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Enactment Number	22-1506
Enactment Date	8/24/2022 er



# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus

**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus.

**Background** In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus

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**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

## 2022-2023 School Plan for Student Achievement (SPSA)

**School:** Madison Park Academy Upper Campus  
**CDS Code:** 1612596066450  
**Principal:** Tanisha Garrett  
**Date of this revision:** 4/14/20

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

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

**Contact:** Tanisha Garrett  
**Address:** 400 Capistrano Drive  
Oakland, CA 94603

**Position:** Principal  
**Telephone:** 510-636-2701  
**Email:** tanisha.garrett@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/14/2022*  
*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

## 2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Madison Park Academy Upper      **Site Number:** 215

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant     |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program          | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant  | <input type="checkbox"/> Early Literacy Support Block Grant      |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                          |  |

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

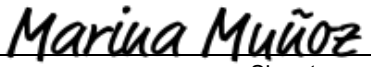

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School 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 School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 4/14/2022

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

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|---|--|

**Signatures:**

Tanisha Garrett <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	2022-04-18 <hr style="border: 0; border-top: 1px solid black;"/> Date
Maria Muñoz <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	2022-04-29 <hr style="border: 0; border-top: 1px solid black;"/> Date
Matin Abdel-Qawi <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/16/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/18/22 <hr style="border: 0; border-top: 1px solid black;"/> Date

## 2022-23 SPSA ENGAGEMENT TIMELINE

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

**Site Number:** 215

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/1/2022	Tier 3 meeting	With with case managers and community resource manager to determine LCAP goals
2/25/2022	Pathway Development Meeting	Work with pathway coach to determine college/career outcome goals
3/4/2022	Coffee with Principal	Share with parent group and solicit feedback
3/10/2022	SSC	Share and gather feedback from school site council
2/28/2022	Coaching Collaborative	Meets to support new teachers and provide ongoing feedback with walkthroughs
ongoing	ALT	Admin meets to review data, meet with teams to assess needs, determine goals and priorities
ongoing	Future Center	College & career readiness staff meet weekly to plan, assess, and implement strategies to increase college and career readiness at MPA

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$275,930.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,622,115.42

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$252,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$64,650.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$6,730.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$546,360.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$16,825.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,581.42	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$140,844.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$369,750.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$275,930.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,346,185.42</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,622,115.42</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Madison Park Academy Upper Campus

**School ID:** 215

**School Description**

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

At MPA Secondary, we focus on student success in the classroom and beyond. In addition, MPA students are guided by a college and career center to stay on-track for high school graduation and to complete an individualized post-secondary plan for continuing education (trade-school, community college, apprenticeship or university). MPA has a 90% graduation rate with a large number of our students going on to college. MPA students are connected to a wide variety of resources, including summer programs and internships. Balancing out our academic program, our school offers electives, activities and sports programs including volleyball, football, basketball, track, and soccer. We also support students and their families with a parent center, on-site health clinic and mental health counseling services.

**School Mission and 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, Perverserance, Possibilities.

**1B: STUDENT GOALS & TARGETS**

**LCAP Goal 1: All students graduate college, career, and community ready.**

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-72.1	n/a	<i>not available until Fall 2022</i>	-50
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	17.7%	<i>not available until Fall 2022</i>	35.0%

**Mathematics/Science Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-133.9	n/a	<i>not available until Fall 2022</i>	-100
CAST (Science) at or above Standard	All Students	9.8%	n/a	<i>not available until Fall 2022</i>	15.0%
Graduation Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	97.9%	94.0%	<i>not available until Fall 2022</i>	98%
On Track to Graduate: 9th Grade	All Students	74.8%	49.6%	<i>not available until Fall 2022</i>	70%
On Track to Graduate: 11th Grade	All Students	54.5%	16.7%	<i>not available until Fall 2022</i>	35%
A-G Completion	All Students	70.5%	74.4%	<i>not available until Fall 2022</i>	76%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	57.8%	n/a	<i>not available until Fall 2022</i>	60.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
Academic Measures & Annual Targets for Focal Student Groups					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-151.7	n/a	<i>not available until Fall 2022</i>	-120.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-79.9	n/a	<i>not available until Fall 2022</i>	-50.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	44.1%	<i>not available until Fall 2022</i>	40.00%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-228.2	n/a	<i>not available until Fall 2022</i>	-180.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-155.3	n/a	<i>not available until Fall 2022</i>	-100.0



Reclassification Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	4.3%	0.8%	<i>not available until Fall 2022</i>	10.0%
LTEL Reclassification	Long-Term English Learners	4.0%	0.9%	<i>not available until Fall 2022</i>	10.0%

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	46.4%	0.0%	<i>not available until Fall 2022</i>	55.0%
Out-of-School Suspensions	All Students	7.8%	n/a	<i>not available until Fall 2022</i>	10.0%
Out-of-School Suspensions	African American Students	16.2%	n/a	<i>not available until Fall 2022</i>	10.0%
Out-of-School Suspensions	Special Education Students	14.8%	n/a	<i>not available until Fall 2022</i>	15.0%
Chronic Absenteeism	All Students	8.5%	24.9%	<i>not available until Fall 2022</i>	17%
Chronic Absenteeism	African American Students	9.9%	38.5%	<i>not available until Fall 2022</i>	25.0%

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80.0%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	98.0%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
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<i>LCAP Goal 1: College/Career Readiness</i>	MPA is currently strong at providing quality opportunities for students to engage in college and career readiness which includes dual enrollment, work-based learning, events, and pathways.	1.0 Work Based Learning Liasion 1.0 Pathway Coach
<i>LCAP Goal 2: Focal Student Supports</i>	This year we have addressed focal students more than ever with our first African American Female Excellence class, ELD classes, Intervention classes in middle school, and newcomer advisories.	1.0 Newcomer Social Worker 3.0 Case Manager Master Scheduling
<i>LCAP Goal 3: Student/Family Supports</i>	The past few years we have implemented strong systems to include families in school culture and academics. Two strategies have included two annual family conferences with strong attendance and a Family Resource Center that is on-site and available for the community. This year we restarted MPA's community closet and food bank.	Clear advisory system 1.0 Community Schools Manager Spanish speaking staff Partnering with community-based agencies to provide additional support, such as case management for parents
<i>LCAP Goal 4: Staff Supports</i>	We currently have two teams to design professional development and culture and climate for wellness events.	Distributed leadership Cultivating teacher leaders Teams led by two principals
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: College/Career Readiness</i>	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	More family outreach and building trusting relationships
<i>LCAP Goal 2: Focal Student Supports</i>	Focal students (ELLs, black students, SpEd) students are reading multiple years below grade level	Not enough counselors Lack of SEL training for staff
<i>LCAP Goal 3: Student/Family Supports</i>	We have a communication gap with our families and community as only 45% of families are currently accessing our monthly newsletter or engaging with JupiterEd, ParentSquare or TalkingPoints. Additionally there are mutple families we have no contact with.	Finding the right form of communication given langauge barriers and technology gaps Families experience with communicating through apps, emails, and texts with teachers. Teachers still not consistently reaching out to families
<i>LCAP Goal 4: Staff Supports</i>	Retention for our teachers is currently 34% or lower than 3 years.	Work place stress, feeling of value and respect, cost of living/low wages

**1D: IDENTIFIED NEED**

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

**1E: RESOURCE INEQUITIES**

Challenge: Teacher retention, how to coach a new teacher to differentiate for the needs of ELLs, SPEDs, and Foster Youth needing additional support.

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

## 2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Madison Park Academy Upper  
**School:** Campus

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

### 2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

This past year we were able to have our newcomer social worker full time which has been huge for our school in terms of supporting our students who are new to the country. We were also able to have a content coach coach our new teachers on literacy strategies.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

Having a 1.0 social worker has been incredibly effective. Given our high turnover, we also need a 1.0 coach to support our new and struggling teachers.

**Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.**

We want to continue funding our social worker at 1.0 and we will continue to have two content coaches (1.5 FTE funded through Title 1) to support our new teachers with strategic coaching.

### 2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
.5 Newcomer Social Worker	Student Connectedness to School	Advise students, support with attendance, case management, provides therapy, connects families to services, aids with additional programs and academic support, provides emotional support	Our social worker is now 1.0 and can support our nearly 60 newcomer students and families with their many needs.	Continue funding her at 1.0 FTE
1.0 FTE Content Coach 6123	Reading Inventory (RI) Growth of One Year or More	Coach all new teachers, provide cohesion from PD to classroom, support the growth and development of struggling teachers	Our Content coach is able to meet with 15+ teaches consistently to help them improve their practice. Our teachers report feeling the most supported by having a coach on site.	We will continue funding 2 coaches 1.0 FTE each to support with new teacher development, growth, and retention.

Supplies	Student Connectedness to School	Supplies are allocated to teachers to support and resources for hands on activites.	Teachers have access to the supplies they need in order to carry out engaging lessons for students.	We will continue to allocate funds towards supplies for classrooms.
To be allocated in Fall 2021.	Student Connectedness to School	Extended contracts to support with students academics and culture and climate	Teachers will provide academic support to students during lunch time and build community with students.	We may continue paying our teachers for this time as it vastly improves academics and belonging for students.
Surplus	Student Connectedness to School	Will be used for purchasing more supplies for classroom teachers.	Teachers will have access to more supplies to create engaging lessons.	We will continue to invest funding in resources.

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Madison Park Academy Upper Campus

**School ID:** 215

**3: SCHOOL STRATEGIES & ACTIONS**

[Click here for guidance on SPSA practices](#)

**LCAP Goal 1: All students graduate college, career, and community ready.**

**School Priority:**

By the end of the 2022-2023 school year, MPA will have an increase of graduation rates to 98%, 35% of students will be on track to graduate by 11th grade, and 76% A-G completion.

**School Theory of Change:**

If MPA increases graduation rates, on track to graduate rates, and A-G completion, students will have met all requirements for graduation and have the skills and mastery to be competitive in college and career

**Students to be served by these actions:**

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	All teachers will complete inquiry cycles to reflect on grading practices, standards-based grading, credit recovery options, and scaffolding supports for all students.	Leadership will develop professional development opportunities as a whole school, within departments, and within grade levels to implement strong teaching and grading practices that will directly impact graduation rates.	The PD calendar and grade distribution throughout the year will serve as our evidence of implementation.	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 1

1-2	All teachers will implement a college and career readiness assignment or project once per semester. Teachers will have access to professional development related to college and career readiness, A-G completion, and definitions of on-track to graduate. These resources will be able to impact teaching practice and understanding of impact of grading in the classroom and communicate with families clearly about expectations.	Leadership will develop professional development opportunities to share important college and career readiness resources with staff. The pathway coach and work-based learning liaison will support teachers in developing their college and career readiness activities.	Professional development agendas and college and career readiness activities in all classes.	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 1
1-3	The Future Center team will conduct 1:1 meetings with all senior students about their college and career readiness plans.	Leadership will develop a structure with the Future Center and EBC to schedule all senior check-ins during the summer and fall to ensure all students and families have a postsecondary plan.	We will track all check-ins and develop follow-up strategies to support students and families.	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 1
1-4	The Future Center team will develop monthly newsletters to engage families around college and career readiness resources, deadlines, and opportunities to ensure students are on track to graduate and have postsecondary plans.	Leadership will be sending out monthly communication to family and will collaborate with the Future Center team about messaging.	We will be able to track how many families access the newsletter and how many families engage with resources.	We have a communication gap with our families and community as only 45% of families are currently accessing our monthly newsletter. Additionally there are multiple families we have no contact with.	Tier 1
1-5	Advisory structure will move towards a model that has study hall sessions at least once per week and transcript reviews to ensure students are on track to graduate and are passing their classes.	Leadership will be editing the master schedule to include advisory everyday in the afternoon and communicate this with staff and students.	We will be able to track attendance in advisory and grade improvement for next year.	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 1

**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Priority:</b>	Students passing Algebra 1 in 9th grade.
<b>School Theory of Change:</b>	If MPA offers middle school math intervention classes, summer school for incoming 9th graders, and double block Algebra 1 for all 9th graders, then we will have more of our 9th graders pass Algebra 1 for the first time resulting in more students graduating high school.
<b>Students to be served by these actions:</b>	<i>6th - 9th graders</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	We will offer summer school for all 8th graders in support of Algebra readiness (targeting recruitment of students with below a 2.0 GPA).	Recruit students to go to summer school.	Summer school roster	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 2
2-2	We will offer middle school math intervention class during the school day.	MS counselor will create schedule.	Middle School schedule	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 2
2-3	We will offer double block Algebra 1 for all 9th grade students.	HS counselor will create schedule.	High School schedule	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 1
2-4	We support our students in a standards based grading system in the Middle School.	Co-principals announce this to the MS staff and explain the reason why SBG is essential to our students because it supports their growth.	Transcripts of Middle School	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 1



**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Priority:</b>	To continue building out our student and family resources.
<b>School Theory of Change:</b>	<p>If we continue to provide spaces for students and families to feel welcome and cared about, for example, the parent center, community closet, and food bank.</p> <p>If we continue to support parents on learning about A-G requirements, special education, standard-based grading, SRI scores, and counseling support.</p> <p>If we continue to train staff on best practices for building a strong connection with families, such as calling home to provide positive updates and utilizing technology to communicate with non-English speaking families.</p> <p>If we continue to increase tier 1 activities and honor students displaying PRIDE, PURPOSE, PERSEVERANCE, and POSSIBILITIES, such as MPA Honor Roll and Attendance awards.</p> <p>MPA students will graduate college, career, and community ready.</p>

**Students to be served by these actions:** *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	All advisors make contact with their students' families at least twice/year	Admin schedules two weeks of half days plus pays teachers to hold family conferences beyond their contract hours	Family conference documents and trackers	Communication gap (ex: 339/750 families open our newsletter) We still cannot communicate with a handful of families	Tier 1
3-2	All teachers make positive (and other) phone calls home to all students at least once/year	Administrators will provide professional development training on how to contact families and will provide time to contact families.	Families feel more connected to the school community.	Communication gap (ex: 339/750 families open our newsletter) We still cannot communicate with a handful of families	Tier 1

3-3	All advisors will host family conferences to review A-G requirements, Special Education, Accessing Counseling, A-G requirements, SRI scores	Administrators will provide parent workshops on topics such as, A-G requirements, Special Education, Accessing Counseling, A-G requirements, SRI scores, to prepare families to engage in conversations with their student's counselor and advisor.	Families engage with the school on methods to help improve their student's education	Focal students (ELLs, black students, SpEd) students are reading multiple years below grade level	Tier 1
3-4	All teachers will submit accurate grades	Administration will provide school-wide events to honor 3.0 students	MPA Honor roll night	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 1
3-5	All teachers maintain accurate classroom attendance	Administration will supervise the Attendance Team to provide quarterly school-wide events to honor students with perfect and most improved Attendance Toolkit. Additionally, the team will create and implement an MTSS Attendance Plan.	MPA Attendance awards	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 1
3-6		Admin complete and submit School Site Safety Response Plan, Discipline Matrix and implementation of Police Free Guidance			

**LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.**

<b>School Priority:</b>	Hire and retain strong teachers who teach culturally responsive pedagogy
<b>School Theory of Change:</b>	If MPA implements a robust hiring process, coaches and supports teachers to be effective and stay engaged in their practice, foster distributed leadership, and staff wellness, more teachers will stay thereby supporting more students' academic success.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will receive coaching from TSA.	New hires will be paired with a coach to support in their first two years at MPA.	Teachers are using instructional practices learned from coaches.	Retention (34% or lower 3-year retention rate)	Tier 1
4-2	Robust and well-trained hiring committee starts early to identify and recruit quality teachers	Hire strong teachers	Strong teachers who come back after 3-5 years	Retention for our teachers is currently 34% or lower than 3 years.	Tier 1

### CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

<b>School Priority:</b>	Increase the attendance rate and engagement levels of our black students
<b>School Theory of Change:</b>	47% of our black students are in moderate to severe category for attendance.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Case management focused specifically on black students	Supporting with data tracking of students with case management support.	Black students will have a trusted adult on campus to have daily or weekly check-ins.	Focal students (ELLs, black students, SpEd) students are reading multiple years below grade level	Tier 2
5-2	We are offering three classes next year focused on our black student: MS AAFE, HS AAMA, HS AAFA (MS AAMA TBD)	Reschedule teaching loads	Black students will have a safe space to discuss identity, academics, and support student growth.	Focal students (ELLs, black students, SpEd) students are reading multiple years below grade level	Tier 2

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))

<b>School Priority:</b>	English Learners Reading Multiple Years Below Grade Level				
<b>School Theory of Change:</b>	If MPA implements a literacy intervention program to support the language and Lexile growth of all ELL students reading below 750L, hire a Newcomer teacher to support language growth for ELL students who are Year 1-2 to the US, and maintain an Instructional Teacher Leader to develop and deliver professional development to teachers on best practices for supporting ELLs/Newcomers, then more ELL students will make increased Lexile growth (as measured by SRI) and reclassify from EL/LTEL to RFEP.				
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	All teachers create daily language objectives aligned to their content objective that prioritize the oral academic language and literacy development of ELLs.	PD: Create a focused, coherent, long-term professional development plan that supports teachers to create language learning objectives for content areas and prioritizes oral academic language and literacy development of ELLs.	Language objectives are up in every classroom and tied to the content objective (daily)	Focal students (ELLs, black students, SpEd) students are reading multiple years below grade level	Tier 1
6-2	Teachers complete a task analysis to identify language demands and intentionally plan a lesson/unit with student output and strategic supports in place.	Coaching: Provide weekly coaching sessions for teachers to unpack tasks and texts for language demands in order to inform language objectives for ELLs.	Progress monitor for language objectives and create intentional groups based on need and mastery of skills.	Focal students (ELLs, black students, SpEd) students are reading multiple years below grade level	Tier 2
6-3	ELD teachers will differentiate class activities to include SIPPS, tier 2 vocabulary, and reading intervention skills for students consistently reading below 500 Lexile and those with phonics gaps.	Scheduling: In the master schedule, develop specialized EL/LTEL classes that are differentiated according to student level in order to appropriately target and accelerate learning and target engagement (separate class for students needing SIPPS and Tier 3 reading support).	Progress monitor SIPPS mastery assessments and Lexile growth.	Focal students (ELLs, black students, SpEd) students are reading multiple years below grade level	Tier 3

6-4	Teachers will participate in walkthroughs as observers and host classrooms and be receptive to feedback.	Walkthroughs: Do principal walkthroughs with a focus on ELL student participation (reading, writing, speaking, listening, off task) and discuss results with the whole staff and select teachers.	ELL students are actively participating in classes: oral participation and written participation of ELLs can be seen as frequently as other students in the class.	Focal students (ELLs, black students, SpEd) students are reading multiple years below grade level	Tier 2
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**ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)**

<b>School Priority:</b>	Our priority is focused on providing students opportunities to engage in expanded programming in music, art, and drama.
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<b>School Theory of Change:</b>	If students are able to engage in more programming related to art, music, and drama, will be more engaged in classes and build
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<b>Related Goal:</b>	Students and families are welcomed, safe, healthy, and engaged.
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<b>Students to be served by these actions:</b>	<i>All Students</i>
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#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	Offering of a dance and drama course	Leadership	Roster of enrolled students	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School Learning Consultants	\$152,581	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	Hire and retain strong teachers who teach culturally responsive pedagogy	215-1
11-Month Teacher	\$114,367	Measure N	1105	Certificated Teachers' Salaries	4504	Teacher 11Months 12-Pay	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	All Students	215-2
11-Month Teacher on Special Assignment (TSA)	\$153,218	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	6123	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	By the end of the 2022-2023 school year, MPA will have an increase of graduation rates to 98%, 35% of students will be on track to graduate by 11th grade, and 76% A-G completion.	215-3
11-Month Teacher on Special Assignment (TSA)	\$66,922	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	4616	11-Month Classroom TSA	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Case management focused specifically on black students	215-4
Bilingual Administrative Assistant I	\$102,271	LCFF Supplemental	2405	Clerical Salaries	6318	Administrative Assistant I, Bilingual	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Case management focused specifically on black students	215-5
Books	\$25,000	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Increase the attendance rate and engagement levels of our black students	215-6
Books other than textbooks	\$0	LCFF Supplemental	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	The Future Center team will conduct 1:1 meetings with all senior students about their college and career readiness plans.	215-7

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number: 215**

**School: Madison Park Academy Upper Campus**

Case Manager	\$118,690	One-Time COVID Funding	2405	Clerical Salaries	7624	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	If MPA implements a literacy intervention program to support the language and Lexile growth of all ELL students reading below 750L, hire a Newcomer teacher to support language growth for ELL students who are Year 1-2 to the US, and maintain an Instructional Teacher Leader to develop and deliver professional development to teachers on best practices for supporting ELLs/Newcomers, then more ELL students will make increased Lexile growth (as measured by SRI) and reclassify from EL/LTEL to RFEP.	215-8
Case Manager	\$89,856	One-Time COVID Funding	2405	Clerical Salaries	8858	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Students and families are welcomed, safe, healthy, and engaged.	215-9
Certificated Pupil Support Salary	\$61,077	LCFF Supplemental	1205	Certificated Pupil Support Salaries	1603	Counselor	0.60	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Students and families are welcomed, safe, healthy, and engaged.	215-10
Certificated Teacher's Salaries	\$38,282	LCFF Supplemental	1105	Certificated Teachers' Salaries	0815	Community Relations Assistant II Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Math at or above Mid-Grade	If MPA offers middle school math intervention classes, summer school for incoming 9th graders, and double block Algebra 1 for all 9th graders, then we will have more of our 9th graders pass Algebra 1 for the first time resulting in more students graduating high school.	215-11
Classified Supervisor's and Administrator's Salaries	\$66,159	Measure N	2305	Classified Supervisors' and Administrators' Salaries	2472	Coach College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Case management focused specifically on black students	215-12
Classified support salaries	\$100,303	Measure N	2205	Classified Support Salaries	7740	Specialist, College/Career Readiness	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Students and families are welcomed, safe, healthy, and engaged.	215-13

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number: 215**

**School: Madison Park Academy Upper Campus**

Clerical Stipends	\$2,500	General Purpose Discretionary	2425	Clerical Salaries Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Multiple Years Below Grade Level	English Learners Reading Multiple Years Below Grade Level	215-14
Computers	\$6,825	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	English Learners Reading Multiple Years Below Grade Level	215-15
Conferences	\$10,000	Title IV: Student Support & Academic Enrichment	5220	Conference Expense		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Students and families are welcomed, safe, healthy, and engaged.	215-16
Copier Maintenance	\$8,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Increase the attendance rate and engagement levels of our black students	215-17
Library Technician	\$25,000	Measure G: Library	2205	Classified Support Salaries	8594	Library Technician	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All teachers will implement a college and career readiness assignment or project once per semester. Teachers will have access to professional development related to college and career readiness, A-G completion, and definitions of on-track to graduate. These resources will be able to impact teaching practice and understanding of impact of grading in the classroom and communicate with families clearly about expectations.	215-18
Restorative Justice Facilitator	\$132,309	LCFF Supplemental	2205	Classified Support Salaries	7742	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	All teachers will implement a college and career readiness assignment or project once per semester. Teachers will have access to professional development related to college and career readiness, A-G completion, and definitions of on-track to graduate. These resources will be able to impact teaching practice and understanding of impact of grading in the classroom and communicate with families clearly about expectations.	215-19



**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number: 215**

**School: Madison Park Academy Upper Campus**

Site License (CPM, IXL)	\$0	LCFF Supplemental	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	All teachers will complete inquiry cycles to reflect on grading practices, standards-based grading, credit recovery options, and scaffolding supports for all students.	215-20
Substitute Teacher Incentive Plan (STIP) Teacher	\$60,226	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8856	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	If MPA implements a literacy intervention program to support the language and Lexile growth of all ELL students reading below 750L, hire a Newcomer teacher to support language growth for ELL students who are Year 1-2 to the US, and maintain an Instructional Teacher Leader to develop and deliver professional development to teachers on best practices for supporting ELLs/Newcomers, then more ELL students will make increased Lexile growth (as measured by SRI) and reclassify from EL/LTEL to RFEP.	215-21
Supplies	\$10,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	If MPA implements a literacy intervention program to support the language and Lexile growth of all ELL students reading below 750L, hire a Newcomer teacher to support language growth for ELL students who are Year 1-2 to the US, and maintain an Instructional Teacher Leader to develop and deliver professional development to teachers on best practices for supporting ELLs/Newcomers, then more ELL students will make increased Lexile growth (as measured by SRI) and reclassify from EL/LTEL to RFEP.	215-22
Supplies	\$0	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Our priority is focused on providing students opportunities to engage in expanded programming in music, art, and drama.	215-23
Supplies	\$17,000	Measure G: Library	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Offering of a dance and drama course	215-24

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number: 215**

**School: Madison Park Academy Upper Campus**

Teacher	\$55,425	LCFF Supplemental	1105	Certificated Teachers' Salaries	3070	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Our priority is focused on providing students opportunities to engage in expanded programming in music, art, and drama.	215-25
Teacher	\$68,078	LCFF Supplemental	1105	Certificated Teachers' Salaries	6624	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All teachers will implement a college and career readiness assignment or project once per semester. Teachers will have access to professional development related to college and career readiness, A-G completion, and definitions of on-track to graduate. These resources will be able to impact teaching practice and understanding of impact of grading in the classroom and communicate with families clearly about expectations.	215-26
Teacher	\$30,353	LCFF Supplemental	1105	Certificated Teachers' Salaries	4236	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	If MPA increases graduation rates, on track to graduate rates, and A-G completion, students will have met all requirements for graduation and have the skills and mastery to be competitive in college and career	215-27
Teacher	\$58,565	LCFF Supplemental	1105	Certificated Teachers' Salaries	2040	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	The Future Center team will develop monthly newsletters to engage families around college and career readiness resources, deadlines, and opportunities to ensure students are on track to graduate and have postsecondary plans.	215-28
Teacher	\$121,779	Measure G1	1105	Certificated Teachers' Salaries	2474	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Our priority is focused on providing students opportunities to engage in expanded programming in music, art, and drama.	215-29

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number: 215**

**School: Madison Park Academy Upper Campus**

Teacher	\$74,899	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	7382	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	If MPA implements a literacy intervention program to support the language and Lexile growth of all ELL students reading below 750L, hire a Newcomer teacher to support language growth for ELL students who are Year 1-2 to the US, and maintain an Instructional Teacher Leader to develop and deliver professional development to teachers on best practices for supporting ELLs/Newcomers, then more ELL students will make increased Lexile growth (as measured by SRI) and reclassify from EL/LTEL to RFEP.	215-30
Teacher	\$55,425	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	3070	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	To continue building out our student and family resources.	215-31
Teacher Stipends: Dept. Leads, and CC Team	\$37,000	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	All teachers will implement a college and career readiness assignment or project once per semester. Teachers will have access to professional development related to college and career readiness, A-G completion, and definitions of on-track to graduate. These resources will be able to impact teaching practice and understanding of impact of grading in the classroom and communicate with families clearly about expectations.	215-32
Textbooks	\$0	LCFF Supplemental	4100	Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	We will offer double block Algebra 1 for all 9th grade students.	215-33
Unallocated	\$5,000	Measure G: Library	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	We are offering three classes next year focused on our black student: MS AAFE, HS AAMA, HS AAFA (MS AAMA TBD)	215-34

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number: 215**

**School: Madison Park Academy Upper Campus**

Unallocated	\$19,065	Measure G1	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers will receive coaching from TSA.	215-35
Unallocated	\$88,921	Measure N	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	All teachers make positive (and other) phone calls home to all students at least once/year	215-36
Unallocated	\$1,093	Salesforce Principal Innovation Fund	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	We will offer summer school for all 8th graders in support of Algebra readiness (targeting recruitment of students with below a 2.0 GPA).	215-37
Unallocated	\$7,150	General Purpose Discretionary	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	The Future Center team will develop monthly newsletters to engage families around college and career readiness resources, deadlines, and opportunities to ensure students are on track to graduate and have postsecondary plans.	215-38
Unallocated	\$32,235	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Our priority is focused on providing students opportunities to engage in expanded programming in music, art, and drama.	215-39
Unallocated	\$6,730	Title I: Parent Participation	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	All teachers will implement a college and career readiness assignment or project once per semester. Teachers will have access to professional development related to college and career readiness, A-G completion, and definitions of on-track to graduate. These resources will be able to impact teaching practice and understanding of impact of grading in the classroom and communicate with families clearly about expectations.	215-40

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number: 215**

**School: Madison Park Academy Upper Campus**

After School Program Contract	\$79,791	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	All teachers will implement a college and career readiness assignment or project once per semester. Teachers will have access to professional development related to college and career readiness, A-G completion, and definitions of on-track to graduate. These resources will be able to impact teaching practice and understanding of impact of grading in the classroom and communicate with families clearly about expectations.	215-41
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## **Title I, Part A: School Parent and Family Engagement Policy**

*All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.*

### **MADISON PARK ACADEMY Upper Campus**

**agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Providing access to student's grades through JupiterEd, which also automatically emails grades to families on a weekly basis.
- Hosting student-led family conferences twice a year.
- Grading assignments by proficiency level in reference to standards, with opportunities to revise grades upon request.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Hosting parent meetings, workshops, and community events.
- Offering a robust support system addressing mental, social-emotional, and physical health needs and case management.

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Inviting parents to attend the School Site Council meetings.

- Including the Family Involvement Policy and Home-School Compact in the MPA handbook.

The school communicates to families about the school's Title I, Part A programs by:

- Presenting Title I information at back to school nights, and parent & SSC meetings.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Distributing the MPA Handbook to families, Teacher syllabi, and student-led family conferences.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- ParentSquare, talking points, and robocalls, and flyers as is appropriate.

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by letting any teacher or office staff know you are interested and when you are available.

### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Reviewing a student's performance, challenges, and goals during student-led family conferences.

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Offering professional development on engaging and supporting families
- Soliciting feedback from parents during regular parent meetings
- Inviting parents to attend and speak during staff meetings when appropriate to the topic.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Reaching out to teachers by phone, email, Jupiter, or ParentSquare, to converse about your student or set up a meeting for more serious concerns.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Invitation to attend and participate in the School Site Council's meetings.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Providing translation services and making accommodations based on individual needs.

The school provides support for parent and family engagement activities requested by parents by:

- Staffing a full-time parent liaison, the community manager to support parent engagement with the school and their child's education..

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Hosting parent meetings and workshops on topics based on the needs and aspirations heard from parent and community input.

If a Title I SchoolWide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

**Adoption**

This policy was jointly developed and adopted by the Madison Park Academy's School Site Council on 12/16/2021 and will be in effect immediately through May 26, 2022, the last day of school).

**The school will distribute this policy to all parents on or before September 30, of the current school year.**

Dr. Lucinda Taylor

Name of Principal

Signature of Principal

Date: \_\_\_\_\_

*Please attach the School-Parent Compact to this document.*





## School-Parent-Student Compact

### 2021-22

*This School-Parent Compact has been jointly developed with students, parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement, and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2021-22 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - Instilling the MPA way with values of Pride, Purpose, Perseverance, and Possibilities.
  - Students are learning grade-level content aligned to Common Core standards. Students are graded based upon a proficiency scale that encourages growth mindset and opportunities to reassess proficiency.
  - Each student has an advisory class which focuses on building community and involvement in school culture. Each student sets personal and academic goals with their advisor, and reviews them during student-led family conferences.
  - For personal support, MPA offers services such as mindfulness workshops, mentoring with elder students, Restorative Justice, and Counseling.
  - For academic support, MPA offers after school tutoring programs, intervention and credit recovery classes.
  
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

This compact is given to families during orientation and is in the MPA handbook. Students also review their expectations in advisory.

**Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Families are automatically emailed grades on a weekly basis from our JupiterEd gradebook. Families are also invited to sign in to see live grades and communicate with teachers. We reach out to every parent to attend a student-led family conference in the fall and spring semesters.

- 3) Provide parents reasonable access to staff.**

Parents are introduced to staff at back to school night. They are also able to message any staff through JupiterEd. Teachers provide contact information to families in their syllabi or other communications.

- 4) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

Translation services are provided at major events, such as parent meetings, back to school night, and project expos, and at smaller meetings as staffing allows.

- 5) Provide parents with materials and training to help them improve the academic achievement of their children.**

Families are invited to attend two conferences with their child's advisor, where they can learn about their classes and how to help them with their education.

**Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Our climate and culture team and professional development encourages an asset-based approach to our work, valuing parents and family members as partners in the education of our students.

- 6) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

Families are able to communicate with staff through talking points and parentsquare, which offers convenient translation services over text. Translation services are planned for in community events, and available upon request.

## **TEACHER DO's**

- Check your bias on how you treat students. Do not make assumptions or favor students. All students are unique and deserve to be treated as individuals. We are not the same as our other relatives and siblings.
- Have patience with students. Do not give up on them. We need staff who have our back and are always rooting for us.
- Use a variety of teaching strategies. Do not use direct instruction the whole time. We do not learn well that way. Use strategies and activities that are collaborative and engaging.
- Make students feel safe asking questions. Students need to feel like they can and should ask questions of their teachers, not like a burden. Also, help students when asked. Do not ignore students who need help. Develop a system for asking for help. Explain it to us, and stick to it.
- Make reasonable groups. Give choice when possible. Ask students about classmates they cannot work with and honor that. Some students have beef with other students that cannot be resolved in class and it will get in the way of learning.
- Do recognize that staff have power over students. Do not abuse that power. Do not use grades to leverage your control or as a way to get students to do what you want.
- Treat students as you want to be treated. Do not have double standards for rules. If we cannot use our phones in class, please respect that rule and do not use yours.
- Talk with all students with respect. Do not talk back to students who are disrespectful. You're the adult. Talk to them privately about their behavior. (Praise openly. Discipline privately.) Ask for help if you need it.
- Make sure students feel comfortable. Notice if you are making them uncomfortable.
- Have good control of your class (classroom management). Don't hold the class back for the few students who are not meeting expectations (unless an emergency or safety issue). This gets in the way of our learning.
- Don't be messy. We all have bad days. Do not take out your own bad days on students.
- Set appropriate boundaries with your students.
- Be a learner. Create opportunities for students to provide feedback about lessons and teaching. Trust that students are experts of their own experience. Students have a lot to teach adults. Ask questions and learn from us.
- Take accountability for your actions. We all make mistakes. Acknowledge and learn from them.

## **TEACHER DUH's**

- Be on time
- Be respectful
- Be encouraging
- Be empathetic
- Be creative and imaginative
- Be patient
- Be yourself and be honest- Keep it real! We want to get to know you.
- Be prepared with your lessons and be organized
- Be friendly, and welcoming- get to know students!
- Make learning FUN
- Make the topic of lessons relevant to students
- Wear a mask. It is required so that we can keep all of our community safe.

**I understand the Do's and Duhs for staff. I agree to meet the expectations outlined.**

Date: \_\_\_\_\_ Staff Name: \_\_\_\_\_ Signature: \_\_\_\_\_

## Do's and Duhs for HS Students

### DO's

- Do Respect (you get what you give)
- Do have fun (within limits)
- Do you (be yourself)
- Do be open to new things (like a new program or class)
- Do be inspired and inspirational
- Do be imaginative and creative
- Do be responsible, watch your language, be in control
- Do be a leader (take the first step)
- Do be accepting of others
- Do share
- Do be kind to the space (pick up after yourself)
- Read at home for 30 minutes every day (books, newspapers, blogs, magazines—*not* social media)

### DUH's

- We want to lift each other up, and keep each other safe. Do not use, possess, or sell alcohol or drugs at MPA.
- We aim for healthy relationships that are connected and loving while respecting everyone's boundaries. Do not engage in any sexual activity or intimate touching at MPA.
- MPA is a place of safety, belonging and possibility. Weapons (guns, knives, tasers) of any kind will not be tolerated.
- Do respect each other's property. If it does not belong to you, don't take it.
- MPA is for YOU. Take care of it- do not mark up, destroy, or harm anything in the MPA building or grounds.
- We want MPA to be a safe place for everyone. Respect people's dignity and your own.
- Do not intimidate people with your words, gestures, or body language. Don't hate, use slurs of any kind or foul language. Don't be messy by spreading rumors or starting fights.
- Help us build a community that promotes openness and comfort and accountability for everyone. If you are asked respectfully by staff to follow directions, please do so.
- We are committed to everyone's emotional, physical and relational health. Do not make threats of violence or harm of any kind at MPA.
- We welcome and include everyone at MPA. MPA is a neutral zone. Gang, turf, and color representation is not welcome here.
- Please silence phones and electronics when asked respectfully by staff.
- Do eat and drink during passing periods, breaks, and lunch. Put food and drink away during class. And pick up after yourself.
- Be yourself and show your style. Do respect yourself and others in how you dress.
- Wear a mask. It is required so that we can keep all of our community safe.

**I understand the Do's and Duhs for students. I agree to meet the expectations outlined.**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

## Do's and Duhs for MS Students

### DO's

- Do Respect (you get what you give)
- Do have fun (within limits)
- Do you (be yourself)
- Do be open to new things (like a new program or class)
- Do be inspired and inspirational
- Do be imaginative and creative
- Do be responsible, watch your language, be in control
- Do be a leader (take the first step)
- Do be accepting of others
- Do share
- Do be kind to the space (pick up after yourself)
- Read at home for 30 minutes every day (books, newspapers, blogs, magazines—*not* social media)

### DUH's

- We want to lift each other up, and keep each other safe. Do not use, possess, or sell alcohol or drugs at MPA.
- We aim for healthy relationships that are connected and loving while respecting everyone's boundaries. Do not engage in any sexual activity or intimate touching at MPA.
- MPA is a place of safety, belonging and possibility. Weapons (guns, knives, tasers) of any kind will not be tolerated.
- Do respect each other's property. If it does not belong to you, don't take it.
- MPA is for YOU. Take care of it- do not mark up, destroy, or harm anything in the MPA building or grounds.
- We want MPA to be a safe place for everyone. Respect people's dignity and your own.
- Do not intimidate people with your words, gestures, or body language. Don't hate, use slurs of any kind or foul language. Don't be messy by spreading rumors or starting fights.
- Help us build a community that promotes openness and comfort and accountability for everyone. If you are asked respectfully by staff to follow directions, please do so.
- We are committed to everyone's emotional, physical and relational health. Do not make threats of violence or harm of any kind at MPA.
- We welcome and include everyone at MPA. MPA is a neutral zone. Gang, turf, and color representation is not welcome here.
- Please silence phones and electronics when asked respectfully by staff.
- Do eat and drink during passing periods, breaks, and lunch. Put food and drink away during class. And pick up after yourself.
- Be yourself and show your style while wearing your uniform.
- Wear a mask. It is required so that we can keep all of our community safe.

**I understand the Do's and Duhs for students. I agree to meet the expectations outlined.**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_



Strategic Resource Planning (SRP)

**Madison Park Upper**  
**School Site Council Membership Roster**  
**2021-2022**

**SSC - Officers**

Chairperson:	Marina Muñoz
Vice Chairperson:	Judie Davis
Secretary:	Karl Langer

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Dr. Lucinda Taylor	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Francisco Alvarado	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Judie Davis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Eric Ding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tawana Guillaume	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Karl Langer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Alexsandra [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
George [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
JameQue [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Deandre Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Marina Muñoz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Rosalva Meza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	2nd Thursday of the month, 4pm via zoom.
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**SSC Legal Requirements (EC Sections 65000-65001):**

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

4 Parents/Community Members

1 Student (at least)