry	Basic
Instructional Program	Entry	Entry	Instructional Program	Entry	Entry
Staffing	Entry	Entry	Staffing	Entry	Entry
Facilities	Entry	Entry	Facilities	Entry	Entry
Equipment and Materials	Entry	Entry	Equipment and Materials	Entry	Entry
Teacher Professional Learning	Entry	Entry/Basic	Teacher Professional Learning	Entry	Entry/Basic
World Language (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings	Entry	Basic			
Communication	Entry	Basic			
Real world learning and Global competence	Entry	Basic			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	354		Suspension	SPF	SPF
ES Outreach Strategy Actions	Continued to build vertical alignment with our new high school pathways.		Chronic Absence	SPF	SPF - We have seen a positive improvement in our middle

					school attendance due to electives.
Programs to support ES students transition to MS	Advisory, camping trips, Cored ELA/Social Studies and		CHKS data (district only)		Data suggest student are happier at school.

REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s)	
Community Group	Date
SSC/Community Meeting	February 7, 2019

Staff Engagement Meeting(s)	
Staff Group	Date
Westerbek Buy-Back Retreat	January 25, 2019
Middle School Staff Meeting	January 30, 2019

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

The Goals of the Measure

- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2017-18 school year.

2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the

goals of the measure and that will lead to improved student outcomes.

3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric		
N/A Not yet.		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

2. Art Program

Programmatic Narrative Based on Rubric		
<p>While our initial hope was to hire one 0.4 FTE music and one 0.4 FTE art teacher, we were unable to staff those positions and were able to hire an excellent drama teacher who has launched our drama program. For the 2019-20 program, students will learned, designed, and contributed to all of the pieces of building productions. For example, to prepare for our fall production of <i>The Nutcracker</i>, Mrs. Seitu taught students line dancing, choral songs, acting, blocking, set design and building, and costume design, procurement. This programming continues with students choreographing a dance that they will perform our upcoming Black History Month Assembly and in a few months, and will put on <i>The Lion King</i> for our spring production. 2019-20 we will include the desire of students and staff for an .35 Art teacher in support of our high school digital design pathway.</p>		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$109,612.78	1.0FTE Drama and dance instructor	<ul style="list-style-type: none">• This teacher will continue to teach 4 class periods, each with between 20-52 students in grades 6-8, as well as have an advisory of between 15-25 students.• Based on the maximum class sizes mandated in the OEA Contract, the drama program will be able to

		<p>accommodate up to 168 students (drama classes may have up to 32 students in a class. Currently 47% of our 6th graders are in drama, dance, or technical theater, 26% of 7th graders, and 26% of 8th graders.</p> <ul style="list-style-type: none"> The drama program will have at least two major productions each school year (a minimum of one per semester), as well as perform at assemblies and community events.
\$38,364.47	.35 FTE Art Teacher	<ul style="list-style-type: none"> Art classes for 7th and 8th grade students aligned with our Digital Design/Art Pathway at the high school.
\$1,793.75	Supplies for these elective classes	

3. World Language Program

Programmatic Narrative Based on Rubric		
<p>Currently MPA does not offer a World Language Program. While several of our advisories regularly study world language with the Duolingo application, we do not plan to launch a formal World Language Program for the 2020-21 School Year. With limited funds we will not apply our fund to this year. However, we hope to build out a World Language Program in the next couple of years.</p>		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
<p>We learned our students are very interested in the arts, and enjoy music, dance and drama. We are expanding the exposure of these option to our rising 5th graders. Our parents also agreed our students should continue to participate in the options for electives.</p>		
Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Although many of our elective classes have been larger in size than our regular PE program, our teacher is strong and very talented. The school culture and climate has improved with the variety of elective options, and the students' ability to participate in programs not recently offered. Our attendance has improved over the previous year, and our school's Climate Culture Team is excited about how the G1 dollars have supported our students and their desire to participate in middle school electives like drama, dance, and theater. The inclusion of Art classes for the 2019-20 is another area of student interest and is aligned to our high school pathways.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Madison Park Academy, 400 Capistrano Drive, Oakland, CA 94603 (510)636-2701

School Site Council | Comité Escolar

SSC

Date: Thursday, December 13
Fecha:

Time/Hora: 3:15 pm

Place/Lugar: Library / Biblioteca

Agenda

1. Instate new SSC **staff**
member to replace Ms.
Correa

2. Measure G spending

3. Title one spending

4. Title one allocations for
Parent education

5. Miscellaneous budget items

1. Instate un nuevo miembro del
SSC Teacher para reemplazar a
la Sra. Correa

2. Medida G gasto

3. Gasto del título uno

4. Asignaciones del título uno
para la educación de los padres

5. Artículos varios de
presupuesto

DATE: 2/7/2019

3:15pm @ MPA Library

MPA SSC Meeting

Today's Agenda

<ol style="list-style-type: none">1. Welcome & Establish Quorum2. Review minutes from previous meeting3. Instate new SSC staff member to replace Ms. Correa4. Measure G spending5. Title one spending6. Title one allocations for Parent education7. Miscellaneous budget items8. Public input9. Next meeting	<ol style="list-style-type: none">1. Bienvenidos y Establecer Quórum2. Repasar los minutos de la reunión anterior3. Instate un nuevo miembro del personal del SSC para reemplazar a la Sra. Correa4. Medida G gasto5. Gasto del título uno6. Asignaciones del título uno para la educación de los padres7. Artículos varios de presupuesto8. Entrada pública9. Siguiente junta
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Documents provided:

Minutes

<ol style="list-style-type: none">1. Welcome Quorum established at 3:462. Review of minutes from previous meeting. Mr. LC motions to approve the minutes. Seconded by Ms. Wang.<ol style="list-style-type: none">a. Minutes from 12/13 are unanimously approved.3. Mrs. Williams motions to approve Ms. Torres, as alternate, to replace Ms. Correa as the non-teaching staff SSC member. Mr. Langer 2nds the motion.<ol style="list-style-type: none">a. Unanimous approval of Ms. Torres as SSC member.b. Mrs. Torres accepts the position as SSC member.4. We need to vote on the usage of measure G funds for the middle school to support the arts program. We funded a .8 FTE drama teacher, Mrs. Taiwo. This funding was \$83,021. The school site payed for the other .2 hours so she could be here the whole day. Our original intention was to hire 2 teachers, but we were only able to hire one because we only got half the allotment. Next year we will be given the whole allotment, \$149,771. We can budget for a .35 FTE art teacher to increase access to art and align with our digital design program.<ol style="list-style-type: none">a. Measure G total funding grant is: \$149,771b. To fund Mrs. Seitu at 1.0 FTE the total payment including benefits is 109,612.78.	<ol style="list-style-type: none">1. Quorum de bienvenida establecido a las 3:462. Revisión de actas de la reunión anterior. El Sr. LC hace una moción para aprobar el acta. Secundado por la Sra. Wang.<ol style="list-style-type: none">a. Las actas del 12/13 son aprobadas por unanimidad.3. La Sra. Williams hace una moción para aprobar a la Sra. Torres, como suplente, para reemplazar a la Sra. Correa como miembro no docente del SSC. El Sr. Langer aprueba la moción.<ol style="list-style-type: none">a. Aprobación unánime de la Sra. Torres como miembro del SSC.b. La Sra. Torres acepta el puesto como miembro del SSC.4. Necesitamos votar sobre el uso de los fondos de la Medida G para que la escuela intermedia apoye el programa de artes. Fundamos a una maestra de drama de .8 FTE, la Sra. Taiwo. Esta financiación fue de \$ 83,021. El sitio de la escuela pagó por las otras .2 horas para que ella pudiera estar aquí todo el día. Nuestra intención original era contratar a 2 maestros, pero solo pudimos contratar uno porque solo obtuvimos la mitad de la asignación. El próximo año recibiremos la asignación completa, \$ 149,7715. Podemos presupuestar un maestro de arte de .35 FTE para aumentar el acceso al arte y alinearlo con nuestro programa de
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<p>c. The .35 FTE teacher would cost \$38,364.47.</p> <p>d. Questions & Clarifications:</p> <ol style="list-style-type: none"> additional supplies for the art teacher will have to be handled through other the school's base funds, amounting to \$1,793.75 classified as non-salary supplies. Ms. Williams motions to approve this plan and hire a 1.0 FTE drama teacher and .35 FTE art teacher. Seconded by Dr. Taylor. Unanimous approval of this plan for G1 spending. <p>5. The title 1 spending window closes sometime before spring break. We need to make sure we decide on budget purchases before this window closes. Department leadership teams will confer for how to spend these funds.</p> <p>6. Title 1 for Parent ed.</p> <ol style="list-style-type: none"> The program from last year was moved to Esperanza, so we have funds freed this year, 1% of the total title I allotment. In previous years it was used for parent conferences, training, drug education, The use of these dollars need to be decided on by parents. This should be decided on before budget closes in mid March or April. We could do robocalls to inform parents about a meeting to make decisions about these funds. We could also send students home with surveys and notices about a parent meeting for decision. We want a group of parents that are involved and would benefit from the application of these funds. We should have a parent meeting in the next 2-3 weeks . One possibility would be a "Parent Cafe" with trainings on various relevant topics. Funding amount for parents is \$4,365.72. It cannot be used for food. Mr. Langer and Ms. Torres will work together to have a survey and informational letter sent out next week, and set a meeting time. Mr. Alvarado, 	<p>diseño digital.</p> <ol style="list-style-type: none"> La subvención de financiación total de la Medida G es de \$ 149,771 Para financiar a la Sra. Seitu a 1.0 FTE, el pago total, incluidos los beneficios, es de 109,612.78. El maestro de .35 FTE costaría \$ 38,364.47. Preguntas y aclaraciones: <ol style="list-style-type: none"> los suministros adicionales para el maestro de arte tendrán que ser manejados a través de otros fondos básicos de la escuela, que ascienden a \$ 2,158.22 clasificados como suministros no salariales. La Sra. Williams hace una moción para aprobar este plan y contratar a una maestra de drama 1.0 FTE y una maestra de arte .35 FTE. Secundado por el Dr. Taylor. <ol style="list-style-type: none"> Aprobación unánime de este plan para el gasto G1. La ventana de gastos del título 1 se cierra en algún momento antes de las vacaciones de primavera. Tenemos que asegurarnos de decidir sobre el presupuesto de compras antes de que se cierre esta ventana. Los equipos de liderazgo del departamento consultarán sobre cómo gastar estos fondos. Título 1 para Padres ed. <ol style="list-style-type: none"> El programa del año pasado se trasladó a Esperanza, por lo que tenemos fondos liberados este año, el 1% de la asignación total del título I. En años anteriores se usó para conferencias de padres, capacitación, educación sobre drogas, el uso de estos dólares debe ser decidido por los padres. Esto debe decidirse antes de que se cierre el presupuesto a mediados de marzo o abril. <ol style="list-style-type: none"> Podríamos hacer llamadas telefónicas para informar a los padres sobre una reunión para tomar decisiones sobre estos fondos. También podríamos enviar a los estudiantes a casa con encuestas y avisos sobre una reunión de padres para tomar una decisión.
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<p>who handles parent outreach would also be good to bring in for input.</p> <p>vii. Examples of trainings: drug education, how to help your students with homework, EL classes, independent study process and effects of taking your child out of school, power dynamics with students especially when parents do not speak English and student often handles transactions</p> <p>7. No items have been submitted by departments yet for miscellaneous title 1 purchase. Dr. Taylor will request submissions.</p> <p>8. No public input</p> <p>9. Schedule the next meeting for the 1st Thursday in March, the 7th, at 3:45pm.</p> <p>10. Adjourn at 4:39</p>	<p>ii. Queremos un grupo de padres que estén involucrados y que se beneficien de la aplicación de estos fondos.</p> <p>iii. Deberíamos tener una reunión de padres en las próximas 2-3 semanas.</p> <p>iv. Una posibilidad sería un "Café para padres" con capacitaciones sobre diversos temas relevantes. La cantidad de fondos para los padres es de \$ 4,365.72. No se puede utilizar para alimentos.</p> <p>vi. El Sr. Langer y la Sra. Torres trabajarán juntos para enviar una encuesta y una carta informativa la próxima semana, y establecer un horario para la reunión. El Sr. Alvarado, quien maneja el alcance de los padres, también sería bueno para aportar información.</p> <p>vii. Ejemplos de capacitación: educación sobre drogas, cómo ayudar a sus estudiantes con las tareas, clases EL, proceso de estudio independiente y los efectos de sacar a su hijo de la escuela, dinámicas de poder con los estudiantes, especialmente cuando los padres no hablan inglés y los estudiantes a menudo manejan las transacciones</p> <p>8. Los departamentos aún no han enviado ningún artículo para la compra de títulos 1. El Dr. Taylor solicitará presentaciones.</p> <p>9. No hay entrada pública</p> <p>10. Programe la próxima reunión para el primer jueves de marzo, el 7, a las 3:45 pm.</p> <p>11. Levantamiento a las 4:39</p>
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Submitted by SSC Secretary, Karl Langer

Minutes for Previous SSC Meeting, for review

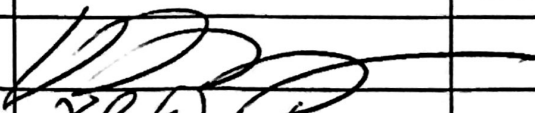
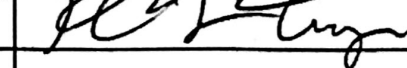
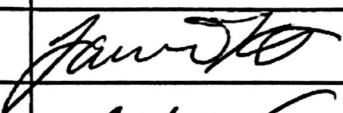
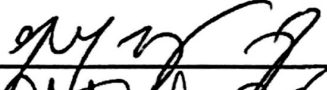
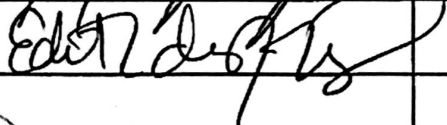
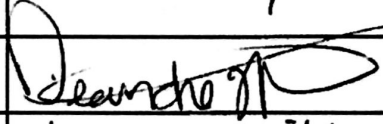
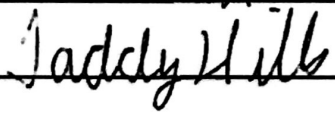
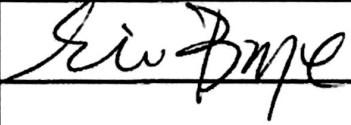
<p>1. Welcome and establish quorum at 3:27</p> <p>a. Present: Dr. Taylor, Karl Langer, Deandre Williams, Taddy Hills, Taiwo Seitu, Dianna Correa, Toby Goodwin, Jessica Maldonado, Alma Guzman, Pilar Mendez-Cruz.</p>	<p>1. Bienvenida y establecer quórum a las 3:27.</p> <p>a. Presente: Dr. Taylor, Karl Langer, Deandre Williams, Taddy Hills, Taiwo Seitu, Dianna Correa, Toby Goodwin, Jessica Maldonado, Alma Guzmán, Pilar Méndez-Cruz.</p>
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School Site Council

Sign-In

School: Madison Park Academy Upper Campus

Date: Feb. 7, 2019

Printed Name	Signature	Other Staff or Teacher	Parent or Student	Student
Principal: Dr. Taylor				
Teacher: Mr. Langer-Croager		✓		
Teacher: Mrs. Mendez-Cruz		✓		
Teacher: Mrs. Seitu		✓		
Teacher: Mrs. Wang		✓		
Other Staff: Mrs. Torres		✓		
Parent: Sra. Guzman			✓	
Parent: Mrs. Williams			✓	
Parent: Mr. Hills			✓	
Student: Jorge Rivera-Perez				✓
Student: Jessica Maldonado				✓
Student: Toby Goodwin				✓
Alternate: Elaine Byle		✓		



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure G1
Mid-Year Reflection 2018-19
Due: February 19, 2019**

School:	Madison Park Academy Middle School	Principal	Dr. Lucinda Taylor
School Address	400 Capistrano Drive Oakland, CA 94603	Principal Email:	lucinda.taylor@ousd.org
School Phone	510-636-2701	Grant Amount	\$76,965
2017-18 LCFF Enrollment (6-8)	354		

- Grant allocation is based on 2017-18 CALPADS enrollment of grades 6-8 Oakland Students, multiplied by the LCFF percentage of the given school.

Mid-Year Reflection on Approved Activities and Allocation of Measure G1 Funds

1. Music Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA - Currently MPA does not offer a Music Program.		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Music Program

Narrative: Progress Towards Anticipated Outcomes Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.
While we do not have an instrumental music program, Mrs. Seitu, our drama is working to launch a section of choir for the 2019-20 school year.

2. Art Program (PRELOADED)

Programmatic Narrative Based on Rubric		
Budget	2018-19 Activities	Anticipated Outcome

\$76,965	0.8 FTE Drama Teacher for MS Electives	<ul style="list-style-type: none"> • This teacher will continue to teach 4 class periods, each with between 20-52 students in grades 6-8, as well as have an advisory of between 15-25 students. • Based on the maximum class sizes mandated in the OEA Contract, the drama program will be able to accommodate up to 168 students (drama classes may have up to 32 students in a class; choir and dance may have up to 52 students in a class). Currently 47% of our 6th graders are in drama, dance, choir or technical theater, 26% of 7th graders, and 26% of 8th graders. • Drama, Dance, Choir and Technical Teacher classes will continue to meet 5 times a week during the regular school day, 50 min. a day Mon., Tues., Thurs., Fri., and 32 min. on Wed., totaling 232 minutes per week.
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Mid-Year Reflection: Art Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

We hired a 1.0 drama teacher .08 FTE G-1; .02 FTE MPA to ensure a lasting program. Mrs. Seitu have taught all of our middle school drama sections this year, close to 75% of our students, which are very popular with students. For example, to prepare for all fall production of *The Nutcracker*, Mrs. Seitu taught MPA students line dancing, choral songs, acting, blocking, set design and building, and costume design, procurement. This programming continues with students choreographing a dance that they will perform during our upcoming Black History Assembly, and in a few months, will put on *The Lion King* for our spring performance.

In addition to being able to choose from drama, dance, technical theater electives, MPA Middle School students were offered, basketball, soccer, study hall and Read 180 intervention classes.

3. World Language Program (PRELOADED)

Programmatic Narrative Based on Rubric		
NA		
Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: World Language Program

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

2. 5th to 6th Grade Enrollment Retention (PRELOADED)

Programmatic Narrative Based on Data Analysis

[Required: Please reflect on school enrollment data here]

Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: 5th to 6th Grade Enrollment Retention

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

3. Safe and Positive School Culture (PRELOADED)

Programmatic Narrative Based on Data Analysis

N/A

Budget	2018-19 Activities	Anticipated Outcome

Mid-Year Reflection: Safe and Positive School Culture

Narrative: Progress Towards Anticipated Outcomes

Required: Please articulate what in your plan has happened thus far. How is your school progressing towards the anticipated student outcomes? Please include successes and challenges.

Our students were excited about participating in electives this year. Unfortunately, because our G1 budget was cut in half, we were only able to hire one FTE, giving students limited choices in their electives. Additionally, we had to completely cut the music, and art, and cultural incentive programs we had planned, liked reviews and celebrations for our students.

Madison Park Academy
Whole School Professional Development
Westerbeke
January 24 - 26th

Mission/Vision

Our mission is to know all of our students well, and in so doing, provide them with engaging opportunities for relevant, authentic, interdisciplinary, project-based learning situations, both within and beyond our walls.

MPA TK-12 students shall experience a full service educational journey that cultivates resilience, develops innovative design agents of change that both reflect on and evaluate choices, while instilling the value of Pride, Purpose, Perseverance, Possibilities.

[Electives.](#)

[Slide decks](#)

[Westerbeke Topic Brainstorm](#)

Time	Agenda THURSDAY NIGHT	Facilitator /Materials
6:30 - 7:30 60 min	Dinner Westerbeke Intro	Westerbeke Jill
7:30 - 9:00	<p>Objectives: I can build community with my Colleagues I can integrate my educational beliefs to support Madison Park community to reach our goals.</p> <p>Video of Students about Teachers (5 min)</p> <p>Story of MPA and Sobrante (15 min)</p> <ul style="list-style-type: none"> - How we got here - Where are we at this year? (SRI, Attendance, etc) <p>Activity: Individual Vision and Impact (30 min)</p> <ul style="list-style-type: none"> - Individual time (20 min) <ul style="list-style-type: none"> - Show exemplar - Purpose: What is your history? How did you get here? - Stand up, Hand Up, Pair Up <p>Take Off: Team Builder Jill</p> <p>Goals: Where are we and where are going? (30 min)</p> <ul style="list-style-type: none"> - Overview - Ending Activity <p>Video: Students about Teachers (5 min)</p> <p>Logistics</p>	<p>Lucinda</p> <p>Jill/Catie</p> <p>Lucinda</p> <p>Jill</p>

Madison Park Academy
Whole School Professional Development
Westerbeke
January 24 - 26th

Mission/Vision

Our mission is to know all of our students well, and in so doing, provide them with engaging opportunities for relevant, authentic, interdisciplinary, project-based learning situations, both within and beyond our walls.

MPA TK-12 students shall experience a full service educational journey that cultivates resilience, develops innovative design agents of change that both reflect on and evaluate choices, while instilling the value of Pride, Purpose, Perseverance, Possibilities.

	<ul style="list-style-type: none">- Breakfast and start time- Rooms- Departures	
9:00 +	Fun Time	

Middle School Bell Schedule (Assuming we have the current schedule + 2 other options)

5 minutes: Intro/Framing. Suggestion based.

10 minutes: Current Bell Schedule. Pros/Cons→ Turn and Talk. Group Share Out. Add feedback to poster. Have notetaker.

5 minutes: Options 2 & 3. Scan each.

10 minutes: Pros/Cons of Option 2. Turn & Talk. Group Share Out. Add feedback to separate poster. Have notetaker.

10 minutes: Pros/Cons of Option 3. Etc.

5 minutes: Any other schedule options?

5 minutes: Vote-ocracy.

5 minutes: Closing. → Feedback will be used to rethink and ultimately decide what schedule middle school has.

G1- Electives

High school -

Double block

Intervention

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Objective: We can collectively define the “MPA way” and move toward policies that ensure we are enacting this

Time	Agenda FRIDAY	Facilitator /Materials
8:00 am - 9:00 am 60 min	BREAKFAST	
9:00 am - 9:35 am	Review Agenda; Process Checker, timekeeper and notetaker. Appreciation Circles (Kyle)	Taylor Kyle
9:35 am - 9:50 am	Video: Students about Teachers (5 min) Positive Culture and Climate: Why the 4 P's <ul style="list-style-type: none"> - Why the 4Ps? - History of Pride, Perseverance, Purpose, Possibilities - Choose a 4 P and discuss how that P showed up in your educational experience. Example: Pride: As a freshmen we had to flap our wings through the upperclassmen. 	Annie Taylor
9:50 am - 10:20 am 30 min	Culture and Climate: Where are we now? MPA Upper URF Data 1/2019 Objective: I will better understand the data informing the theory of action and give next steps for culture and climate team to inform our work. <ul style="list-style-type: none"> - What are pitfalls of reviewing this data? - How can we use this data to inform our decisions around school climate and culture? - Process: Noting and Wonderings and Next Steps in each group <ul style="list-style-type: none"> - Share out top 3 in each area for each group 	Francisco/ Cecilia
10:20 am -	Break: Bio Break	

10:35 am		
10:35 am - 11:35 am	<p>Role Play: #1: Disrespect: Yelling</p> <ul style="list-style-type: none"> - Reflect: What did I notice? How did you feel? - Dyad - 2 each : At what point was the student disrespected? At what point was the teacher disrespected? How should the teacher have responded differently? - Repair the harm <p>Discussion: What is respect and what is disrespect? (Inside/Outside Circle?)</p> <p>OBJECTIVE: Potentially reduce 'disrespect' referrals. Help new teachers reflect to understand that additional communication is needed before a referral // build deeper understanding of how to build respect in classroom.</p> <ul style="list-style-type: none"> - What does respect mean to you? - What does respect mean to students? - Talk about a time you felt disrespected? How did you feel? How did you respond? - Talk about a time you felt disrespected by a student (either interpersonally or by their behavior)? How did you feel? How did you respond? Was there anything different you could have done in that moment? - In a moment of conflict with a student, Is it possible the student felt disrespected by something you said or did? - How have you repaired harm that has occurred between you and a student? And if you have not, what prevented you from doing so? <p>Role Play: #2: Sarcasm</p> <ul style="list-style-type: none"> - Reflect: What did I notice? How did you feel? - Dyad - 2 each : At what point was the student disrespected? At what point was the teacher disrespected? How should the teacher have responded differently? - Repair the harm 	<p>Jill/Warren</p> <p>Slater/ Cecilia</p> <p>Cecilia/ Green</p>
11:35 am - 11:45 am	Game/Team Builder	
11:45 am -	Video: Students about Teachers (5 min)	

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12:00 pm	Process Check: Answer Parking Lot Review Agenda	
12:00 pm - 1:00 pm	Lunch	
1:00 pm - 2:00 pm	<p><u>MPA Culture and Climate Theory of Action (15 min)</u></p> <ul style="list-style-type: none"> - Philosophy of Culture, Climate and Discipline - Why RJ? Historical Why? Why for this community? - Successes and Challenges with RJ <ul style="list-style-type: none"> - Poll Anywhere <ul style="list-style-type: none"> - I feel comfortable holding community building circles. - I feel comfortable having restorative conversations with students. - I feel comfortable owning my mistakes in front of students. - I feeling comfortable mediating a restorative conversation between two arguing students. - Grade Level Teams <ul style="list-style-type: none"> - How do we build off initial trainings, what are the things staff need? - What have been the barriers to implementing RJ? - Planning time: Concrete plan for February to May to implementing community building circles. What supports do you need as a team? - Put on Spreadsheet to revisit in grade level meetings <ul style="list-style-type: none"> - Plan Community Circles for Feb, March, April, May <ul style="list-style-type: none"> - Ex; 1 in the month of February, 2 in March 3 in April, etc. - Plan for restorative conversations with students <ul style="list-style-type: none"> - Ex; 1 in the month of February, 2 in March 3 in April, etc. - Other ways to build community? - Supports/Training needed? 	<p>Cecilia</p> <p>Jill</p> <p>Slater</p>

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2:00 pm - 2:05 pm	Video: Students about Teachers (5 min)	
2:05 pm - 3:55pm	WHO IS THIS FOR then 5 year plan 50 Min Chalk Talk 10 Min Gallery Walk 60 Min: Select your group: “What do you need in order to achieve this goal?” → Ranking [may happen as leadership] Review 5-year Plan Protocol: big posters at different parts of the room (then point person) → Point person shares major elements → people migrate in groups & do a little ‘chalk talk’ → Then work time: what do we need in order to make this happen?	
3:55-5:30p m		
5:00 - 5:45	Gallery Walk Sharing Out Clarifying Questions	
5:45-6:30	Build out 5 year plan	
6:30 - 7:30	Dinner	
7:00 - 7:45	Planners + ^ Suggestion Uniforms + ^ (notes; what do we need to do for next year? SSR: MS: Proposal	

Saturday

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- Intervention
- Improve communication
- How are we using our \$? How do we know we are using it effectively?

Thursday
Circle

Friday 12:45-3:15

- Proposals
 - Planners
 - Bell schedule 'uniform
 - SSR
- Feedback and questions
- Break
- Next steps to make this happen
- Share
- Dotacracry on bell schedule
- Yes/No/Not yet on SSR, Planners,
- [RJ at Fremont High](#) (6.25 min)

Time	Agenda Saturday	Facilitator /Materials
8:00 am - 9:00 am 60 min	BREAKFAST	
9:00 - 12:30	Review Westerbeke List & Wednesday Listening Session Feedback Notes	

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	Identify where to address concerns	
	Plan out remaining PD for the year	

Norms

Norms:

1. Arrive on time and end on time
2. Equity of voice (step up, step back)
3. Respect speaker: one mic, one voice
4. Be present (put away tech)
5. Assume best intent

Outcomes

- Provide input into school policies and systems which include, middle school bell schedule, uniforms,
- Identify and create an action plan to retain teachers
- Analyze tardy data and create next steps
- Build out the 5 year plan and program of study
- PD for next year
- Analyze effectiveness of current programs and resources
- SSR, planners
- Advisory; reflect and refine

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Tardy Policy

- As it exists: protocol
 - 10 mins or more: sign in & get a tardy pass
 - Advisory: Claudia / Taylor
 - After advisory: attendance office
 - *Q for Torres: what do we do with sign ins?*
 - Cumulative: 6 hours = 1 day of 'absence'
- Documentation + consequences
 - Chronic tardies/absences: attendance contract → SART & SARB → if violation, need to see improvement in 30 days → legal docs filed w/ SART/SARB (district attorney) → court determines if family in violation; parents can be cited

Data review

- How to see if your student is chronically tardy (p1)
 - Go to OUSD Data → Attendance Tracker → Select site → Select teacher name → see total Tardies
 - We want real data!!!
- How to see if your student is chronically tardy (any period)
 - Go to Aeries → Student Data → Attendance → scroll down to see the period you have that student
 - G-1 Electives and teacher input and feedback. Will this align to our pathways? Teacher input and feedback? Will the Art class reduce the class load for Ms. Tawio?

Goal

- SPSA: Student attendance will increase to 97%
 - Currently: averages close to 96%
 - Expectation: if people are consistently implementing tardy policy, then we will have accurate numbers AND we can follow through the process seamlessly AND hopefully attendance will go up
- Next steps: Whatever the policy is (10 mins+ late) → be consistent with the protocol to own/hold it

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Madison Park Academy
2018 - 2019

Westerbeke

Purpose of Westerbeke

- × Build Community
- × Create shared outcomes to reach Mission and Vision
- × Include teacher voice in direction of school
- × Develop SPSA goals with input



Mission/Vision

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1. [Tom Hanks](#)
2. [Zendaya](#)
3. [Clint Eastwood](#)
4. [Mark Curry](#)
5. [Mahershala Ali](#)
6. [Shemar Moore](#)
7. [Bruce Lee and](#)
[Brandon Lee](#)
8. [Lyndsy Fonseca](#)
9. [Mark Hamill](#)
10. [Tony, Toni, Tone'](#)



Sobrante Park

- × Sobrante Park is a neighborhood located in East Oakland, which is partially separated from the rest of the city by two railroad tracks and the San Leandro Creek. In 1910, Oakland had the largest African American population in the East Bay.
- × Post WWII the US government invested large sums of money on defense and into the Oakland shipyards
- × During 1990-2000 East Oakland had a rapid increase of 132% Latino population.
- × In the early 2000's, according to the U.S. Census, 50% of East Oakland residents were black.

Sobrante Park, Oakland

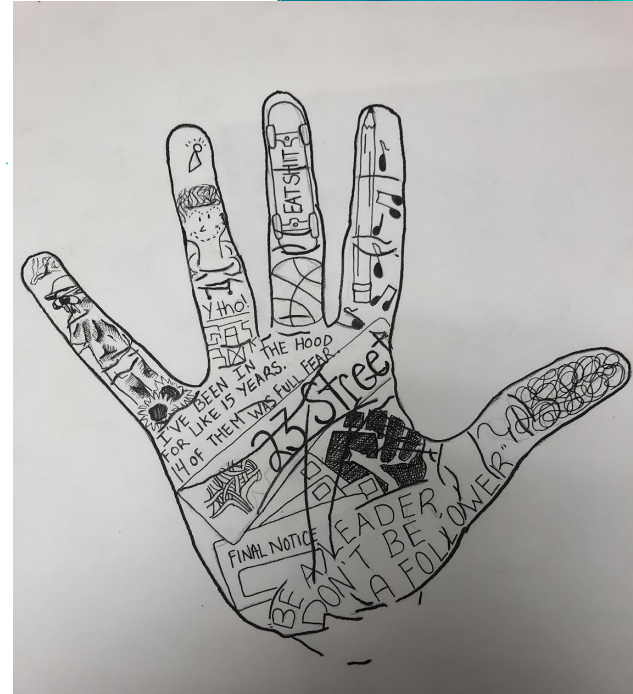
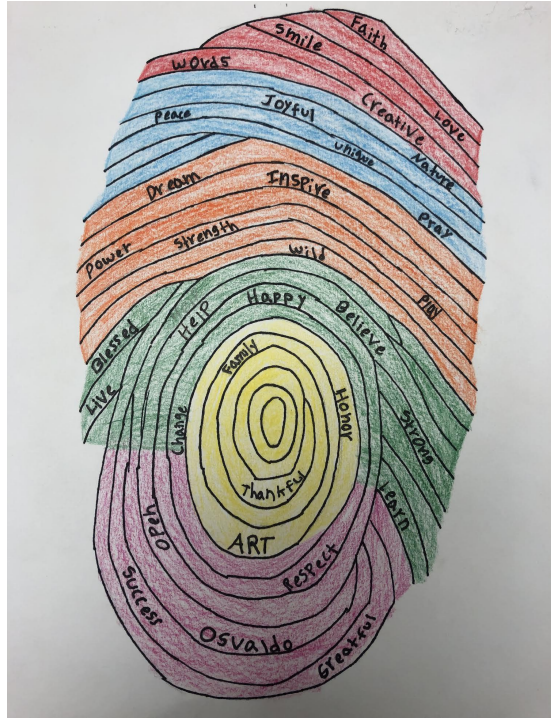
- × Madison Junior High School 7th - 9th grade was built in 1956
- × Around 1981 the OUSD voted to move 9th grade to high school, and Madison Middle School was established, as a 6-8
 - Entire school population was African American
- × 2007 - When I arrived...small school movement in Oakland
- × 2013 OUSD school board approved the expansion of Madison Middle from a 6-8, to a 6-12
- × 2014, Madison Park Academy became a TK-12
- × Oakland taxpayers approved a bond to build the 22M dollar high school building opening to students 2019.



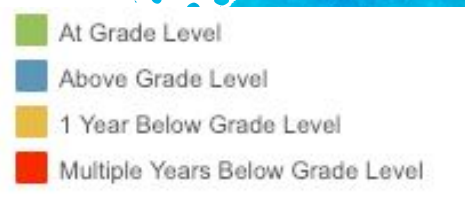
How did you get here?

1. How did you get into education
2. Why MPA?
3. Influences in your life



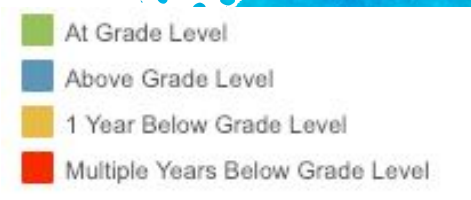


	Objective	Key Result #1	Key Result #2	Key Result #3
Language and Literacy Goal	All MPA students will increase reading levels through intervention and exposure to reading grade-level content; reading and writing will be consistent in all classrooms.	20% reduction of students reading multiple years below grade level on SRI	50% of students show an improvement on their HWT writing rubrics	All students in Read 180 classes are reading text ~50% of the time in the period
Rigorous Academics Goal	All students understand what they are learning and what proficiency looks like.	90% of students can answer “What are you learning” by referencing learning target.	90% of students can answer what “mastery looks like...”	90% of students can answer “I’m currently at... towards mastery” or “I’ve mastered the learning target” and can provide evidence.
Work-Based Learning Goal	All MPA students will have at least two work-based learning experiences per year	100% of students participating in a CTE Pathway Graphic Design/Engineering and will gain experience in these pathways	20 students will participate in internships related to graphic design and engineering.	100% of our 6-12 students will have an advisor.
Comprehensive Student Supports Goal	All MPA students will attend class regularly so that they are college and career ready. Students will receive both in class and out of class intervention supports to address learning difference and social/emotional needs.	Students attendance will be at 97%.	Students will feel safe and cared about at school, as reported in a student facing survey. 80% of MPA teachers and staff will report they feel safe and supported.	Teachers will have strengthened their classroom interventions and supports with students. Students will have access to more social/emotional support.

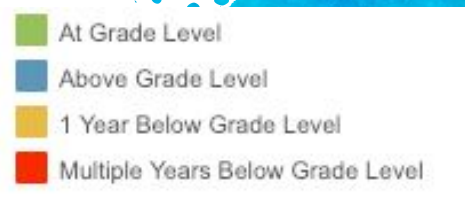


Academic Year	Admin	Network School Pathway	Grade Group	Student Group	Sum of Total	
2018-19	Fall	Madison Upper	Grade 9	All Students	118	<p>66.1% N = 78</p> <p>22.9% N = 27</p>
	MidYear	Madison Upper	Grade 9	All Students	106	<p>62.3% N = 66</p> <p>27.4% N = 29</p>

18 Students to move

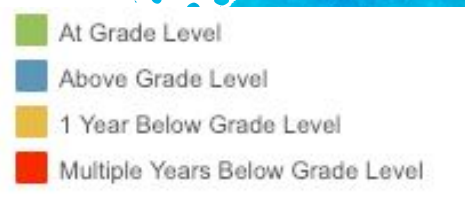


2 Students to move!!!



Academic Year	Admin	Network School Pathway	Grade Group	Student Group	Sum of Total	
2018-19	Fall	Madison Upper	Grade 8	All Students	118	<p>79.7% N = 94</p>
	MidYear	Madison Upper	Grade 8	All Students	113	<p>73.5% N = 83</p> <p>20.4% N = 23</p>

8 Students to move!!!

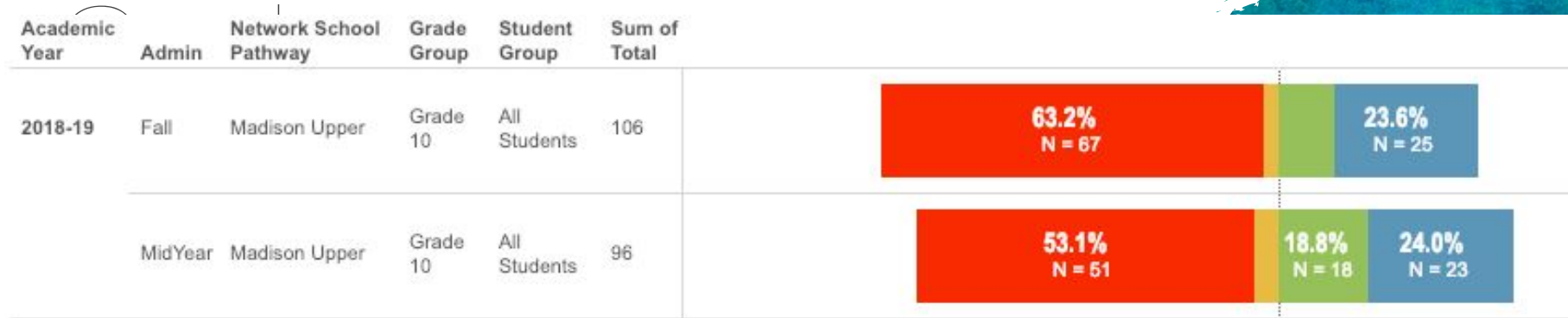
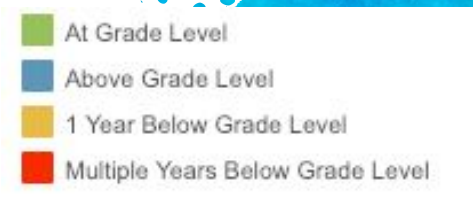


Data SRI 9th Grade

Academic Year	Admin	Network School Pathway	Grade Group	Student Group	Sum of Total	
2018-19	Fall	Madison Upper	Grade 9	All Students	118	<p>66.1% N = 78</p> <p>22.9% N = 27</p>
	MidYear	Madison Upper	Grade 9	All Students	106	<p>62.3% N = 66</p> <p>27.4% N = 29</p>

4 Students to Move!

Data: SRI 10th



Already Meet Goal!!!!

Data: SRI 11th



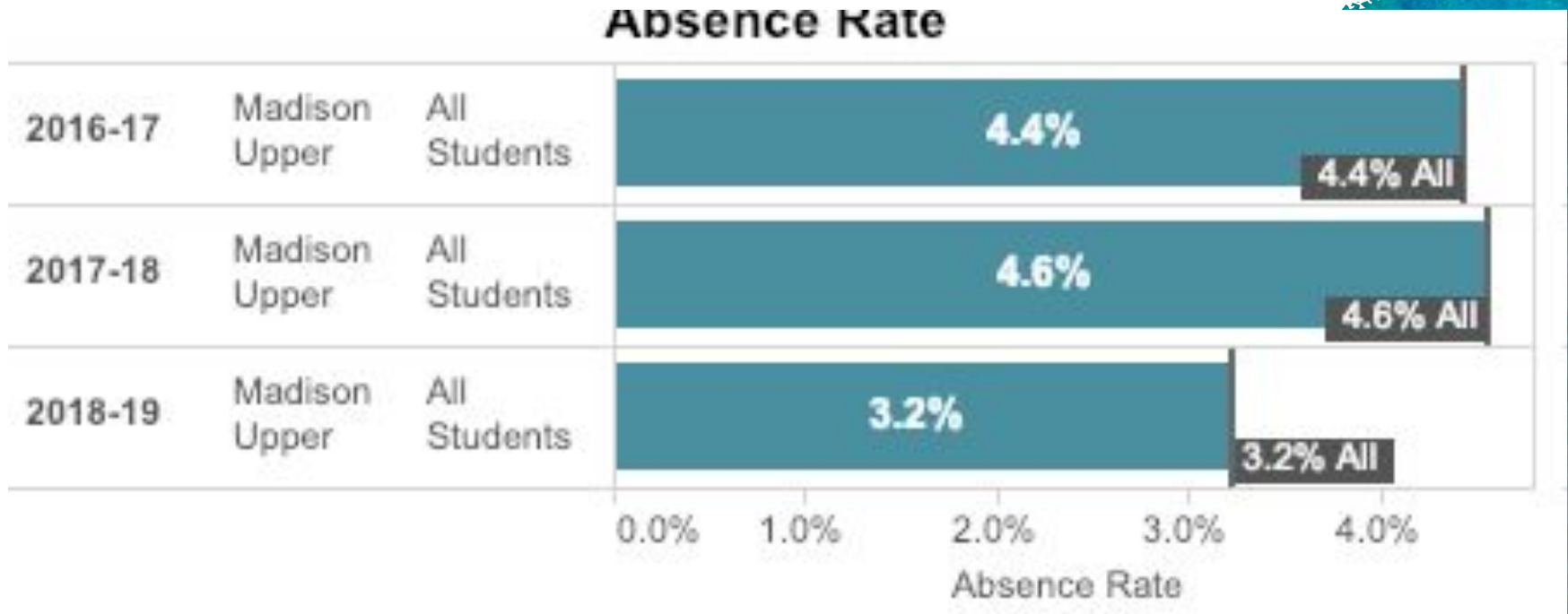
8 Students to move!!!

Data: SRI 12th



4 Students to Move!

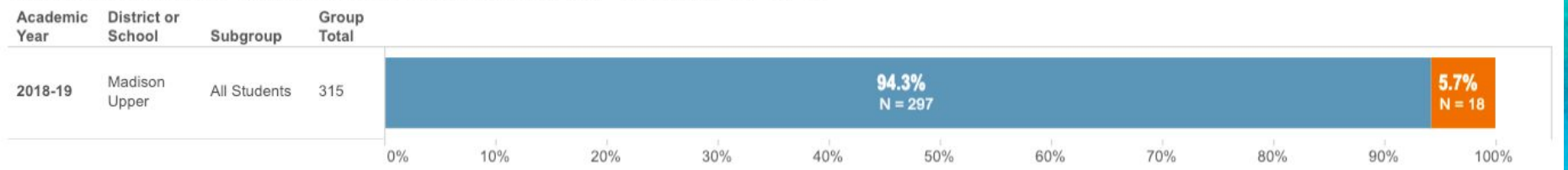
Currently at 96.8%
Goal: 97%



Work Based Learning Goal

100% of students participating in a CTE Pathway
Graphic Design/Engineering and will gain
experience in these pathways

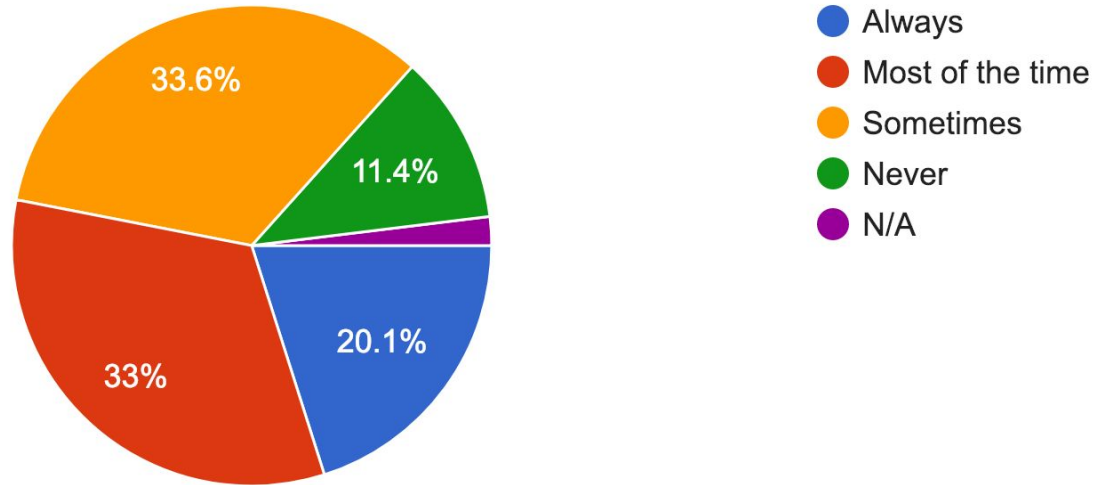
Percent and Number of Students Enrolled in a Pathway - Grade(s) 10, 11, 12



YES!!!!!!

I feel safe at my school.

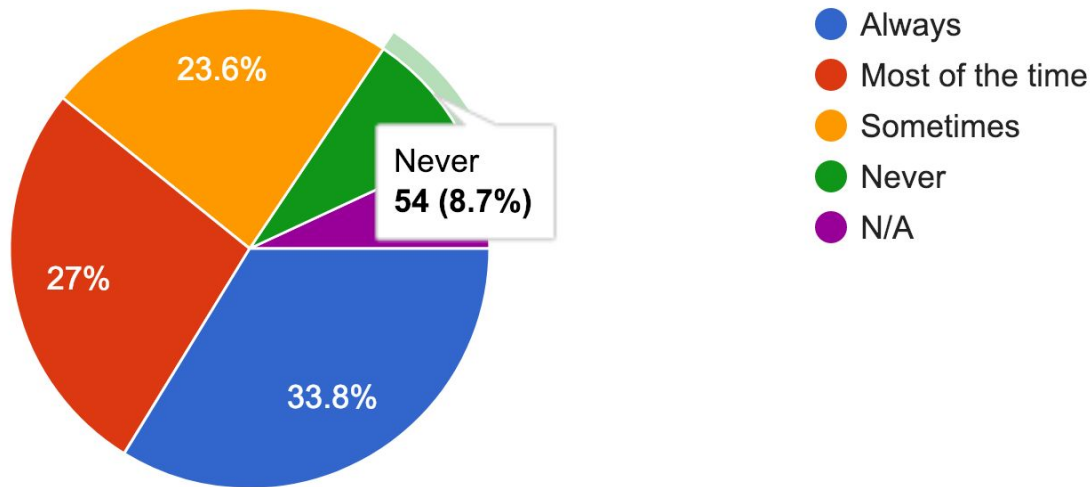
622 responses



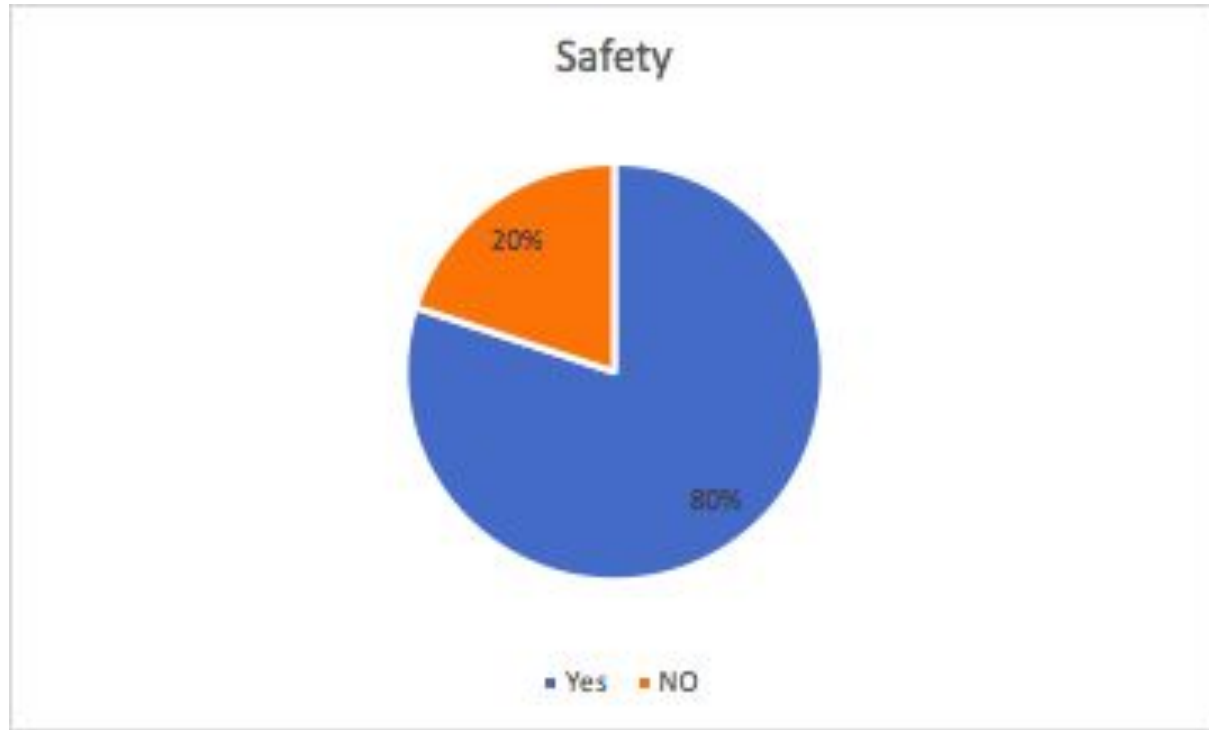
53% of Students Always or Most of the time Feel Safe at MPA

I have a teacher that believes in me.

622 responses

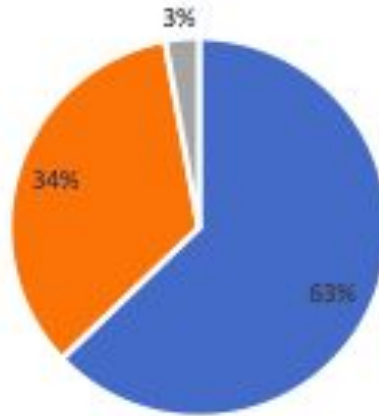


61% of students has a teacher that believes in them.



80% of Teachers feel safe at our school.

Someone at work encourages my development.



■ Yes ■ Neutral ■ No

63% of staff feel someone encourages their development

Closing Activity

We are almost there!

How have you contributed to our success?

To further our progress what can you do?



Closing

Exit Ticket Fist to Five

Process Check

Appreciations

Announcements






Madison Park Academy
2018 - 2019


Westerbeke

Appreciation Circle

The background of the slide is an abstract composition. On the left, there is a solid white area. To the right, a textured, painterly style background features a mix of vibrant blue, teal, and green hues. The textures include brushstrokes, splatters, and a halftone dot pattern, creating a dynamic and artistic feel.



**Review Agenda
Process Checker
Timekeeper
Notetaker**



Our goal is to create a **beloved community** and this will require a qualitative change in our souls as well as a quantitative change in our lives.

It is this type of spirit and this type of **love** that can **transform** opposers into friends. It is this love which will bring about miracles in the hearts of men [humans].

~ Dr. Martin Luther King Jr.

History of 4P

- Why the 4Ps?
- History of Pride, Perseverance, Purpose, Possibilities
- Write - Pair - Share: Choose a 4 P and discuss how that P showed up in your educational experience.
 - *Example: Pride: As a freshmen we had to flap our wings through the upperclassmen.*

Culture and Climate: Where are we Now?

[MPA Upper URF Data 1/2019](#)

Objective: I will better understand the data informing the theory of action and give next steps for culture and climate team to inform our work.



Process of Examining Data

In groups of 4-5 you will:

- Look at data individually and write on a stick note (10 min)
 - Noticing: What do you see about this data? What are the facts of this data?
 - Wonderings: What questions do you have about the data?
 - Possible Next Steps: What are some things we can do to address any issues?
- Share out in Group → put stickies on chart paper
- Choose someone to report out the top 3 in each area

Discussion: What is respect and disrespect?

OBJECTIVE: Potentially reduce 'disrespect' referrals. Help new teachers reflect to understand that additional communication is needed before a referral // build deeper understanding of how to build respect in classroom.



OFFICE HOURS:
TH, F 3:15-4:15

Need Me?

@msslater13
510) 684-0869
Chelsea.Slater@usd.org

try to understand
US - not be
US

Be authentic
Be genuine

We are teens going
through shit + jail
are adults.
WE ARE KIDS!

control
respect

Tbh, teachers
got their education,
so its not about
them its about my stuff -
US!

Answer
my
questions
+
help.

They
CANT TEACH
US IF THEY
FEAR US!

calm
conversation
no yelling

Be open
minded
they come to
us - its about
us not the
teacher

don't
fart
here
to save
anyone

grades should
be based on
content knowledge
not behavior
attendance

Don't
be
condemning

connect
with
me.
(math isn't
the only thing
in the world)

Don't
assume

Put your
Emotions
(personal) away

Know Your
Content

Let me
just ask
the question

take our
side

don't just
hire whoever
Be adults - put your
pride aside.

ego + NO.

they listen
to opinions
need us
better

tell you you're
doing a good
job.

Not bossing
me around -
ordering

Knowing we all
learn differently

not just
trying to under-
stand us - knowing
us b/c they don't be
long

not stereotyping
Black/Brown
Students.

say
"good morning"
"hello"
TALK TO
US.

don't
touch us





MPA Culture & Climate Theory of Action

Jan 2019

MPA Philosophy of Culture, Climate and Discipline

We strive to build a school community that is loving, culturally responsive, transformative, and responsive to students and staff. It is a community that celebrates traditions, values student experience and expertise, and utilizes routines, structures, and restorative practices that foster growth, academic scholarship and leadership.

MPA Way of Discipline

- × Purpose is to give young people tools necessary for academic success and personal growth, not to punish for punishment's sake.
- × We have high standards for students at MPA and will hold them accountable.
- × Discipline is developmental rather than punitive; normal part of adolescent development.
- × To interrupt the school to prison pipeline for youth of color by using humanizing language.



MPA Way of Discipline

- × Give consistent messages that all students can make the right choices for success.
- × Seek to understand, as opposed to seeking to blame.
- × Honor that behavior is often related to bigger issues or events in students' lives connected to home, family, and community.
- × Restorative and reflective practices; a process which repairs harm to self, other and community and encourages empathy and communication.



Practices

Restorative Practices and Social Emotional Learning (SEL)

- × Social and Emotional Supports, Restorative Conversations

Authentic Adult/Student Relationships

Positive Behavior Supports (PBIS)

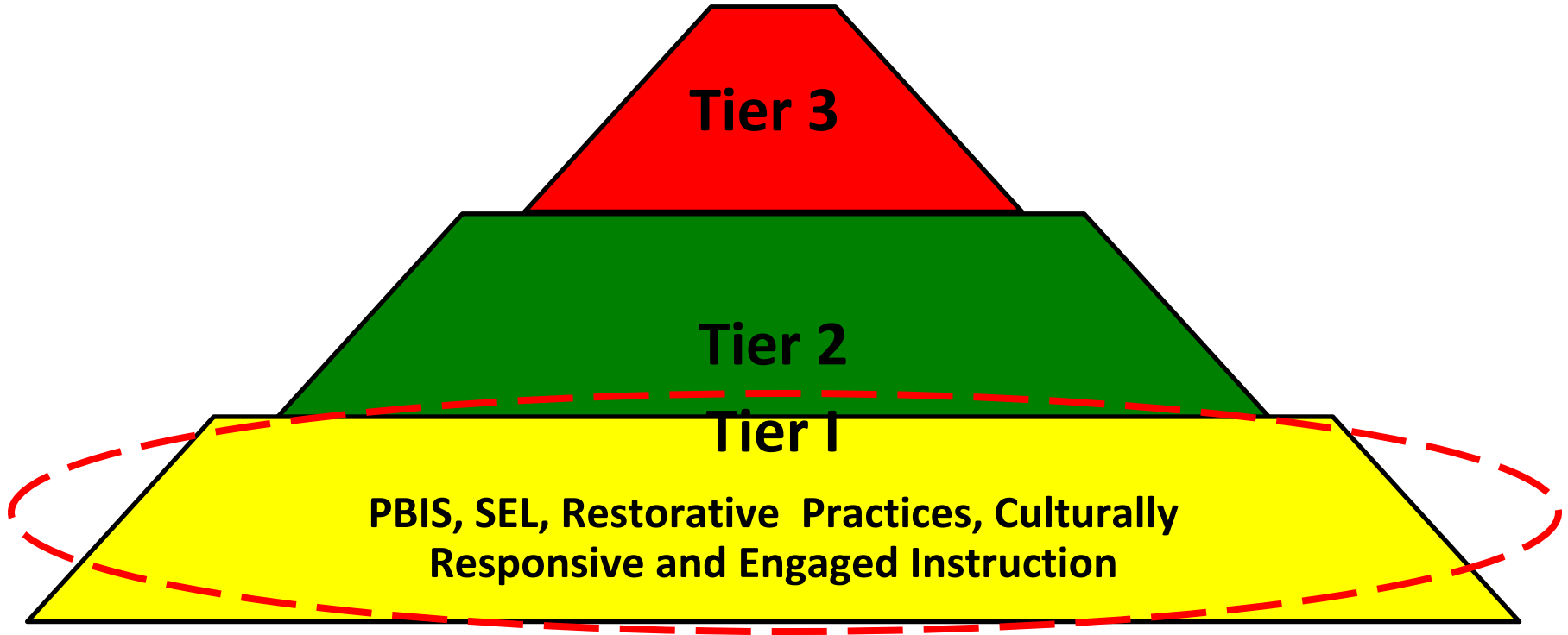
- × **Teach schoolwide positive behaviors and procedures/ Community Meetings**
- × **Positive reinforcement for all students**
- × **Consistent consequences for problem behaviors (Drug, 1 more)**
- × Effective procedures and supervision in non classroom areas
- × Effective Instruction and Classroom Management

Culturally Responsive and Engaged Instruction

Multi Tiered Systems of Support **(Tier 3 focus)**



EFFECTIVE TIER I SUPPORTS



Why Restorative Practices?

- History of Restorative Practices
- Why a strategy for OUSD?
- Why a strategy for our population?
 - 99% students of color (81% Latinx, 14% African -American, 99% Free and Reduced Lunch)
 - What MPA students say?



I feel comfortable holding community building circles.

Strong
Agree

Agree

Disagree

Strongly
Disagree

I feel comfortable having restorative conversations with students.

Strongly
Agree

Agree

Disagree

Strongly
Disagree

I feel comfortable owning my mistakes in front of students.

SA

Agree

Disagree

SD

I feeling comfortable mediating a restorative conversation between two arguing students.

SA

Agree

Disagree

SD

"If a child doesn't know how to read, we teach."

"If a child doesn't know how to swim, we teach."

"If a child doesn't know how to multiply, we teach."

"If a child doesn't know how to drive, we teach."

"If a child doesn't know how to behave, we... teach? ...punish?"

Why can't we finish the last sentence as automatically as
we do the others?

John Herner

Move to Grade Level Teams

- How do we build off initial trainings, what are the things staff need?
- What have been the barriers to implementing RJ?
- Planning time: Concrete plan for February to May to implementing community building circles. What supports do you need as a team?
- Put on Spreadsheet to revisit in grade level meetings
 - Plan Community Circles for Feb, March, April, May
 - Ex; 1 in the month of February, 2 in March 3 in April, etc.
 - Plan for restorative conversations with students.
 - Ex; 1 in the month of February, 2 in March 3 in April, etc.
 - Other ways to build community?
 - Supports/Training needed?

Learning Target Goal



End the night

What are you already doing how have you helped us to get here.

What can you do for the next 20 weeks.

What can you do to help reach the goals.

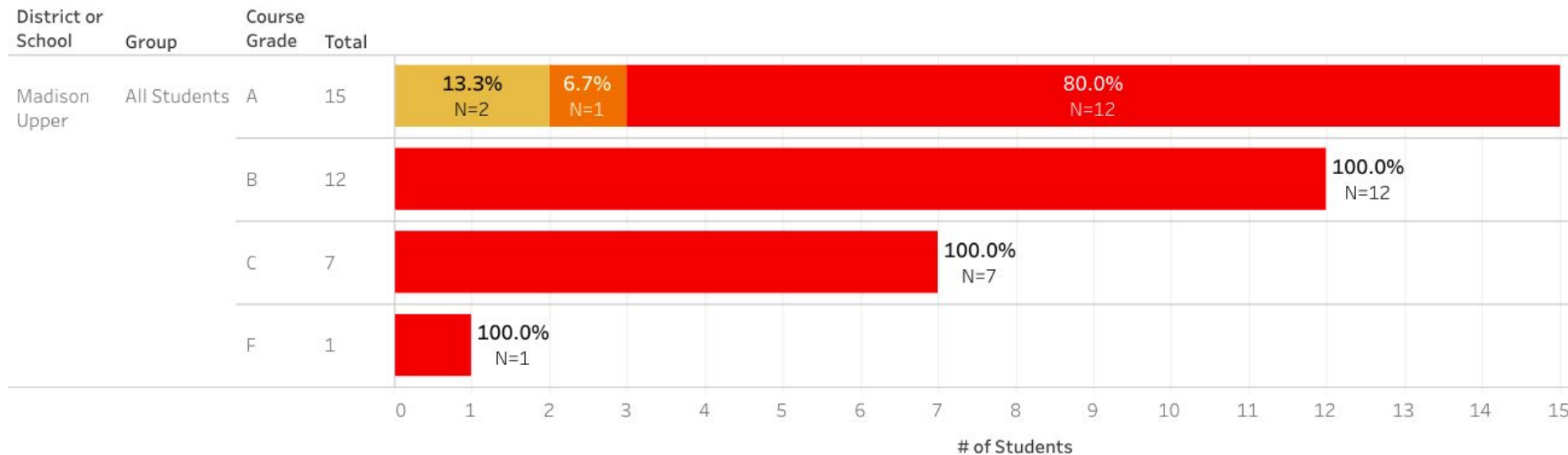


AP Calculus Scores (2016 - Present)

AP Score



Students Enrolled in AP CALC AB Taking the Calculus AB Exam



AP Calculus Enrollment

2016 - 2017 (Double Block): 14 Students

2017 - 2018: 8 Students + Lighthouse students

2018 - 2019: 28 Students

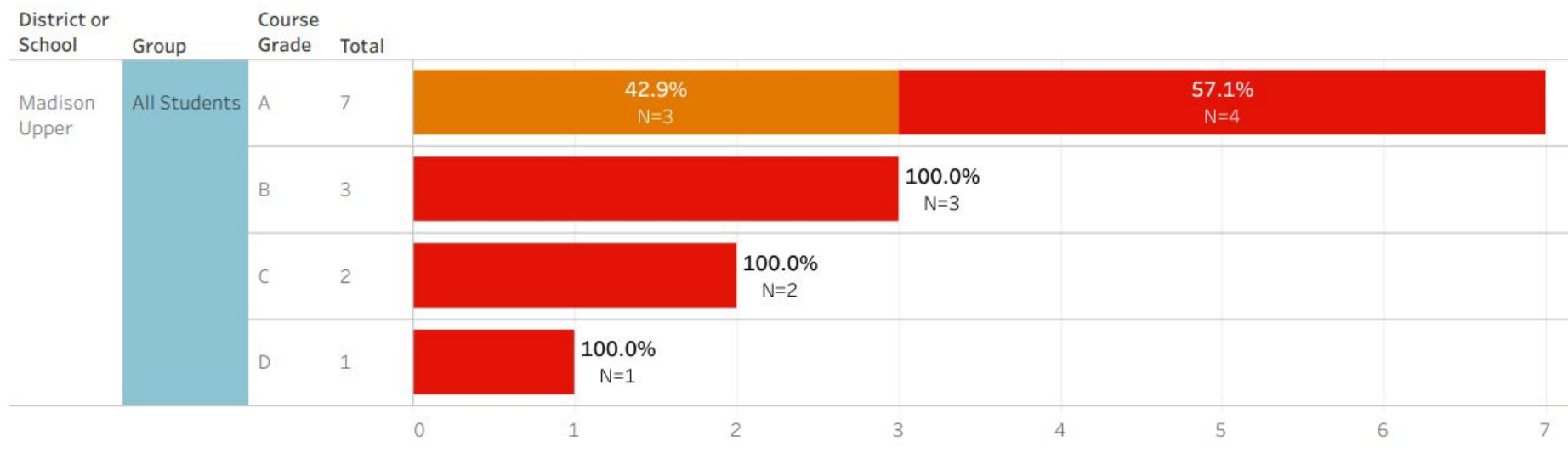
5 Females

9 Males



AP Environmental Science (2016-2018) AP scores

Students Enrolled in AP ENV SCI Taking the Environm Science Exam



AP Environmental Science Enrollment

2016 - 2017: 40 Students

2017 - 2018: 19 Students

2018 - 2019: 28 Students

13 Females

15 Males

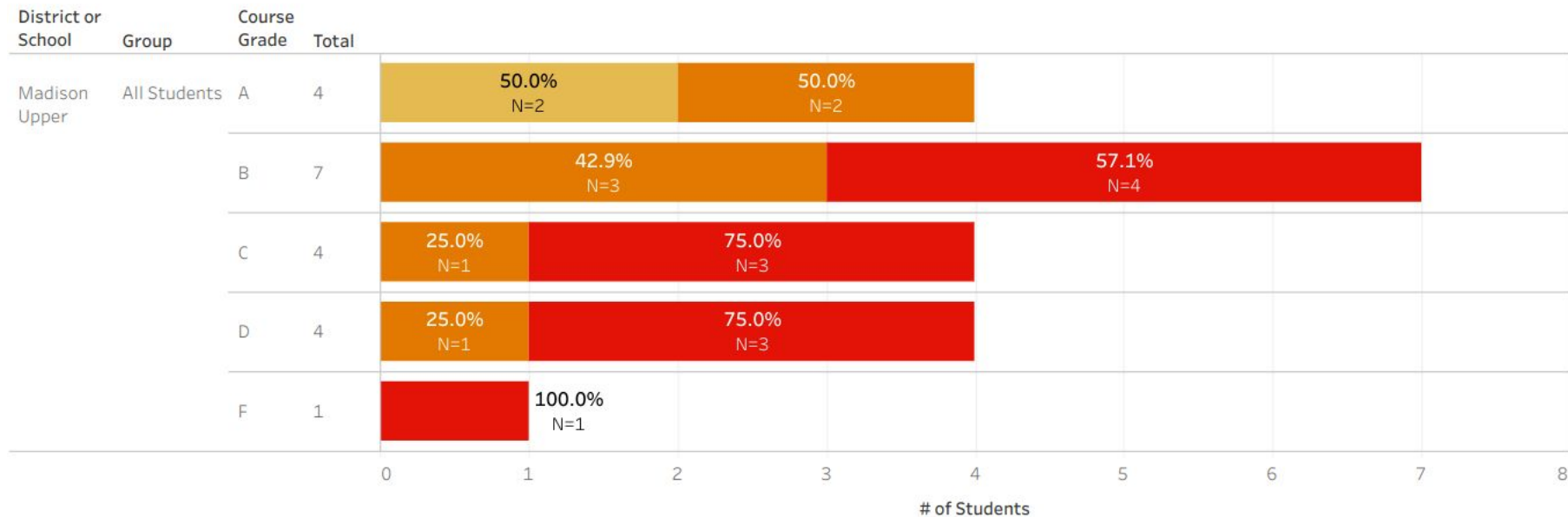


AP Lit (2016-2018) Scores

AP Score

3 2 1

Students Enrolled in AP ENGLISH LIT Taking the English Lit & Comp Exam



AP Lit (2016-2018) enrollment

2016 - 2017: 8 Students

2017 - 2018: 21 Students

2018 - 2019: 11 Students

7 Females

4 Males

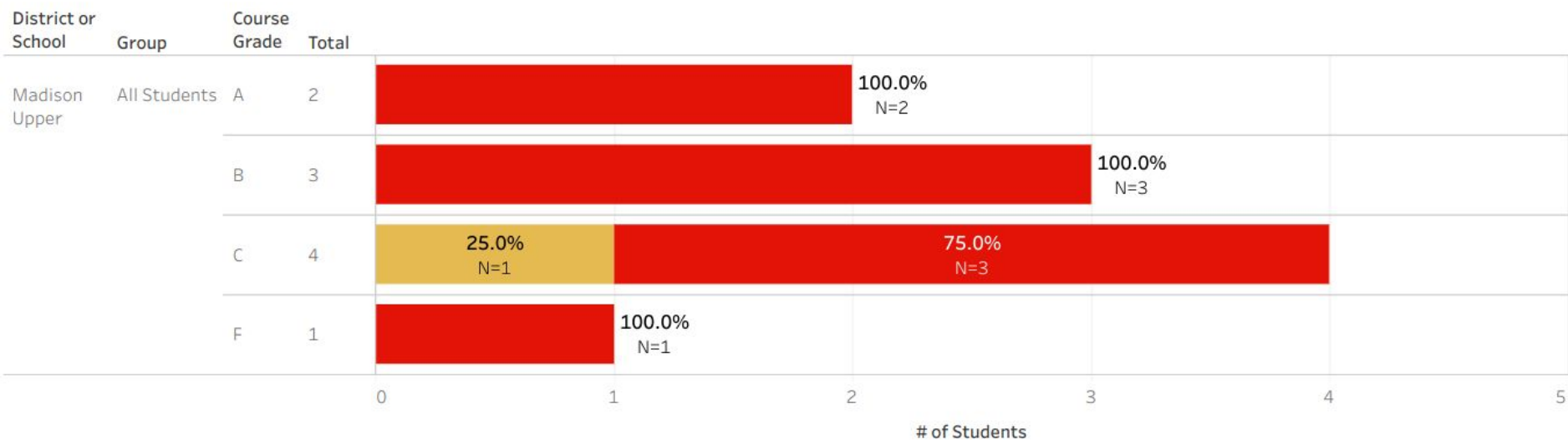


AP Statistics scores

AP Score

3 1

Students Enrolled in AP STATISTICS Taking the Statistics Exam



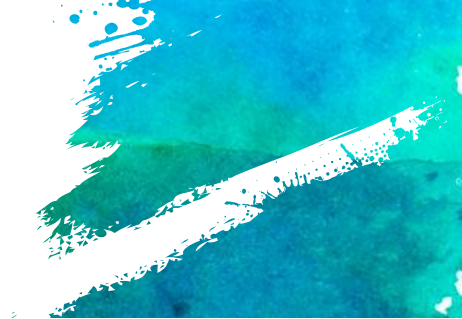
Statistics Enrollment

2017 - 2018: 18 Students - AP

2018 - 2019: 26 Students

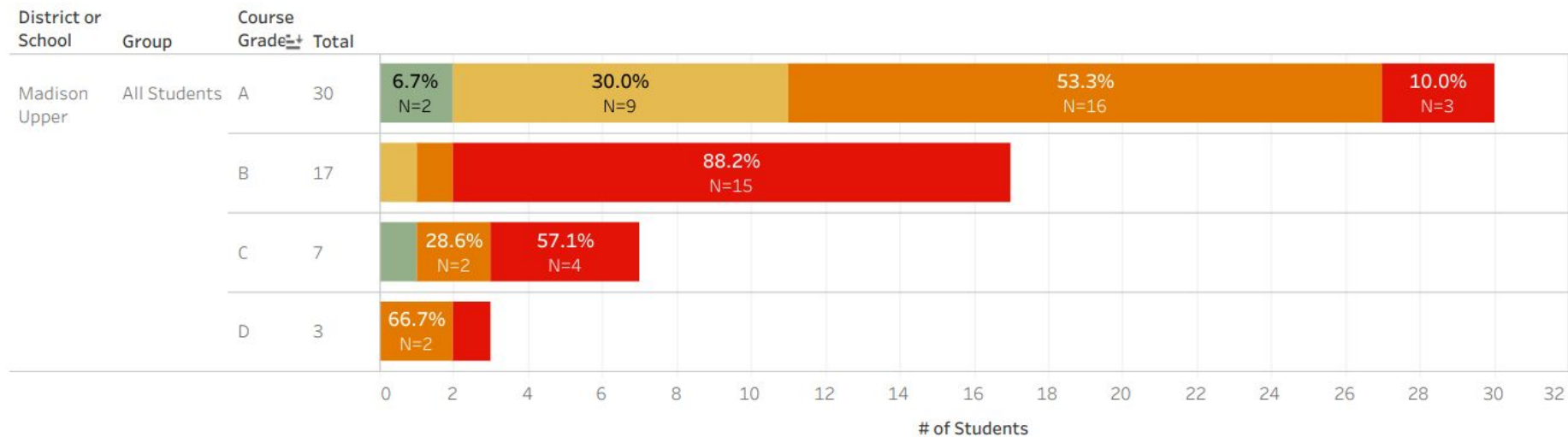


AP Computer Science



AP Score
4 3 2 1

Students Enrolled in All Taking the Computer Science Principles Exam



AP Computer Science Enrollment

2017 - 2018: 40 Students

2018 - 2019: 32 Students

16 Males

16 Females



AP Computer Science (Java)

2018 - 2019: 15 Students

11 Males

4 Females



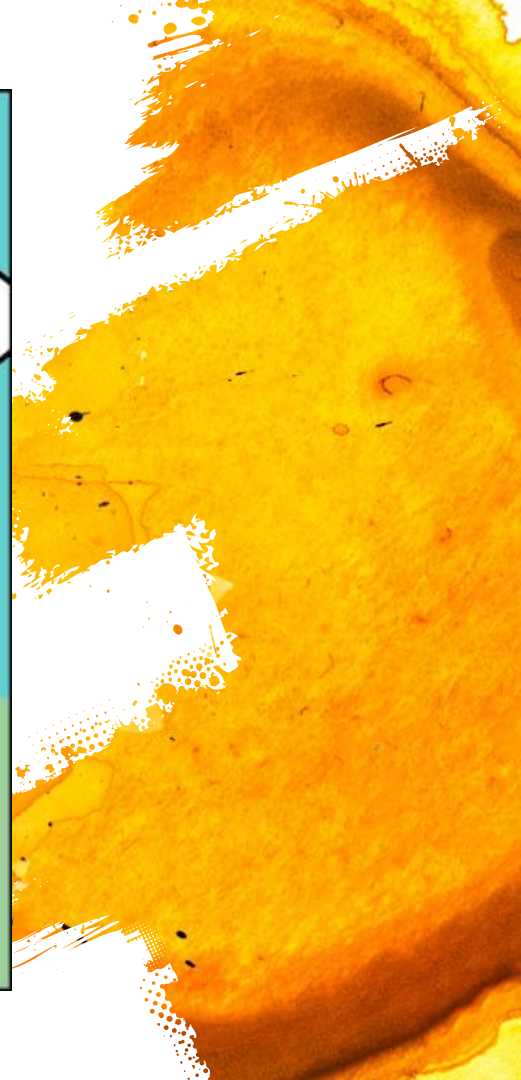
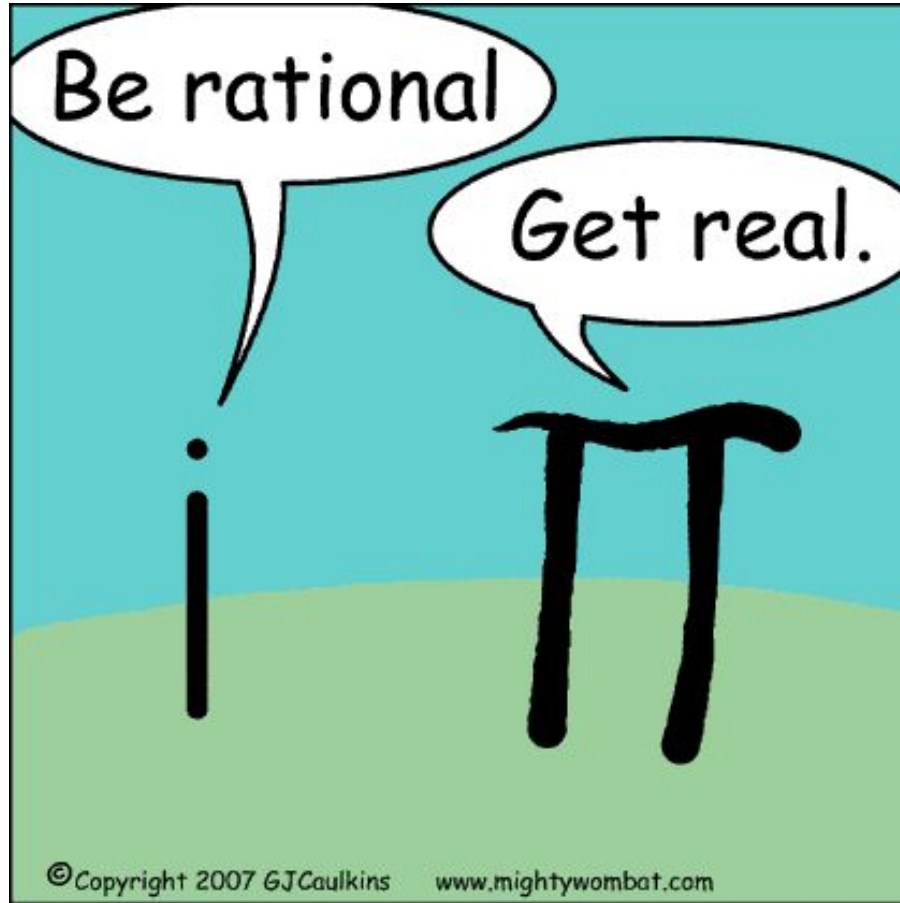
Math Analysis

2016 - 2017: 29 students

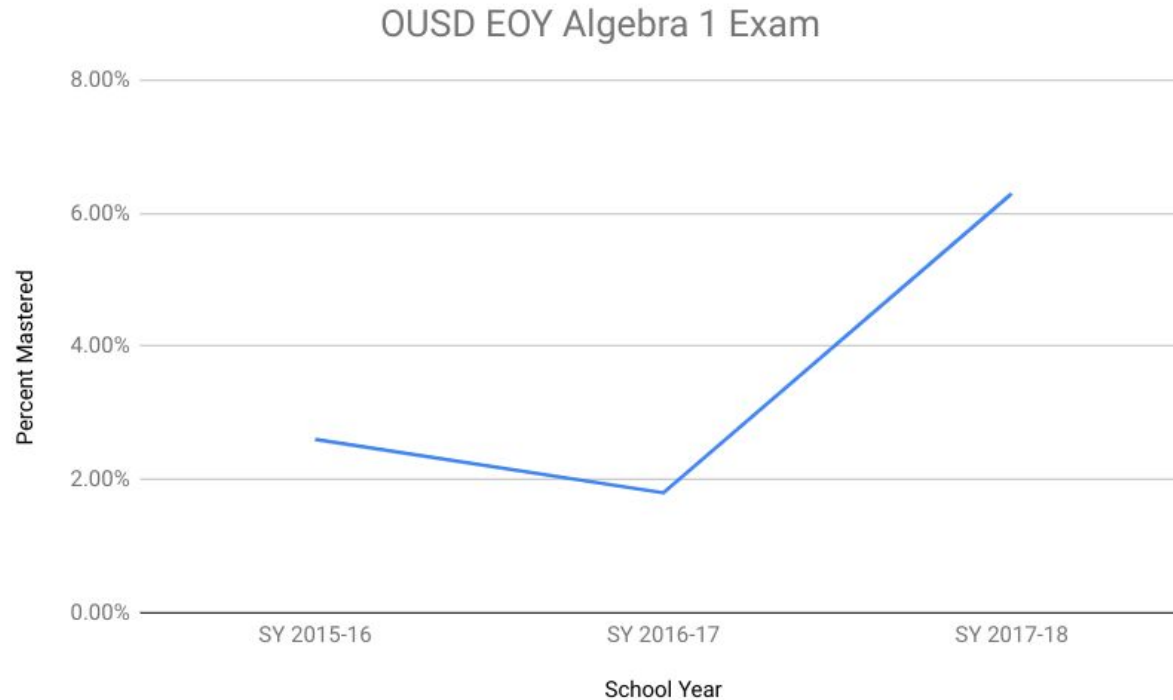
2017 - 2018: 16 Students

2018 - 2019: 23 Students

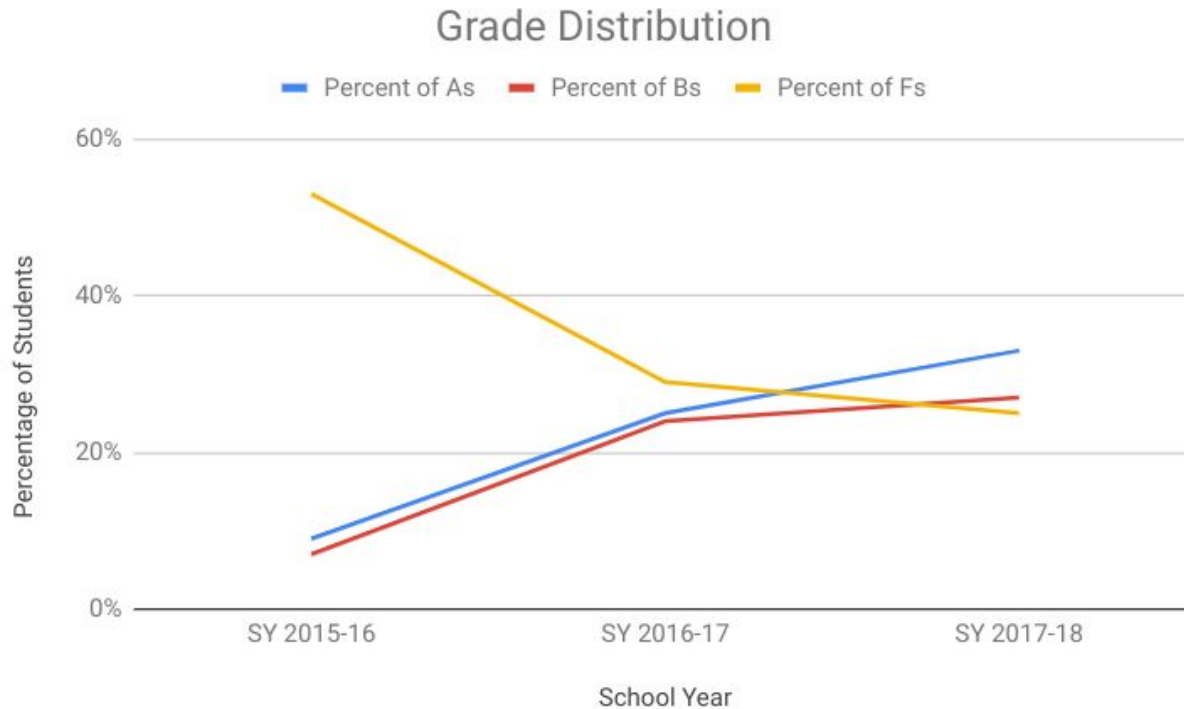




OUSD End of Year Longitudinal Data



Longitudinal Grade Distribution



Current HS Math Classes (2018 - 2019)

- Algebra 1 - 10 sections (with double block)
- Geometry - 5 sections
- Algebra 2 - 4 sections
- Math Analysis - 2 sections (with double block)
- AP Calculus - 2 sections (with double block)
- AP Statistics - 1 section
- We are forcing kids to take a 4th year of math.



Proposal for HS Math Classes (2019 - 2020)



2016-2017: Advanced Bio (Marine Bio)

- × 11 students (1 section)
- × Curriculum made as class was taught
- × Limited materials
- × Did not count as honors.

2018 - 2019: Forensic Bio (Biotechnology and Bioethics)

- × 54 Students (2 sections)
- × Currently does not count as honors, will next year.
- × Curriculum based on UCCI (Science + Ethics of Biotechnology)
- × Materials to do college level labs (bacteria transformation, centrifuge, biofuel production, aspirin synthesis)

2019-2020 proposal:

- **Keep Biotechnology and Bioethics.**
- **Why:**
 - Strong curriculum
 - College level labs
 - Aligns with pathway
 - New topics for students
 - Annabel + Kelly feel comfortable teaching it again.

Honors English

2018 - 2019: 17 Students



Study Skills

- × Concerns:
 - × Only 9th grade? Multiple grade levels?
 - × Is it effective
 - × Teacher facilitating + content (will a humanities teacher be comfortable helping with math?)
 - × Curriculum
 - × Structures - Work groups for specific content classes, focus on reading, math?
- × 2018-2019
 - × Work time for content classes (homework, finish unfinished work, etc.) + work on reading comprehension and writing.
 - × Currently no curriculum, makes it difficult to teach and make effective.
- × 2017 - 2018: [22 Students](#)
 - × 13 Female students, 9 Male students
 - × Chosen due to chronic cutting
 - × Below a 1.75 GPA
 - × 1 student with an IEP
 - × 4 students who received counseling

TARDY POLICY

School Attendance

SPSA Goal: Student attendance will increase to 97%

Current Data: Student attendance varies by week but is approximately 96% (lower in December)



Current Tardy Policy

10+ minutes late: sign in and get a tardy pass

- AM/Advisory: Get a pass from admin in front (Taylor, Claudia)
- After Advisory: Get a pass from attendance office
 - Attendance office has a sign in



Current Policy: Consequences

Chronic Tardies/Absences → Attendance
Contract → SART/SARB Team

→ If no improvement in 30 days: legal
docs filed with district attorney office
(SART/SARB)

→ if court determines that family is in
violation: legal citation



How to View Tardy Data

Option 1: OUSD Data

Option 2: Aeries



Our Next Steps

Consistently reinforce MPA Tardy Policy

- We'll have strong data
- Students will have a consistent experience
- Students will know & be more attentive to the policy
- Attendance data will increase to 97%



Middle School Bell

5 Minutes: Introduction & Framing

10 Minutes: Current bell schedule. Pros & Cons Turn & Talk → Group share out. Add feedback to poster. Have notetaker.

5 Minutes: Options 2 & 3. Scan each.

10 Minutes: Option 2, Pros & Cons, Turn & Talk, Share Out.

10 Minutes: Option 3 Pros & Cons etc.

5 Minutes: Vote-ocracy.

5 Minutes: Closing

