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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Madison Park Academy - Upper Campus

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus



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

2021-2022 School Plan for Student Achievement (SPSA)

School: Madison Park Academy Upper Campus
CDS Code: 1612596066450
Principal: Lucinda Taylor
Date of this revision: 4/22/2021

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/22/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Madison Park Academy Upper Campus

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 (ASES) | <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 (ELSBG) |
| <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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: April 22, 2021

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

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

Signatures:

Dr. Lucinda Taylor
Principal


Signature

6/3/2021
Date
May 25, 2021 *6/3/2021*

Tanisha Garrett
SSC Chairperson


Signature

6/13/2021
Date

Matin Abdel-Qawi

Matin Abdel-Qawi
Signature

6/3/21
Date

Network Superintendent

Lisa Spielman

Lisa Spielman
Signature

7/1/21
Date

Director, Strategic Resource Planning

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/17/2021	ALT	Review SPSA 2021-22 and talked through changes and impact
2/23/2021	ILT	Review SPSA 2021-22 and talked through changes and impact. Created a work session for teacher leaders to flesh out and organize core practices aligned with school goals.
2/24/2021	ALT	Reviewed SPSa 2021-22 and talked through additional changes and impact due to virtual learning.
March	SSC/ILT	Presentation of SSC Plans for the 2021-22 school year.
April	SPED/SSC	Presentation of SPSA/SSC Plans for the 2021-22 school year.
May	SSC	Final review and approval of SPSA for the 2021-22 School year

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$278,800.00
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	\$1,674,884.00

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)	\$255,000.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$70,525.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$6,800.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$636,650.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$112,350.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$17,000.00	TBD	After School Education and Safety Program (ASES #6010)	\$149,259.00	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)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$372,300.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$278,800.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,396,084.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,674,884.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 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, Perseverance, Possibilities.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Continue to fund the full-time WBL, Pathway Coach, and Pathway Case Manager positions to reinforcing college and career through advisory, continue to work with community and industry partners to provide internship opportunities.	Advisory, WBL, reinforcing work based learning internships through advisory, and summer internships. Continue to work with community and industry partners to provide internships opportunities

<i>Focal Student Supports</i>	Continue to Fund full time Coaches in Math, ELA, and Pathways. They will provide support to teachers around intervention to teach students working multiple years below grade level, DE, CE, and WBL components for College and Career Readiness.	3 Coaches: Math, ELA, Pathway, Intervention classes in Math and ELA, Pathway Coach to work Peralta Colleges to provide College and Career Pathways through Community Colleges, WBL forges relationship Industry Partners who will support our WBL Programming, Job opportunities, work experience, and internships.
<i>Student/Family Supports</i>	Continue to build our family engagement through use bi monthly family newsletter, use of talking points with transition to ParentSquare, in person support for registration and parent square, family read the connection of our family resource center and Community School Manager work with families.	Community School Manager, TalkingPoints, Spanish speaking staff and AP, Family Resource Center getting a space on campus
<i>Staff Supports</i>	Culture and Climate leadership focuses on staff engagement, they host social hours, supports for teacher new and experienced, staff surveys pre and post, staff buddies, staff of the month awards	Culture and Climate leadership team that has focused its goals on supporting teacher retention.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Tier 3 students, intervention support for high school students 10-12th grade.	Not sufficient Case Management support
<i>Focal Student Supports</i>	Priority students include: AA Males, SPED, Newcomers, and students reading multiple grade levels below.	Ever-changing population, and community needs
<i>Student/Family Supports</i>	Effective and far-reaching parent center and wrap around services	Resources, Covid
<i>Staff Supports</i>	Culturally relevant teaching practices (CRT) due to the student community and families	Limited professional development inclusive of CRT and the impact on Literacy.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: Algebra Readiness by 8th Grade

Instructional Focus Goal: All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	98%	n/a	96%
On Track to Graduate: 9th Grade	All Students	n/a	74.8%	n/a	90.0%
On Track to Graduate: 11th Grade	All Students	n/a	54.5%	n/a	90%
A-G Completion	All Students	n/a	70.5%	n/a	90+ or above
College/Career Readiness	All Students	n/a	57.8% (Spring 2019)	n/a	90+%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-72.4 (Spring 2019)	n/a	TBD
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	50% will grow at least one year on the SRI.
IAB ELA Above Standard	All Students	n/a	12.6%	Coming soon	TBD
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	Coming soon	TBD

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	TBD
IAB Math Above Standard	All Students	n/a	9.8%	N/A	TBD
CAST (Science) at or above Standard	All Students	n/a	9.8% (Spring 2019)	n/a	TBD

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

School Goal for May 2024: That our focal students demonstrate accelerated growth to close the achieve gap by including culturally relevant curriculum and instructional strategies including SBG, WBL, and a focus on Literacy cross-curricular.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-151.7 (Spring 2019)	n/a	TBD
SBAC ELA Distance from Standard Met	Low Income Students	+20 points DF3	-73.7 (Spring 2019)	n/a	TBD
IAB ELA Above Standard	Students with Disabilities	n/a	0.0%	N/A	TBD
IAB ELA Above Standard	Low Income Students	n/a	12.6%	N/A	TBD
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	47.3%	Coming soon	TBD

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-228.2 (Spring 2019)	n/a	TBD

SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-155.3 (Spring 2019)	n/a	TBD
IAB Math Above Standard	Students with Disabilities	n/a	4.0%	N/A	TBD
IAB Math Above Standard	African-American Students	n/a	4.1%	N/A	TBD
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	9.0%	n/a	10.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	8.0%	n/a	10.0%

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

School Goal for May 2024: All students build relationships to feel connected and engaged in learning.

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	42.9%	n/a	70%%
Suspensions	All Students	-2pp	14.6%	n/a	12.60%
Suspensions	African-American Students	-2pp	31.7%	n/a	29.7%
Suspensions	Students with Disabilities	-2pp	23.9%	n/a	21.9%
Chronic Absence	All Students	-2pp	8.5%	n/a	12.9%
Chronic Absence	African-American Students	-2pp	9.9%	n/a	20.0%
UCP Complaints	All Students	n/a	n/a	10	10%

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

School Goal for May 2024: MPA has a 75% retention rate with and increasing staff satisfaction rate.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	70.0%	75.0%
Teacher Retention	All Teachers	n/a	70.4% (Fall 2020)	75.0%	77.0%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready	By May 2021, MPA will maintain 90% or greater graduation rate. Students will demonstrate core values of Pride, Purpose, Perseverance, and Possibilities and use them to solve problems, increase social awareness, self-awareness and problem solving skills to develop and maintain relationships.
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Theory of Change:	If MPA maintain a 9-% or greater graduation rate; and foster a greater awareness of our site core values, attached to the 4Ps, our students will be better prepared for college, and community challenges.
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Related School Goal:	MPA is working on a 6-12 scope and sequence, that will provide experience for our students, related to Digital Design and Engineering. Working with the Science Department, CTE teachers, we will design semester experiences (Bootcamps) for MPA middle school students, while expanding a subset of 11th graders to participate in internships, as well as 12th graders.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The bootcamps were not supported this year due to virtual learning, and the hybrid schedules used during COVID. MPA will be expanding the 11th and 12th grade internships opportunities. Due to CC's support for holding the grade level community meeting, students are feeling supported and part of a community that we believe is increasing their graduation rate.

What evidence do you see that your practices are effective?

During the 2020 school year, we had over 100 students participate in Summer Internships and expect more students to participate in the summer of 2021

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

Monthly monitoring of our seniors and our MPA graduation rates. This information will be used to establish and create additional support sessions to make sure graduating seniors have completed FAFSA deadlines, and capstones projects. We want to also make sure our seniors are surrounded by senior teachers and advisory that have built relationships with students and families. Our Future Center team meets weekly to support primarily juniors and seniors with college and career readiness goals, application to programs and college, financial aid, and exposure to college/career.

20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap	Algebra Readiness by 9th Grade
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Theory of Change:	If MPA implements summer school for all 8th graders in support of Algebra readiness, and provide 8th graders with high school algebra instructions, all MPA 8th grade students will be prepared for 9th grade Algebra, and grade level reading.
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Related School Goal:	By May 2023, 60% of our SwD, and 80% of our AA students will test proficient on SBAC ELA, and SBAC Math.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

MPA will continue to offer all 8th graders the opportunity to participate in our Algebra 8th grade summer bridge. Data suggests that this practice supports students in their 9th grade high school algebra classes. More emphasis on Reading across the curriculum will be addressed within the departments to increase literacy cognition schoolwide.

What evidence do you see that your practices are effective?

Summer school course passage rate data, Q1 and Q2 passage rate data from 9th grade teachers, and students participation on the site algebra readiness test.

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

There will be no changes to this goal, expect to increase the overall number of 8th graders participating.

20-21 Priority for Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged **To continue building out our student and family resources.**

Theory of Change:	<p>If we build strong a strong supportive environment for students and staff</p> <p>If we build a strong vision in support of student attendance</p> <p>If we continue to provide spaces for students and staff to feel welcome and cared about</p> <p>If we expand our RJ training to teachers and classrooms</p> <p>If we continue to support our student off track</p> <p>If we continue to talk about and train staff on implicit bias, racial courageous conversations, and trauma informed practices in support of staff and students.</p> <p>If we continue to increase tier 1 activities and honor students displaying PRIDE, PURPOSE, PERSEVERANCE, and POSSIBILITIES</p> <p>MPA students will graduate college, career, and community ready.</p>
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Related School Goal:	<p>By May 2023 80% of students will report feeling safe at MPA and feel connected to at least 1 member of staff</p> <p>Suspensions and referrals for disrespect will have decreased by 20% each year in all sub categories</p> <p>Chronic absences will also decrease by 20% each year.</p>
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Virtual learning has impacted our ability to meet our 20% decrease in chronic absences, however, we have been able to reach 100% in submission of teacher attendance. We have hosted PD's on racism all year, in an effort to increase staff comfort in talking about racism and reflecting on their own teaching practices. Established a case management system, trained new staff, and meet weekly in support of students with chronic attendance issues.

What evidence do you see that your practices are effective?

As for our work on addressing racism, we have seen anodotelly and quantitatively through exit tickets and observations, that teachers have changed some of the lange they use in class to describe oppressed group. People have expressed increase ability to talk about race. We will be putting out a survey for this in April.

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

We will need additional staff in support of case managements for students and their families impacted by Covid. We will strive to meet the same outlined goals. We will continue to build our capacity to build and anti racist community next year by focusing on culturally relevant curriculum and practices.

20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff **Provide optimal services to our students, staff, and families.**

Theory of Change: If MPA implements high quality services to our students, families and staff, MPA will see a rise in teacher retention, an increase in enrollment, and high staff, student and family culture data.

Related School Goal:

- 95% % of staff will report believing in the mission of the school
- 95% of staff report they believe their colleagues are committed to doing quality work
- 90% of staff feel like they have the opportunity to do their best everyday
- 90% of staff said someone as work encourages their development
- 70% retention rate for teachers
- Students will report:
 - 80% feel included at the school.
 - 80% reported an adult that encourages them to work hard
 - 80% believe that teachers treat students with respect

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Given we are in distance learning this year, and will remain in some form of Hybrid for 2021-22, we have had to alter our strategies for engaging students and their families. We have focused our initial PD time on building relationships with students/staff. We have also utilized our advisory to be the focus of student connection as well as the connection point for families. We have transition to a quarterly all school assemblies for supporting and encouraging 4P celebrations. We have continued to host honor roll assemblies, and Black History month celebrations. For staff, we have included support groups, staff social hours, get to know you activities for staff development ment and many breakout rooms and community building. We have organized peer observation, coaching collaborative, and used evaluation as a time to engage and support staff. We have also open a parent center. We have a food bank and clothing bank for students and families. We also have virtual present meetings and informationals. We have also been sending out parent newsletter and utilizing Talking Points for communication with parents.

What evidence do you see that your practices are effective?

We give an annual culture and climate survey for staff and students. We typically give it in the fall and in the Spring. Given all the changes this year, we did not give our first student survey till February. initial results of the survey are positive in relation to our goals. As for the staff culture and climate survey, we have yet to give our the new post survey. Initial results we not as strong as hoped and as previous years. We will issue a post survey next month to assess our progress.

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

We are committed to the our school values of these goals and in our attempts to met them. We will be opening a new school building and will focus efforts on coming up with shared norms and agreements for the building. This year, we will also have identified a staff commitment to addressing words that may be racist, sexist, homophobic, etc as an effort to support inclusive and safe community at MPA .

20-21 Conditions for English Language Learners Priority:	English Learners Reading Multiple Years Below Grade Level
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Theory of Change:	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.
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Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

MPA will revisit the goal for English Learners reaching English Fluency. We will do that by ensuring ALL MPA students take the SRI twice aa year, and support them with reading intervention strategies when possible. ELL students should take an additional ELD class.

What evidence do you see that your practices are effective?

Working with our Newcomer teacher, and ITL in support of students in virtual learning has surfaced a number of new CFU practices to be included in our intervention classes, including Peardeak. We believe these strategies support students participation and their increased reading exposure.

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

With implementation of the full-inperson instruction for the 2021-22, we will continue to incorporate virtual tools that increase and support our students reading levels.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

n/a

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Madison Park Academy Upper Campus

School ID: 215

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):	By May 2021, MPA will maintain 90% or greater graduation rate. Students will demonstrate core values of Pride, Purpose, Perseverance, and Possibilities and use them to solve problems, increase social awareness, self-awareness and problem solving skills to develop and maintain relationships.
School Theory of Change:	If MPA maintain a 9-% or greater graduation rate; and foster a greater awareness of our site core values, attached to the 4Ps, our students will be better prepared for college, and community challenges.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<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?
1-1	Teachers will implement components of CRT/Literacy Intervention, including support expanding the use of SIPPS, PearDeck for CFU, and integrated project based learning. We want to implement site strategies with will support our priority groups: newcomers, SPED, AA Males, and students reading multiple grade levels below. Teachers will learn to implement CRT/Literacy, become proficient in 3 reads, learning targets, and CRT strategies using Hammond's work.	Leadership will engage in implementing professional development inclusive of WBL, SBG, Literacy intervention, PBL, and training in support of our SOC including newcomers. Hire consultant in support of CRT work. Providing training opportunities, using weekly PD time, or schedule paid time for CRT training, Literacy training in support of moving the data for our priority groups.	Cross grade level and curricular collaboration PLCs to examine grade-level and curricular trends 6-12, project based learning showcases, and develop best practices aligned to our pathways. Higher graduation rates, increased attendance, and reduced COST referrals for our priority group students.		Tier 1, Tier 2, and Tier 3

1-2	New teachers will continue to participate in intensive coaching by the coaching collaborative. This group includes site leadership, and TSA.	Leadership will continue to offer coaching to new and returning teachers.			Tier 1
1-3	Establish a tutorial program for students off track to graduate beginning at the 9th grade	Integrate tutorial program as part of student day in support of ontrack success. Adm will request additional resources from district to make this a reality.	ontrack graduation rate increases		Tier 2
1-4	Teacher will continue teaching double blocked ELA/Math as an academic intervention, as well as specific ELD double blocked with ELA	Work collaborative with high school counselor to design and develop master schedule in support of double-blocked ELA/Math. Adm will request additional resurces from district to make this a reality.	Master-schedule		Tier 2
1-5	Departments/grade levels consistently review ontrack to graduate data or other data points to monitor students success and needs and then articulate a plan of action in support of these students.	Provide PD uses data to inform intervention supports	PD Calendar		Tier 2
1-6	Summer school as an intervention, in school, in class as an intervention				Tier 2

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

School Priority ("Big Rock"):	Algebra Readiness by 9th Grade
School Theory of Change:	If MPA implements summer school for all 8th graders in support of Algebra readiness, and provide 8th graders with high school algebra instructions, all MPA 8th grade students will be prepared for 9th grade Algebra, and grade level reading.

Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<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?
2-1	Recruit MPA Math teachers for 8th summer Algebra bridge program.	Provide resources, and schedule in support of Alg. Summer Bridge, and doubled blocked Alg. in Master Schedule	Master Schedule		
2-2	Teach program aligned to Algebra 1 standards, taught in the beginning of the 9th grade, inclusive of growth mindset, and our best teachers.	Observe teachers, provide relevant feedback, and review lesson planning	Notes from observations, videos, and lesson plans.		

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

School Priority ("Big Rock"):	To continue building out our student and family resources.
School Theory of Change:	<p>If we build strong a strong supportive environment for students and staff</p> <p>If we build a strong vision in support of student attendance</p> <p>If we continue to provide spaces for students and staff to feel welcome and cared about</p> <p>If we expand our RJ training to teachers and classrooms</p> <p>If we continue to support our student off track</p> <p>If we continue to talk about and train staff on implicit bias, racial courageous conversations, and trauma informed practices in support of staff and students.</p> <p>If we continue to increase tier 1 activities and honor students displaying PRIDE, PURPOSE, PERSEVERANCE, and POSSIBILITIES</p> <p>MPA students will graduate college, career, and community ready.</p>
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<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?
3-1	Teachers nominate 4 monthly 4P student winners	Host monthly grade level community meetings to celebrate 4P winners	Awarded certificates		Tier 1
3-2	Increase Tier 1 Activities in grade level assemblies	Culture/Climate Leads will develop professional development for staff	Increased the number of trainings that are teacher lead		Tier 1
3-3	Teachers/staff will continue to participate in implicit bias and racial conversations, and CRT/Literacy work.	Culture/Climate will work to develop professional development for staff.	Pre and Post Surveys		Tier 1
3-4	Continue using Talking Points for communication with teachers and staff	Parent Engagement: Food Pantry, Workshops, (Legal, housing, immigration, school systems) Back to School Nights, Family Conferences, and expanding the family Resource Center.			Tier 2
3-5	Continue to use RJ in class and utilize RJ coordinator	Support implementation of RJ, provide space on agenda for restorative input and shared practices.	RJ Trackers, Meeting Agendas		Tier 2
3-6	Continue using PBIS structures, while creating a classroom that is warm and safe for students especially post COVID.	Culture and Climate walkthroughs	Student surveys		Tier 2

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

School Priority ("Big Rock"):	Provide optimal services to our students, staff, and families.
School Theory of Change:	If MPA implements high quality services to our students, families and staff, MPA will see a rise in teacher retention, an increase in enrollment, and high staff, student and family culture data.
Related Goal(s):	MPA has a 75% retention rate with and increasing staff satisfaction rate.

Students to be served by these actions:		<i>All staff</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	Staff will feel engaged, supported, and safe in their work and connected to the site.	Coordinate health and wellness activities for staff	Staff surveys throughout the year.		Tier 1
4-2	Teachers will nominate staff of the month	Award staff of the month and attendance completion awards.	awards		Tier 1
4-3	New teacher will receive coaching.	Support new teachers in making sure they have coaches.	Coaching documents, and minutes		Tier 1
4-4	Continue to assign teacher buddies	Coordinate PD and additional offsite opportunities for buddies to work collaboratively.	Staff surveys throughout the year.		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Learners Reading Multiple Years Below Grade Level				
School Theory of Change:	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.				
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<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?
5-1	We will hire 2 HS ELD Teachers	Provide PD and training through coaching collaborative and ELLMA Office	PD Agendas and payroll tracking for District PD's		Tier 2

5-2	Differentiate ELD Classes based to match reclassification guidelines	Admin Team, Literacy Coach, and Counselor will place students in classes based on years in US, SRI, and subgroups	Curriculum, class rosters, testing data		Tier 2
5-3	Use cognates and celebrate bilingualism in classes	Offer DE Spanish at appropriate levels for our bilingual students plus utilize Avant test to qualify students for seal of biliteracy.	Student passage rates in DE Classes and number of students classifying as bilingual		Tier 1
5-4	Work collaboratively with new comer social worker, send cost referrals, attend newcomer office hours to support in the transition of newcomers and immigrant needs	Hire a full time Newcomer social worker to partner with social services and other community organizations	COST Referrals, Case Management Notes, CHKS Survey, Newcomer office hour agendas, Tier 2/Tier 3 meeting notes		Tier 3
5-5	work collaboratively with after school programs to share student needs, successes, and language development opportunities	Designating a certain portion of BACR Budget to support newcomer success during the school year and summer learning	Student attendance in ASP Programs and overall development/acclimation to new environment'		Tier 1
5-6	Provide A-G instruction using amplification and support for ELL's	Track ELL Progress on A-G and offer opportunities to make up credits during an 8 period day	Coaching observations and course analysis, looking at data to ensure equity		Tier 2

5-7	<p>Teachers will implement components of CRT/Literacy Intervention, including support expanding the use of SIPPS, PearDeck for CFU, and integrated project based learning. We want to implement site strategies with will support our priority groups: newcomers, SPED, AA Males, and students reading multiple grade levels below. Teachers will learn to implement CRT/Literacy, become proficient in 3 reads, learning targets, and CRT strategies using Hammond's work.</p>	<p>Leadership will engage in implementing professional development inclusive of WBL, SBG, Literacy intervention, PBL, and training in support of our priority students including newcomers, and ELL. Hire consultant in support of CRT work. Providing training opportunities, using weekly PD time, or schedule paid time for CRT training, Literacy training in support of moving the data for our priority groups.</p>	<p>Cross grade level and curricular collaboration PLCs to examine grade-level and curricular trends 6-12, project based learning showcases, and develop best practices aligned to our pathways. Higher graduation rates, increased attendance, and reduced COST referrals for our priority group students.</p>		
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PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
Copier Maintenance	\$8,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	215-1
Teacher Stipends: Department Leads/CC Team Leads	\$40,000	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide PD and training through coaching collaborative and ELLMA Office	215-2
Supplies	\$15,525	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	215-3
Clerial OT	\$5,000	General Purpose Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	215-4
Membership Dues	\$2,000	General Purpose Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	215-5
Teacher	\$77,240	LCFF Supplemental	1105	Certificated Teachers' Salaries	4602	Teacher, Structured English Immersion	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Provide A-G instruction using amplification and support for ELL's	215-6
.5FTE Community Relations Support (Bilingual)	\$36,690	LCFF Supplemental	2205	Classified Support Salaries	0815	Community Relations Assistant II Bilingual	0.48	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Parent Engagement: Food Pantry, Workshops, (Legal, housing, immigration, school systems) Back to School Nights, Family Conferences, and expanding the family Resource Center.	215-7
Teacher	\$86,422	LCFF Supplemental	1105	Certificated Teachers' Salaries	4236	Teacher, Structured English Immersion	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers will implement components of CRT/Literacy Intervention, including support expanding the use of SIPPS, PearDeck for CFU, and integrated project based learning. We want to implement site strategies with will support our priority groups: newcomers, SPED, AA Males, and students reading multiple grade levels below. Teachers will learn to implement CRT/Literacy, become proficient in 3 reads, learning targets, and CRT strategies using Hammond's work.	215-8
Teacher	\$83,108	LCFF Supplemental	1105	Certificated Teachers' Salaries	4766	Teacher, Structured English Immersion	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers will implement components of CRT/Literacy Intervention, including support expanding the use of SIPPS, PearDeck for CFU, and integrated project based learning. We want to implement site strategies with will support our priority groups: newcomers, SPED, AA Males, and students reading multiple grade levels below. Teachers will learn to implement CRT/Literacy, become proficient in 3 reads, learning targets, and CRT strategies using Hammond's work.	215-9

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
Teacher	\$66,354	LCFF Supplemental	1105	Certificated Teachers' Salaries	6624	Teacher, Structured English Immersion	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers will implement components of CRT/Literacy Intervention, including support expanding the use of SIPPS, PearDeck for CFU, and integrated project based learning. We want to implement site strategies with will support our priority groups: newcomers, SPED, AA Males, and students reading multiple grade levels below. Teachers will learn to implement CRT/Literacy, become proficient in 3 reads, learning targets, and CRT strategies using Hammond's work.	215-10
1.0 RJ Coordinator 7742	\$125,138	LCFF Supplemental	2205	Classified Support Salaries	7742	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Support implementation of RJ, provide space on agenda for restorative input and shared practices.	215-11
Books other than supplies	\$20,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide A-G instruction using amplification and support for ELL's	215-12
Textbooks including Dual/Concurrent Enrollment textbooks	\$10,000	LCFF Supplemental	4100	Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Departments/grade levels consistently review ontrack to graduate data or other data points to monitor students success and needs and then articulate a plan of action in support of these students.	215-13
Printers (New HS Classrooms)	\$10,000	LCFF Supplemental	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Continue using PBIS structures, while creating a classroom that is warm and safe for students especially post COVID.	215-14
Site curricular licenses (CPM, IXL)	\$20,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide A-G instruction using amplification and support for ELL's	215-15
Supplies: Uniforms for grade levels	\$32,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Culture and Climate walkthroughs	215-16
Surplus	\$50,314	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	215-17
.5TSA	\$64,124	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	4616	11-Month Classroom TSA	0.50	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	New teachers will continue to participate in intensive coaching by the coaching collaborative. This group includes site leadership, and TSA.	215-18
Surplus	\$48,226	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	215-19
Teacher	\$77,167	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	7382	Teacher, Structured English Immersion	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teacher will continue teaching double blocked ELA/Math as an academic intervention, as well as specific ELD double blocked with ELA	215-20

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
8th Grade Algebra Bridge Summer School Academy	\$50,000	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	TBD	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Recruit MPA Math teachers for 8th summer Algebra bridge program.	215-21
Provide new teacher with support, coaching of ELLs, SWD, newcomers, students reading multiple grade levels below, by experienced teachers and site leaders.	\$10,000	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	New teachers will continue to participate in intensive coaching by the coaching collaborative. This group includes site leadership, and TSA.	215-22
Honor students through awards, fieldtrips, assemblies, and create a culture of high expectations while modeling our schools core value, the 4-Ps, Pride, Purpose, Peseverance, Possibilities.	\$4,054	Salesforce Principal Innovation Fund	TBD	TBD	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase Tier 1 Activities in grade level assemblies	215-23
Provide information to families on studens academic standing, including newsletters, report cards, progress reports, or other school information, using the postal system.	\$5,000	Salesforce Principal Innovation Fund	TBD	TBD	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Parent Engagement: Food Pantry, Workshops, (Legal, housing, immigration, school systems) Back to School Nights, Family Conferences, and expanding the family Resource Center.	215-24
.5 Newcomer Social Worker	\$30,725	Title I: Basic	1205	Certificated Pupil Support Salaries	7925	Social Worker	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Work collaboratively with new comer social worker, send cost referrals, attend newcomer office hours to support in the transition of newcomers and immigrant needs	215-25
.10 Counselor 1603	\$19,383	LCFF Supplemental	1205	Certificated Pupil Support Salaries	1603	Counselor	0.20	Goal 1: All students graduate college, career, and community ready.	Work collaborative with high school counselor to design and develop master schedule in support of double-blocked ELA/Math. Adm will request additional resurces from district to make this a reality.	215-26
1.0 FTE Content Coach 6123	\$148,120	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	6123	11-Month Classroom TSA	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	New teacher will receive coaching.	215-27
Supplies	\$25,000	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teacher will continue teaching double blocked ELA/Math as an academic intervention, as well as specific ELD double blocked with ELA	
To be allocated in Fall 2021.	\$51,155	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	
Surplus	\$6,800	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	n/a	n/a	215-30
Teacher Professional Development and Conferences supporting site PBL, SBG, and work with priority groups.	\$10,000	Title IV: Student Support & Academic Enrichment	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Leadership will engage in implementing professional development inclusive of WBL, SBG, Literacy intervention, PBL, and training in support of our SOC including newcomers. Hire consultant in support of CRT work. Providing training opportunities, using weekly PD time, or schedule paid time for CRT training, Literacy training in support of moving the data for our priority groups.	215-31

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
Chromebooks carts in service of 1:1 post covid	\$7,000	Title IV: Student Support & Academic Enrichment	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teacher will continue teaching double blocked ELA/Math as an academic intervention, as well as specific ELD double blocked with ELA	215-32
1.0FTE MS Drama, Dance elective teacher	\$118,934	Measure G1	1105	Certificated Teachers' Salaries	2474	Teacher, Structured English Immersion	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Departments/grade levels consistently review ontrack to graduate data or other data points to monitor students success and needs and then articulate a plan of action in support of these students.	215-33
Elective students participate in professional performances	\$20,000	Measure G1	TBD	n/a	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Departments/grade levels consistently review ontrack to graduate data or other data points to monitor students success and needs and then articulate a plan of action in support of these students.	215-34
Supplies for elective performance, and classes	\$16,042	Measure G1	TBD	n/a	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Departments/grade levels consistently review ontrack to graduate data or other data points to monitor students success and needs and then articulate a plan of action in support of these students.	215-35
.5FTE Library Clerk (TBD)	\$25,000	Measure G: Library	TBD	n/a	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers will implement components of CRT/Literacy Intervention, including support expanding the use of SIPPS, PearDeck for CFU, and integrated project based learning. We want to implement site strategies with will support our priority groups: newcomers, SPED, AA Males, and students reading multiple grade levels below. Teachers will learn to implement CRT/Literacy, become proficient in 3 reads, learning targets, and CRT strategies using Hammond's work.	215-36
Books other than supplies	\$15,000	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will implement components of CRT/Literacy Intervention, including support expanding the use of SIPPS, PearDeck for CFU, and integrated project based learning. We want to implement site strategies with will support our priority groups: newcomers, SPED, AA Males, and students reading multiple grade levels below. Teachers will learn to implement CRT/Literacy, become proficient in 3 reads, learning targets, and CRT strategies using Hammond's work.	215-37

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
Supplies for the Library	\$15,000	Measure G: Library	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will implement components of CRT/Literacy Intervention, including support expanding the use of SIPPS, PearDeck for CFU, and integrated project based learning. We want to implement site strategies with will support our priority groups: newcomers, SPED, AA Males, and students reading multiple grade levels below. Teachers will learn to implement CRT/Literacy, become proficient in 3 reads, learning targets, and CRT strategies using Hammond's work.	215-38
.5FTE Pathway Coach (2472)	\$79,175	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.	Departments/grade levels consistently review ontrack to graduate data or other data points to monitor students success and needs and then articulate a plan of action in support of these students.	215-39
1.0FTE WBL	\$95,926	Measure N	2305	Classified Supervisors' and Administrators' Salaries	7740	Site Liaison, Work-Based Learning	1.00	Goal 1: All students graduate college, career, and community ready.	Departments/grade levels consistently review ontrack to graduate data or other data points to monitor students success and needs and then articulate a plan of action in support of these students.	215-40
1.0FTE Pathway Case Manager	\$120,322	Measure N	2305	Classified Supervisors' and Administrators' Salaries	7624	Case Manager 24	0.50	Goal 1: All students graduate college, career, and community ready.	Departments/grade levels consistently review ontrack to graduate data or other data points to monitor students success and needs and then articulate a plan of action in support of these students.	215-41
ECCCO Internship Stipends	\$28,946	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Departments/grade levels consistently review ontrack to graduate data or other data points to monitor students success and needs and then articulate a plan of action in support of these students.	215-42
Transportation Cost College and Career Exploration	\$20,000	Measure N	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Departments/grade levels consistently review ontrack to graduate data or other data points to monitor students success and needs and then articulate a plan of action in support of these students.	215-43
Consultant East Bay Consortium College and Career Information Center	\$27,000	Measure N	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Departments/grade levels consistently review ontrack to graduate data or other data points to monitor students success and needs and then articulate a plan of action in support of these students.	215-44

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
After school program	\$63,046	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	work collaboratively with after school programs to share student needs, successes, and language development opportunities	215-45
After school program	\$149,259	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	work collaboratively with after school programs to share student needs, successes, and language development opportunities	215-46

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

Involvement of Parents in the Title I Program

Madison Park Academy agrees to implement the following statutory requirements:

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

School-Parent Compact

Madison Park Academy has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the

responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

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

Accessibility

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

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon by, the parents of children participating in the **Madison Park Academy** School Site Council on November 21, 2019.

This policy was adopted by the **Madison Park Academy** School Site Council on December 17, 2020 ~~November 21, 2019~~ and will be in effect for the 2020-21 ~~19-20~~ School Year. The school will distribute this policy to all parents of participating Title 1, Part A, Children. It will be made available to the local community. The Madison Park Academy notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Principal, Dr. Taylor's Signature

Date

SSC Chairperson, Tanisha Garrett ~~Tanisha Garrett~~ De'shawn Woolridge's Signature
Date

Todas las escuelas del Título I desarrollarán una política por escrito de participación de padres del Título 1 con la entrada y distribución de todos los padres de Título I para incluir una descripción de los medios para llevar a cabo los siguientes requisitos de participación de padres de escuelas del Título I.

Participación de los padres en el programa del Título I

Madison Park Academy se compromete a aplicar los siguientes requisitos legales:

- Convocará una reunión anual del Título I para realizar lo siguiente:
 1. Informar a los padres de la participación de la escuela en el Programa Título I.
 2. Explicar los requisitos del Programa del Título 1.
 3. Explicar los derechos de los padres a participar de manera organizada, continua y oportuna en la ~~revisión~~ ~~La revisión~~ de la planificación y la mejora de su Programa Título I.
 4. El derecho de los padres a participar en el desarrollo del Plan Título 1 del Distrito. Los padres participarán en una reunión mensual de padres (Consejo Escolar).
 - Involucrar a los padres de los estudiantes de Título I de manera organizada, continua y oportuna, en la planificación y mejora de los programas de Título I y la Política de Participación de los Padres de Título I. Los padres y las familias estarán involucrados en el gobierno de los comités SSC y ELAC (Comité Asesor de Aprendices de Inglés).
 - Proporcionar a los padres de los estudiantes de Título I información oportuna sobre los programas de Título I. Los padres y las familias serán invitados mensualmente a participar en las reuniones de SSC y ELAC para discutir los temas del calendario mensual que involucran al Título 1.
 - Proporcionar a los padres de los estudiantes del Título I una explicación del plan de estudios, evaluaciones y niveles de competencia que se espera que cumplan los estudiantes. Los padres y las familias serán invitados mensualmente a participar en las ~~reuniones~~ ~~Reuniones~~ de SSC y ELAC para discutir temas mensuales del calendario del Distrito que involucran al Título 1.
 - Proveer a los padres de los estudiantes de Título I, si se les pide, oportunidades de reuniones regulares para participar en las decisiones relacionadas con la educación de sus hijos. Los padres y las familias serán invitados mensualmente a participar en la reunión SSC y ELAC para discutir temas mensuales del calendario del distrito que involucran el Título I.
-

Acuerdo entre la escuela y los padres

Madison Park Academy, conjuntamente con los padres del título 1, ha desarrollado y distribuido un Acuerdo entre la Escuela y los Padres que describe cómo los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Este acuerdo también describe cómo la escuela y los padres desarrollarán una asociación para ayudar a los niños a alcanzar la competencia en los estándares de conocimiento de California.

Creación de la capacidad de los padres para participar

Madison Park Academy involucrará a los padres en interacciones significativas con la escuela. MPA apoya una asociación entre el personal docente, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes. Para ayudar a alcanzar estos objetivos y desarrollar la capacidad para la participación de los padres, MPA hará lo siguiente:

- Ayudará a los padres del Título I a comprender los estándares de contenido académico, las evaluaciones y cómo monitorear y mejorar los logros de sus hijos en las siguientes áreas:
 1. Los estándares de contenido académico del Estado de California
 2. Los estándares académicos de rendimiento académico del Estado de California
 3. El estado de California y el Distrito Escolar Unificado de Oakland Incluidas las evaluaciones alternativas
 4. Nivel de competencia académica que se espera que los estudiantes logren
 5. Cómo controlar el progreso de su hijo

- Los padres y las familias serán invitadas mensualmente a participar en la reunión de SSC y ELAC para discutir temas mensuales del calendario del distrito que involucran el Título 1 y se les da información para ayudar a apoyar a las familias

- Proveer materiales y capacitación para ayudar a los padres del Programa Título I a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos. Los padres recibirán recursos e información en Internet para ayudarlos a guiarlos y apoyarlos hacia el logro académico.

- Educar al personal docente, con la ayuda de los padres del Título I, sobre el valor de las contribuciones de los padres y el poder trabajar con los padres como socios iguales para proporcionar enriquecimiento de calidad a los estudiantes. El personal será educado con PDs (actividades de desarrollo profesional) semanales dadas por el director y/u otras formas que pueden ayudar a proveer PD de calidad al personal docente.

- Coordinar e integrar las actividades de Participación de Padres del Programa Título I con otras actividades que alienten y apoyen a los padres a participar más plenamente en la educación de sus hijos.

- Distribuir a los padres del Programa Título I, de manera oportuna, información del programa relacionada con programas escolares y de padres tales como reuniones y otras actividades en una forma y en el idioma que los padres entiendan. Los padres y las familias recibirán boletines mensuales e información sobre los recursos de la familia (que también incluye volantes y

llamadas telefónicas con información de la escuela). Esta información también será traducida al español para apoyar las necesidades lingüísticas de todas las familias de Madison.

- Proporcionar apoyo durante las reuniones regulares para las actividades de padres solicitadas por el Programa Título I. Los padres participarán en las reuniones de SSC y ELAC

Accesibilidad

Madison Park Academy proporcionará oportunidades para que todos los padres de Titulo I puedan participar, incluyendo padres con habilidades limitadas en Inglés, padres con discapacidades y padres de estudiantes migratorios. Esto incluye proveer información y reportes escolares en una forma y en el lenguaje que los padres entiendan. Padres y familias recibirán información en Inglés y en Español para satisfacer las necesidades lingüísticas de todas las familias.

Adopción

Esta Política de Participación de los Padres Escolares ha sido desarrollada conjuntamente con, y acordada por, los padres de los niños que participan en el Concilio Escolar de la Escuela Madison Park el 21 de Noviembre de 2019.

Esta política fue adoptada por Madison Park Academy el 21 de Noviembre de 2019 y estará vigente durante el año escolar 2019-20. La escuela distribuirá esta política a todos los padres del Título 1, Parte A, Niños y se pondrá a disposición de la comunidad local. La notificación de la Escuela Madison Park a los padres de esta política será en un formato uniforme comprensible y, en la medida de lo posible, proporcionada en un idioma que los padres puedan entender.

Firmado por la Directora Dr. Taylor

Fecha

Firmado por la SSC Chairperson, De'shawn Woolridge

Fecha

MADISON PARK ACADEMY 6-12TH SCHOOL-PARENT-STUDENT-COMMUNITY COMPACT 2020-2021 (DRAFT)

SCHOOL STAFF	PARENT/GUARDIANS	STUDENT	COMMUNITY
<p>We believe all students can learn, and we will do the following to ensure their success. Therefore, we will:</p>	<p>We believe that parents & family are the child’s first and most important teachers. We will encourage learning and success in school. Therefore, we will:</p>	<p>I believe that my education is important and that I can be successful in school. I will be a responsible learner. Therefore I will:</p>	<p>I will be an active participant in the MPA community, representing the MPA way, with:</p>
<ul style="list-style-type: none"> •Disseminate, model, and reinforce all school rules. •Model and engage students in restorative ways of resolving conflict. •Set high expectations for all and communicate them clearly to all parents & guardians as partners in education on behalf of the child. •Respond in a timely manner to any request for information. •Regularly share with families their child’s school related concerns and progress. •Teach appropriate standards-based skills & concepts, and assign <u>relevant</u> work. •Strive to address the individual and cultural needs of each child. •Support families in seeking resources to further assist in meeting their child’s educational needs. Communicate homework, class work, and behavior and attendance expectations and progress. •Teachers and staff will respect students as youth becoming adults. •Provide access to school work outside of class. 	<ul style="list-style-type: none"> •Read or hear all school rules and expectations of respect, and follow them. •Bring and pick up our child on time every day. •Make sure that our child gets enough sleep and has a healthy diet. •Provide a quiet place and time for our child to do school homework, and we will ensure the home homework is returned to school. •Promptly respond to messages from our child’s school. •Help our child’s school however we can. •Have our child read at least 30 minutes every day. •Monitor and provide healthy limits to the amount of time our child spends with technology for entertainment. •Attend back to school night, parent conferences, open house, and other school events whenever possible. •Talk with our child about his/her school activities every day. •Contact the school whenever we have concerns. Volunteer at the school site when possible. •Make an effort to be aware of my child’s grades through “Jupiter.” 	<ul style="list-style-type: none"> •Attend school regularly, arriving on time, dressed appropriately & prepared with necessary supplies. •Follow school rules and be responsible for my own behavior. •Listen and show respect to my teachers and support staff, who are all here to help me succeed. •Strive to learn and develop my skills, doing my personal best in class. •Deliver information between school and home to show to my parents/guardians. •Return my completed homework on time. •Read at home for at least 30 minutes every day. •Share what I am learning with my family. •Ask for help when I need it. •Make an effort to resolve my conflicts restoratively & peacefully. •Make healthy choices and maintain a growth mindset. •Finally, I will monitor my usage of technological entertainment, putting my responsibilities as a student first. 	<ul style="list-style-type: none"> •Pride •Purpose •Perseverance •Possibilities <p>Principal: _____</p>

Teacher & Staff _____	Parent/Guardian: _____	Student: _____	Community: _____
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MADISON PARK ACADEMY 6-12TH COMPACTO ESCOLAR PARA ESCUELA–PADRES–ESTUDIANTES–COMUNIDAD 2019-2020

PERSONAL DE LA ESCUELA	PADRES / TUTORES	ESTUDIANTES	COMMUNIDAD
<p>Porque creemos que todos los estudiantes pueden aprender, haremos lo siguiente para asegurar su éxito:</p>	<p>Porque creemos que como padres y familias somos los primeros y más importantes maestros del niño, alentaremos a nuestros hijos en su aprendizaje y su éxito escolar. Por lo tanto, nosotros:</p>	<p>Porque creo que mi educación es importante y que puedo lograr el éxito escolar, actuare como en un estudiante responsable. Por lo tanto:</p>	<p>Seré un participante activo en la comunidad de MPA, representando la manera de MPA, con:</p>
<ul style="list-style-type: none"> • Diseminar, modelar, e enforzar todas las reglas de la escuela. • Mostraremos e incluiremos a los estudiantes en prácticas restaurativas de resolver conflictos. • Estableceremos expectativas altas para todos los estudiantes las cuales serán comunicadas claramente a todos los padres y/o tutores a quienes vemos como socios en la educación de los niños. • Responderemos de manera oportuna a cualquier solicitud de información. • Compartiremos regularmente con las familias las inquietudes y progresos relacionados con la educación de sus hijos. • Enseñaremos habilidades y conceptos apropiados basados en estándares, y asignaremos tareas relevantes. • Haremos el mayor esfuerzo en atender las necesidades individuales y culturales de cada niño. • Apoyaremos a las familias en la búsqueda de recursos para ayudarles a satisfacer las necesidades educativas de sus hijos. Les comunicaremos la tareas, el trabajo en clase, el comportamiento y asistencia y las expectativas del nivel de progreso de sus hijos. • Los maestros y personal mostrarán respeto a los estudiantes a quienes verán como jóvenes en proceso de convertirse en adultos. 	<ul style="list-style-type: none"> • Leeremos y escucharemos todas las reglas de la escuela y seguiremos todas las expectativas de respeto en la escuela. • Traeremos y recogeremos a nuestros hijos a tiempo todos los días. • Nos aseguraremos de que nuestro hijo/a duerma lo suficiente y tenga una dieta saludable diariamente. • Proporcionaremos un lugar adecuado y tiempo suficiente para que nuestro hijo/a haga la tarea y nos aseguraremos de que la tarea regrese a la escuela. • Responderemos rápidamente a los mensajes de la escuela. • Ayudaremos a la escuela en lo que sea necesario • Haremos que nuestro niño/a lea por lo menos 30 minutos todos los días. • Proporcionaremos adecuada supervisión límites saludables a la cantidad de tiempo que nuestro niño/a pasa entretenido con aparatos tecnológicos. • Asistiremos a la noche escolar, a las conferencias para padres y otros eventos escolares siempre que nos sea posible. • Hablaremos con nuestro niño/a sobre sus actividades escolares todos los días. • Nos comunicaremos con la escuela cuando tengamos alguna inquietud a resolver. Estaremos disponibles en actividades de voluntarios en la escuela cuando sea posible. • Haremos el esfuerzo por estar al corriente con las calificaciones de mi hijo/a a través de "Júpiter". 	<ul style="list-style-type: none"> • Asistiré a la escuela regularmente, llegaré a tiempo, me vestiré apropiadamente y me asegurare de tener todo los suministros necesarios para el aprendizaje. • Seguiré las reglas de la escuela y seré responsable de mi propio comportamiento. • Escucharé y mostraré respeto a mis maestros y al personal de apoyo, que están aquí para ayudarme a tener éxito. • Me esforzare por aprender y desarrollar mis habilidades personales haciendo lo mejor posible en cada clase. • Entregaré a mis padres/tutores, toda información relacionada a la escuela y el hogar. • Devolveré todas mis tareas a tiempo. • Leeré en casa por lo menos 30 minutos todos los días. • Compartiré lo que estoy aprendiendo con mi familia. • Pediré ayuda cuando la necesite. • Hare el mayor esfuerzo para resolver mis conflictos de manera restaurativa y pacífica. • Tomaré decisiones saludables y mantendré una mentalidad de crecimiento. • Finalmente, vigilaré mi uso de entretenimiento tecnológico, poniendo mis responsabilidades como estudiante primero. 	<ul style="list-style-type: none"> • Orgullo • Propósito • Perseverancia • Posibilidades <p>Director: _____</p>

Maestro(a) y peronal: _____	Padre/guardián: _____	Estudiante: _____	Comunidad: _____
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Strategic Resource Planning (SRP)

**Madison Park Upper
School Site Council Membership Roster
2020-2021**

SSC - Officers

Chairperson:	Tanisha Garrett
Vice Chairperson:	Veronica Bibiano Quintanilla
Secretary:	Karl Langer-Croager

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Dr. Lucinda Taylor	✓					1yr
Tanisha Garrett		✓				1yr
Alexandra Gomes		✓				1yr
Karl Langer-Croager		✓				1yr
Taiwo Seitu		✓				1yr
Francisco Alvarado			✓			1yr
Veronica Bibiano Quintanilla				✓		1yr
Marina Munoz				✓		1yr
Deandre Williams				✓		1yr
Marion Martinez Solis					✓	1yr
Alonso Bernal					✓	1yr
Itzeline Rodriguez					✓	1yr

SSC Meeting Schedule: (Day/Month/Time)	4th Thursday of the month, at 4pm.
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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)