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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 (Primary)

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Madison Park Academy Primary.

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 Primary



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

2021-2022 School Plan for Student Achievement (SPSA)

School: Madison Park Academy Primary
CDS Code: 1612596002182
Principal: Sabrina Moore
Date of this revision: 5/21/2021

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: Sabrina Moore	Position: Principal
Address: 470 El Paseo Drive Oakland, CA 94603	Telephone: 510-636-7919 Email: sabrina.moore@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/21/2021

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 Primary

Site Number: 154

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input 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:

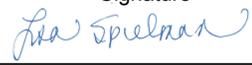
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material 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: May 21st, 2021

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

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

Signatures:

<u>Elaina Amos-Lewis</u> <i>Principal</i>	<u><i>Elaina Amos-Lewis</i></u> Signature	<u>6/25/2021</u> Date
<u>April Mason-Feaster</u> <i>SSC Chairperson</i>	<u><i>April Mason-Feaster</i></u> Signature	<u>6/25/2021</u> Date
<u>Monica Thomas</u> <i>Network Superintendent</i>	<u></u> Signature	<u>June 28, 2021</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u></u> Signature	<u>6/28/21</u> Date

2021-22 SPSA ENGAGEMENT TIMELINE

School Site: Madison Park Academy Primary

Site Number: 154

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
1/29/21	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/5/2021	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/26/2021	Student Site Council	Review budget priorities and share rationale and overview of site plan.
3/3/2021	Faculty & SSC combined	Review budget including planned strategies & activities for 2020-2021. Documented feedback for ILT review.
6/25/2021	SSC	Approve SPSA

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	\$97,990.00
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	\$543,375.00

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)	\$89,625.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$16,440.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,390.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$222,700.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$39,300.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$5,975.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	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)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$97,990.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$445,385.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$543,375.00
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 Primary

School ID: 154

School Description

Madison Park Business and Art Academy (MPA) is a TK-12 academy model school 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.

Our vision at MPA Primary is to educate, challenge and nurture our students to succeed in secondary school and beyond. Our dedicated teachers and staff offer Structured English Immersion support and a rigorous academic curriculum in 14 classrooms. At MPA we also encourage family involvement and provide many opportunities for parents to get involved along with parent support and resources such as school site council, parent teacher association, a parent resource center, food bank, and a GED program.

School Mission and Vision

MPA TK-12 students experience a full service educational journey that cultivates resilience, develops innovative agents of change that both reflect on and evaluate choices. MPA shall create a more equitable society through community, wellness, leadership and collaboration by implementing a curriculum aligned to Business, Engineering and Digital Design leading to college and career readiness.

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

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Standards Aligned Curriculum; Standards aligned planning and execution, students have repeated exposure to standards aligned online assessments and content.	Observation/Feedback has shown that teachers are consistently implementing EL Education and Collaborative Classroom: Being a Writer, Making Meaning, and Being a Reader as part of their daily schedules, along with tools for assessment and conferring. Most teachers assessing at district benchmarks: iReady, SRI, ELA + Math IABs/IAs using this data to drive instruction and others daily conferring for small group teach points.

<i>Focal Student Supports</i>	Students have access to direct phonics instruction (SIPPS), online leveled reading (Raz-Kids/iReady), sentence unpacking lessons, science notebooking, and interventions from partners: Reading Partners. By 2020 mid year SRI scores _ of our AA students scoring multiple years below grade level had grown half a year of more. By 2020 mid SRI scores _ of our resource students had grown a half of year or more. _ of our students with IEPs scoring 1 year below in Fall grew a half of year or more.	coming soon
<i>Student/Family Supports</i>	Weekly Attendance, COST, and Family Success Meetings with the specified teams. SSTs are put into place for students with chronic and moderate absences. Attendance awards for classes at the First Friday assemblies.	The Attendance Team meets weekly to discuss and implement plans for students who have chronic and moderate absences. The Attendance Team completes Family Success Meetings, and is always updating teachers and families about the state of a student's attendance. The class with the highest satisfactory attendance is awarded at the First Friday assembly.
<i>Staff Supports</i>	Changes to Teacher Professional Development / PLC for all Staff. Cycles informed by observation and feedback of teachers; Weekly PLC structure for grade level teams and grade Bands K-2, 3-5. All learning cycles are content agnostic with a focus on constructive monitoring.	PLC happens in individualized, partnerships, and in teams- TK-2 Team, TK-1 Team, Grades 3-5 Team, and grade level teams. PLC Teams meet weekly using the PLC Deliverable based on Dufours 4 PLC tenets- always start with data and then analyze using student work and planning with a focus on areas where students were not successful. For data analysis all teams and teachers use the MPA Primary Data Protocol and Weekly Focused Standard Planning Tool to make informed assessment for learning decisions. All Wednesday PD time is protected PLC time for collaboration, planning, and new learning.
Focus Area:	Priority Challenges	Root Causes of Challenges

<p><i>College/Career Readiness</i></p>	<p>Comprehension, particularly higher order thinking skills such as analysis, evaluation, and synthesis, where complex text structures and language nuance impede understanding. Students transferring content knowledge across multiple mediums or assessments including SBAC ELA and Math.</p>	<p>Staff needs a TSA dedicated to facilitating professional development, coaching and observation cycles. Teachers need to build their skill and knowledge around supporting student learning in higher DOK levels and higher order thinking skills, when answering text dependent questions or constructing their own questions. More teacher learning and practice is needed in developing learning environments for deeper learning. TK-2 teachers experienced new curriculum this year and there was differentiation in the quality of teachers' planning and teaching of prescribed curriculums. Teachers and students have not been nurtured thoroughly to understanding how challenges are important for growth and development and given the opportunity to reflect genuinely on the results that challenges have produced for their teaching and learning.</p>
<p><i>Focal Student Supports</i></p>	<p>All students are challenged with accessing and solving word problems that include more than one step, math vocabulary that may not be familiar, and using working memory to solve simple arithmetics problems rather than making sense of word problems. This is also the case in reading and accessing complex texts (texts that may be 1-2 instructional levels higher) - students are challenged with using working memory to decode words rather using fix-it strategies and comprehension methods to make sense of the text.</p>	<p>Teachers are learning best practices for student agency and ownership in their learning. Quality varies from classroom to classroom based on teacher experience and expertise in intentionally planning independent digital work time, and independent work time. Teacher's are not yet diving intentionally into focal group achievement gaps or gains to analyze which systems, techniques, or daily language created this results. The analysis will drive which students need acceleration whether with academic tutors or Reading Partners organization. Shift back to workshop model and aggressively monitoring during independent work time.</p>

<p><i>Student/Family Supports</i></p>	<p>Students have not made sufficient growth in language and literacy to meet the grade level proficiency ranges required for the ELPAC. Families do not understand language classifications. Attempts have been made around engaging families and providing the information. Also families need support accessing resources and increasing students attendance especially in TK-2.</p>	<p>Families are not sure on how to read the language classifications or understand the importance of their student reclassifying. Students in Grades 3-5 are reading multiple years below grade level and while they are making growth (1+ years or more), the growth is years away from their grade level requirement. After reviewing the ELPAC data - students are scoring the lowest in written language and reading; teachers and staff are learning to plan for balance between reading, writing, speaking and listening. Students need small group leveled direct instruction in literacy multiple times during the day. All families do not have a strong 1:1 relationship with a staff member due to attendance, or other factors. The lack of relationship transmits into the families that are not receiving information from the school or having conversations with the school. There are other factors besides schooling that are impacting our students and families are not aware of all the resources available to them. Parent confidence in ability to support students in learning. Past limited communication, support and training for parent and community for home / school connections.</p>
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<i>Staff Supports</i>	Teachers and students are also developing methods for collecting and reflecting on their data in real-time, using it formatively, and not waiting for the summative assessment to make adjustments in instruction.	Teachers and students have just started to analyze formative data collected through an intense focus on the teaching and learning process in ELA and Mathematics. Using this same process schoolwide in protected PLC time, teachers are learning and implementing best practices for adjusting instruction, collecting and sharing data, and reflecting on next steps. Staff have just begun to analyze data and discussing how equity / race and power pushed or stagered student progress in schoolwide design thinking challenges focused on Students with Individualized Learning Plans, Pacific Islander and African American students. Parents need 1:1 connections with a person on staff who is knowledgeable in instruction and additional support systems.
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1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: Increase by 20 percentage points number of students reading at grade level in 2-5 and 85% of students K-1 reading at grade level.

Instructional Focus Goal: *All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	n/a	tbd
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	n/a	tbd
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	n/a	tbd

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
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SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-59.6 (Spring 2019)	n/a	tbd
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	tbd
IAB ELA at or above Standard	All Students	n/a	n/a	n/a	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	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	tbd
IAB Math Above Standard	All Students	n/a	10.2%	n/a	tbd
CAST (Science) at or above Standard	All Students	n/a	6.8% (Spring 2019)	n/a	tbd

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal for May 2024:		tbd			
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	-103.4 (Spring 2019)	n/a	tbd
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-66 (Spring 2019)	n/a	tbd
IAB ELA at or above Standard	Students with Disabilities	tbd	Please choose a focal student group at left.	tbd	tbd
IAB ELA at or above Standard	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd	tbd

Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	47.0%	Coming soon	tbd
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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	-120.1 (Spring 2019)	n/a	tbd
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-79.5 (Spring 2019)	n/a	tbd
IAB Math Above Standard	Students with Disabilities	n/a	4.0%	tbd	tbd
IAB Math Above Standard	African-American Students	n/a	7.9%	tbd	tbd

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	8.7%	n/a	tbd
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	tbd

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

School Goal for May 2024: tbd

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	79.0%	n/a	tbd
Suspensions	All Students	-2pp	0.0%	n/a	tbd
Suspensions	African-American Students	-2pp	0.0%	n/a	tbd

Suspensions	Students with Disabilities	-2pp	0.0%	n/a	tbd
Chronic Absence	All Students	-2pp	16.7%	n/a	tbd
Chronic Absence	African-American Students	-2pp	19.1%	n/a	tbd
UCP Complaints	All Students	n/a	n/a	n/a	tbd

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

School Goal for May 2024:		tbd			
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]	n/a	tbd
Teacher Retention	All Teachers	n/a	66.7% (Fall 2020)	n/a	tbd

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

This current school year 2019-20 we have had a teacher shortage; we have a kinder vacancy which is impacting all early literacy goals.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

Madison Park School: Academy Primary		SPSA Year Reviewed: 2020-21	SPSA Link: 20-21 SPSA
2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)			
20-21 Conditions for Student Learning Priority:		MPA Primary will reduce chronic absence by 1% based on the 18-19 Baseline	
Theory of Change:	WE ARE THE PRIDE OF PRIMARY. If we develop a culture where everyone in the school and the greater community acts upon the belief that all students are capable of learning at high levels, by ensuring our students engage in grade-level, standards-aligned learning, then all students will have greater opportunities and the necessary supports to be successful.		
Related School Goal:	All students build relationships to feel connected and engaged in learning.		
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.			
This year we met as an Attendance Team to review students who were moderate, severely and at risk of becoming chronically absent. We scheduled SSTs for students who are at risk, moderately and chronically absent. An intense focus was placed on at risk absenteeism this school year. We have developed an attendance team and we meet weekly to analyze data and devise individualized and schoolwide plans to support at risk students. We are conducting parent and student check ins and daily phone calls.			
What evidence do you see that your practices are effective?			
Satisfactory attendance percentages are higher or the same than the previous year. More and more students that are chronically absent are coming to school every day at a higher rate. Chronic Absence data year over year is lower.			
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.			
Continued focus on family engagement and support around absenteeism.			
20-21 Standards-Based Instruction Priority:		Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC.	
		By June 2021, 50% of TK through 2nd grade students will meet or exceed standards on the Math Interim Assessments.	

<p>Theory of Change:</p>	<p>WE PERSERVE THROUGH COMPLEX PROBLEMS BY THINKING CRITICALLY If we implement an anti-racist learning culture where student learning drives all decision making, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then every policy of the school ensures that everyone thrives and ALL teachers consistently implement Eureka Math, Standards Plus and Zearn in protected time for Math Core and Math Workshop time with integrity and consistently then students will show increased academic mastery growth on SBAC Math IABs, SBAC Math Focused Math IABs, SBAC Math Performance Tasks, and the SBAC Math Summative Assessment.</p>
<p>Related School Goal:</p>	<p>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.</p>
<p>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.</p>	
<p>In every classroom, K-5 teachers are using Eureka Math, Standards Plus Math, and Zearn. At MPA Primary we have two instructional blocks set aside for Math learning: Math core blocks where teachers and students are using Zearn and Standards Plus Math. To further unpack the Zearn and make sense of the content and thinking students required of students, teachers complete a Zearn Curriculum Study PD for each of their modules. In protected PLC time, teachers are given time to work in collaboration across grade levels, learn the core progressions, and start to attend to the aspects of rigor: conceptual understanding, procedural skill and fluency, and application.</p>	
<p>What evidence do you see that your practices are effective?</p>	
<p>iReady Math and IAB Math</p>	
<p>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.</p>	
<p>The Weekly Planning Tool is being re-introduced this year along with content agnostic PLCs on Wednesday. It was clear from learning we did last year in the different cycles, that teacher learning and needs should be what drives the learning experiences on Wednesdays. Students are going to be ask to do deeper thinking in all content areas and it is important that as we want students to experience interdisciplinary learning, teachers must as well. If we expect students to experience learning that is planned intentionally with their learning needs in mind, teachers must also experience the same. PLC went from a lecture space to one of collaboration, open reflection, and an intensive focus on the teaching and learning process.</p>	
<p></p>	

<p>20-21 Language & Literacy Priority:</p>	<p>By June 2021, 30% of 3rd through 5th grade students will meet or exceed standards on the ELA IAB & 45% of students will meet or exceed accelerated growth in both F&P and RI.</p> <p>By June 2021, 3rd through 5th grade students will increase their distance from standards by +15 points.</p>
<p>Theory of Change:</p>	<p>WE MAKE POSSIBILITIES BY MASTERING CORE ACADEMIC CONTENT</p> <p>If we implement an anti-racist learning culture where student learning drives all decision making, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then every policy of the school ensures that everyone thrives and ALL teachers implement EL Education modules (including K-2 Labs and Skills; and 3-5 ALL block) with integrity, then students will demonstrate increasing proficiency on assessments such as the RI, Interim Assessments, Unit Assessments, and SBAC ELA.</p>
<p>Related School Goal:</p>	<p>100% of classrooms will provide grade-level, standards-aligned instruction, with a particular focus on fostering interaction and discussion, to ensure accelerated language and reading growth. (CCSS S&L: 1, 4, 6)</p>
<p>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.</p>	
<p>This year in 2020-2021 we are working on and creating a sustainable system for focusing on the high impact standards for ELA in grade K-5. In Grades K-5 we are returning to our implementation of a recursive cycle of choosing and planning and assessing for a high impact standard using the SIPPS, iReady, EL Education, Being a Writer, and Making Meaning curriculum. We transitioned this year to EL Education for Grades K-2 and in place of specific Being A Writer Units (Informational), we have implemented blocks of Making Meaning (units of explicit instruction in the different genres of texts) and Being a Writer (explicit instruction and independent time in the different genres of writing) in grades K-5. Each unit is aligned to the Common Core State Standards.</p>	
<p>What evidence do you see that your practices are effective?</p>	
<p>SRI, iReady, BOY IAB</p>	
<p>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.</p>	
<p>n/a</p>	
<p>20-21 Conditions for Adult Professional Learning Priority:</p>	<p>Increase 10 percent of MPA STAFF responding agree to the question, "Have you changed your practice as a result of participating..." on the CHKS Survey.</p>

Theory of Change:	WE MAKE POSSIBILITIES WITH A LEARNER MINDSET If we implement an anti-racist learning culture where assessing how bias impact student learning through progress monitoring, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then ALL teachers will plan/teach highly rigorous grade level appropriate lessons.
Related School Goal:	All students experience success in the early years. 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. All students build relationships to feel connected and engaged in learning.
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.	
This year in 2020-2021 we ensured that teachers have release time and common planning time with grade level or grade span partners. We participated in professional developments for all online intervention and enrichment programs. All professional development are followed by observation, feedback and coaching. All staff is participating in an anti-racist learning cycle.	
What evidence do you see that your practices are effective?	
Agendas for common planning time, professional learning spaces, PLC exit ticket/feedback forms	
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.	
n/a	
20-21 Conditions for English Language Learners Priority:	All students experience success in the early years. 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. All students build relationships to feel connected and engaged in learning.
Theory of Change:	WE MAKE POSSIBILITIES WITH A LEARNER MINDSET If we implement an anti-racist learning culture where assessing how bias impact student learning through progress monitoring, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then ALL teachers will plan/teach highly rigorous grade level appropriate lessons.
Related School Goal:	All students experience success in the early years. 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. All students build relationships to feel connected and engaged in learning.
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.	

Implementation of daily designated ELD block w/ aligned curriculum and practices. Inquiry cycles focused on integrated, systematic ELD teacher capacity building, monitored and supported by site walkthrough and data.

What evidence do you see that your practices are effective?

Winter 2020 we had 8 students meet both ELPAC and SRI criteria. Currently, we have 32 students meet the SRI/iReady criteria.

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.

2020-2021 all teachers will be completing sentence unpacking and Tightening UP, the execution of content aligned to grade level standards based on the students in their classrooms so teachers should be able to see whether real learning is happening before the exit ticket.

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?

There were no significant differences between our 20-21 SPSA proposed budget and the estimated actual budget for 2020-21.

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

School: Madison Park Academy Lower Campus

School ID: #N/A

3: SCHOOL STRATEGIES & ACTIONS

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

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING: TRUE FAMILY ENGAGEMENT**

School Priority ("Big Rock"):	MPA Primary will reduce chronic absence by 1% based on the 18-19 Baseline
School Theory of Change:	WE ARE THE PRIDE OF PRIMARY. If we develop a culture where everyone in the school and the greater community acts upon the belief that all students are capable of learning at high levels, by ensuring our students engage in grade-level, standards-aligned learning, then all students will have greater opportunities and the necessary supports to be successful.
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, families, the Attendance Team, RJCSM, TSA and Fred Finch will partner with families to develop attendance and instructional plans for chronically absent students; with additional planning and individualized outreach to community partners for homeless families.	School leadership will utilize the COST process to develop the attendance and academic plans. RJCSM will coordinate with all partners and school resources including finding a home immediately, at-home instructional practices in English Language Arts and Math, such as Sight Word Lists and Math Fact Fluency cards, and create a weekly circle for families.	<i>COST Referrals, Classroom Observation & Feedback Data, CHKS Parent Survey</i>		Tier 1

1-2	<p>Teachers, families, the Fred Finch, and RJ CSM will partner to create individualized student success plans: course of action when emotions are triggered and reflection spaces. Staff will pull Students with Success Plans in quarterly empathy interviews / focus group discussion and communicate with staff how connected students are feeling and what immediate needs can be addressed to encourage students to express their feelings clearly and with staff to design responsive cultural interventions. These students will also be partnered with a critical friend, a peer, that will aid them in using their social emotional tools.</p>	<p>School leadership will utilize the COST meetings and planned individualized meetings to create behavioral plans aligned with social emotional models, such as PBIS and Restorative Justice. The RJ CSM will train all school staff on how to use circles in all spaces, this person will also train the students on how to be a good critical friend.</p>	<p><i>Classroom Observation and Walkthroughs, Teacher Referrals, Focal-Five Data and Student Profiles</i></p>		Tier 2
1-3	<p>Teacher share student progress with families, co-plan and host workshops with families to teach and practice academic support strategies for use at home.</p>	<p>ILT and staff will collaborate to design family workshops for students in TK/ K transitioning to the next grade level. Each workshop will focus on First Grade Ready Checklist (English Language Arts and Mathematics skills) students must show mastery in to be ready for first grade. ILT, Family Partnership and staff will collaborate to design family workshops for families. Each workshop will focus on (English Language Arts and Mathematics skills) skills that will accelerate students into mastery for the next grade.</p>	<p><i>Observe and collect survey data from Teacher Led Parent workshop</i></p>		Tier 2

1-4	Teachers will use minimum days to schedule Parent Conferences in Fall and Spring to provide feedback to parents about academic progress]	Meet with COST Team weekly to support families / Planning based on site suspension, absence and URF data in support of classroom teacher needs to support students of concern. Family support log, resource handbook to aid families Site Counselors / ILT Supporting new and veteran teachers with student discipline and management structures in classrooms and common areas.	<i>COST Data and data on parent participation at conferences and SSTs, URF/Suspension rates data</i>		Tier 1
1-5	Maintain an anti-racist lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have at least 1 staff member they are connected to.	Address issues of bias and race and build cultural competency to serve diverse students through ongoing professional learning, coaching, workshops/conferences and dialogue for teachers and staff	<i>COST Data and data on parent participation at conferences and SSTs, URF/Suspension rates data</i>		Tier 1

1-6	Offer additional funding for our extended day intervention classes to be filled by credential teachers in all grade levels.	Selected teachers will sign up for extended day classes in grade level spans: K-2, 3-5 and will use reading and writing intervention tools such as NewsELA Text Sets, Standards Plus Integrated Projects for ELA and Math, and MPA Primary's Read-Discuss-Write protocol to accelerate the learning of our GATE students. Classes will be differentiated, no larger than 15 students, 60 minutes a day, and 4 days a week. Classes start 6 weeks after the start of the school year. Students will be trained by ILT to lead small learning communities and collect data for their cohort of students. They will also participate in a Social Science Book Club, where they read books such as The Knowledge Deficit and the Global Achievement Gap to develop a keen understanding of the current landscape of education and leadership skills.	<i>Beginning of the year Scholastic Reading Inventory data, SIPPS Placement Assessments: K-3 and 4-8 data, ELA and Math Interim Assessment</i>		Tier 2
1-7	Create a Kindergarten Summit (BOY, MOY) for all Kinder families to learn about the progress their student is making with Kindergarten skills.	Clearly communicate year end goals and progressions for Kindergarten. Monitor K students progress with letter naming, phonemic awareness and phonics.	<i>Beginning of the year Scholastic Reading Inventory data, SIPPS Mastery Assessments: K-3 and 4-8 data, ELA and Math Interim Assessment</i>		Tier 1

1-8	Teachers actively build relationships with students and families. Teachers use practices including wellness checks. Teachers are committed to teaching and reinforcing core values (R). Teachers will teach and model Pride, Purpose, Perservance and Possiblity consistently with students. Teachers will refer students using a COST form and will implement tier 1 structures.	Leadership will provide planning time during first cycle of inquiry so teachers can plan and review expectations. Support around implementation core values so that there is coherence and shared understanding. Leadership will provide observation and feedback connected to core values throughout the year but especially in the first 6 week of school. Leader ensures there is a clearly communicatd system of interventions .	<i>Family Wellness Tracker Notes</i>		Tier 1
1-9	Engage families as active participants, contributors and cultural liaisons to the school community. Ensure families are aware of district and community-based resources available to them and are connected with the Family Resource Centers at the site and district-level.				

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION: ACCELERATION

School Priority ("Big Rock"):	Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC. By June 2021, 50% of TK through 2nd grade students will meet or exceed standards on the Math Interim Assessments.
School Theory of Change:	WE PERSERVE THROUGH COMPLEX PROBLEMS BY THINKING CRITICALLY If we implement an anti-racist learning culture where student learning drives all decision making, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then every policy of the school ensures that everyone thrives and ALL teachers consistently implement Eureka Math, Standards Plus and Zearn in protected time for Math Core and Math Workshop time with integrity and consistently then students will show increased academic mastery growth on SBAC Math IABs, SBAC Math Focused Math IABs, SBAC Math Performance Tasks, and the SBAC Math Summative Assessment.

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	<p>Create and pose challenging, and learning focused questions; structure lessons include links to the learning goals and outcomes of learning; students gradually move to independence using guided practice (strategic decisions about the right type of practice for each student throughout instruction) by the teacher; and teacher is regularly looking for and acting upon the feedback received from students' verbal and written responses (academic discussion, exit tickets, and oral presentations)</p>	<p>Explicitly train teachers in best practices for standards-based math instruction. PLC Lead teachers facilitate the creation of pacing guides with teachers for Eureka/Zearn (K-5) that is tailored to the learning needs of students aligned with the standards, learning targets, and tasks. Math Lead Teacher facilitate and plan PD to align common practices of teachers during Math instruction- high and intentional use of academic vocabulary, writing in math, deep level of teacher questioning, targeted use of direct (student-centered guided approach) and dialogic instruction (classroom discussion) with an emphasis on "precision teaching", knowing what strategies to implement for maximum impact. (Hattie, Fisher, & Frey, 2016). ILT to conduct math walkthroughs (based on goals created with teachers) and provide timely feedback. Grade-level Professional Learning Communities (based DuFour's PLC questions and timely data analysis), Creation of a MPA Primary Mathematics Walkthrough Tool, and Mathematics Professional Development that utilizes research on best math practices and implementation of such.</p>	<p>Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal)/ 6 Week Unit Plans / Weekly PLC Meeting Notes</p>		Tier 1
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2-2	Data Driven Instruction based on intentional and strategic focus standard SMART E Goals set for 6-week Focused Standard cycles	Focus observation and feedback on the Instructional Core with particular attention to Task from the MTL and Admin. Ensure common planning time for grade levels in Math; Continue to develop a deep understanding of the Instructional Core, eliciting support at the Network level, and using appropriate observation tools that look first at task and content.	Weekly PLC Meeting Notes, Focused Standard Weekly Planning Tool		Tier 1
2-3	Schoolwide Math Curriculum, Assesment, and PLC Agreements; explicitly stated agreements on curriculum use, planning, and the assessment cycle coordinated with the math pacing guide, interim assessment cycle, and SBAC Math.	Informal and formal walkthrough w/ feedback and alignment of culture structures, systems, curriculum, resources, and Professional Development. All teachers, grade level PLC's and Team PLC's will participate in cycle PD's regarding aligning culture structures, systems, curriculum, and resources.	Weekly PLC Meeting Notes, Intellectual Prep Planning for Eureka Math, Daily Exit Tickets, Mid- and End-of Module Assessments, Math IABs		Tier 1
2-4	Assessment practices to include teacher created, Common Core Learning standards aligned interim assessments and interim assessment checkpoints, aligned to district testing calendar with built in test in hand analysis days and common planning time.	Use PLC, teachers and leaders use data to create and revise SMART E Goals, create learning materials for concept skill development, and intervention groups based on Teacher Comprehensive Report: Standards (Illuminate) 1:1 Data meeting with instructional leadership team.	MPA TK-5 Data Protocols, Weekly PLC Notes, MPA Math TK-2 Interim Assessments, SBAC Math 3-5 IABs, Weekly Principal's Exit Tickets, Weekly Focused Standard Planning Tools		Tier 1

<p>2-5</p>	<p>Social Justice in Mathematics are implemented in classrooms across site with a focus on educational equity: Belief Systems and Structures - create fair and holistic assessment systems for students that provide productive and timely information on learning, are free from high stakes pressure, static labeling of students, and arbitrary sanctions. Curriculum and Instruction - focus on mathematical strengths and areas of growth with targeted meaningful feedback that promotes learning, not labeling, adapt instruction that routinely connects children's mathematical thinking and students' mathematical cultural, linguistic, and community-based funds of knowledge, include tasks that demand quantitative analysis of fairness and civic engagement issues, + increase the use of complex instruction and mathematical language routines that maximizes mathematical discourse and student contributions while minimizing status issues (Mathematics Through the Lens of Social Justice, NCSM & TODOS)</p>	<p>TSA will explicitly teach, train, and support teachers in weekly PLCs and PD in holistic assessment systems. Informal and formal walkthrough w/ feedback by the TSA and alignment of culture structures, systems, curriculum, resources, and Professional Development. Math Lead Teacher facilitate and plan PD to align common practices of teachers during Math instruction along with teachers being clear on learning security in each grade level, with each teacher beginning to ask, "Is it important that my students show mastery of these standards? How will I make sure that their learning is secured in this grade, at this time?"</p>	<p>MPA TK-5 Data Protocols, Weekly PLC Notes, MPA TK-5 2019-20 Math TK-2 Interim Assessments, SBAC Math 3-5 IABs, Weekly Focused Standard Planning Tools, TNTP Core Teaching Rubric - Demonstration of Learning and the Math Instructional Practice Guide (completed by the MTL)</p>		<p>Tier 1</p>
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2-6	<p>Partnering with Families and Communities as Resources for Learning: All staff will go on 3 Community Mathematics Walks and Home Visits to learn about mathematics knowledge, practices, and experiences that can customize math lessons, create respectful bi-directional feedback pathways with families to holistically understand how and what their children are learning in mathematics, + provide mathematics-specific resources to families through newsletters, parent-teacher conferences, Family Nights, and internet. (Mathematics Through the Lens of Social Justice, NCSM & TODOS)</p>	<p>Work closely with the RJ CSM, school partners, and families to create the bi-directional pathways that are most effective. The MTL and administration will facilitate the first mathematics community walk and support teachers in setting up their home visits and classroom's community walks.</p>	<p>Weekly PLC Meeting Notes, Community Walks and Home Visit Logs</p>		Tier 1
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<p style="text-align: center;">2-7</p>	<p>Schoolwide Acceleration Day. All Tk-5 students will focus on individualized math progress.</p>	<p>Weekly progress monitor the Zearn School Goals and Mission Completion Tracking Reports. Work closely with the teachers and families to monitor and problem solve students' work on Zearn. Train teachers on how to monitor students' real-time work on Zearn and Clever.</p>	<p>Zearn School Goals Report, Zearn Mission Completion Reports, and Zearn Active Students Report, Weekly PLC Meeting Notes</p>	<p>All students are challenged with accessing and solving word problems that include more than one step, math vocabulary that may not be familiar, and using working memory to solve simple arithmetics problems rather than making sense of word problems. This is also the case in reading and accessing complex texts (texts that may be 1-2 instructional levels higher) - students are challenged with using working memory to decode words rather using fix-it strategies and comprehension methods to make sense of the text.</p>	<p style="text-align: center;">Tier 1</p>
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2-8	Teacher share student progress with families and academic support strategies for use at home	Weekly progress monitor the Zearn School Goals and Mission Completion Tracking Reports. Work closely with the teachers and families to monitor and problem solve students' work on Zearn. Train teachers on how to monitor students' real-time work on Zearn and Clever. Track student progress with the academic milestones to create School Goals.	Zearn School Goals Report, Zearn Mission Completion Reports, and Zearn Active Students Report, Team PLC Meeting Notes	All students are challenged with accessing and solving word problems that include more than one step, math vocabulary that may not be familiar, and using working memory to solve simple arithmetics problems rather than making sense of word problems. This is also the case in reading and accessing complex texts (texts that may be 1-2 instructional levels higher) - students are challenged with using working memory to decode words rather using fix-it strategies and comprehension methods to make sense of the text.	
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2-9	Use the MPA-P Intellectual Prep tool to create corrective instruction action plans based on identified trends and student misconceptions, identify why students may not have learned the concept, and plan what data will be collected.	Principals, and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in Mathematical instruction, and planning with Standards. Ensure that teachers have the release time and protocols to conduct peer observations. Provide ample PD and PLC time to building capacity to build best practices. Provide coaching and feedback to teachers.	Weekly PLC Meeting Notes, Intellectual Prep Planning for Eureka Math, Daily Exit Tickets, Mid- and End-of Module Assessments, Math IABs		Tier 1
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2-10	Track the learning of every student based on daily instructional targets. Students receive rapid data-driven interventions matched to their current needs. Ensure all classrooms have high-quality instruction to reduce the need for intervention	Weekly progress monitor the Zearn School Goals and Mission Completion Tracking Reports. Work closely with the teachers and families to monitor and problem solve students' work on Zearn. Train teachers on how to monitor students' real-time work on Zearn and Clever. Track student progress with the academic milestones to create School Goals.	Zearn School Goals Report, Zearn Mission Completion Reports, and Zearn Active Students Report, Team PLC Meeting Notes	All students are challenged with accessing and solving word problems that include more than one step, math vocabulary that may not be familiar, and using working memory to solve simple arithmetics problems rather than making sense of word problems. This is also the case in reading and accessing complex texts (texts that may be 1-2 instructional levels higher) - students are challenged with using working memory to decode words rather using fix-it strategies and comprehension methods to make sense of the text.	
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District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum: INTENTIONAL PLANNING

School Priority ("Big Rock"):	<p>By June 2021, 30% of 3rd through 5th grade students will meet or exceed standards on the ELA IAB & 45% of students will meet or exceed accelerated growth in both F&P and RI.</p> <p>By June 2021, 3rd through 5th grade students will increase their distance from standards by +15 points.</p>				
School Theory of Change:	<p>WE MAKE POSSIBILITIES BY MASTERING CORE ACADEMIC CONTENT</p> <p>If we implement an anti-racist learning culture where student learning drives all decision making, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then every policy of the school ensures that everyone thrives and ALL teachers implement EL Education modules (including K-2 Labs and Skills; and 3-5 ALL block) with integrity, then students will demonstrate increasing proficiency on assessments such as the RI, Interim Assessments, Unit Assessments, and SBAC ELA.</p>				
Related Goal(s):	<p>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.</p>				
Students to be served by these actions:	<p><i>All Students</i></p>				
#	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	Implement EL Education, a standards-based curriculum, with integrity. Ensure daily engagement with complex text, use of academic language using EL Education protocols and conversation cues, and writing with evidence.	<p>Provide PD on curriculum implementation</p> <p>Provide weekly PLC for collaborative planning and data analysis</p> <p>Observation & feedback on classroom practice using EL Ed Dimensions (observation tools)</p> <p>Ensure teachers participate in PD on protocols and conversation cues</p>	<p><i>Students will make meaning of complex text, engage in academic discussions during reading and before writing</i></p> <p><i>PLC notes, observation and coaching notes/tracker</i></p>	Comprehension , particularly higher order thinking skills such as analysis, evaluation, and synthesis, where complex text structures and language nuance impede understanding. Students transferring content knowledge across multiple mediums or assessments including SBAC ELA and Math.	Tier 1
3-2	Teachers will use Data Driven Instruction (Interim assessments, SRI, K-1 Progress Monitoring SW, LS, LN, 2-5 IA's)	Data conferences with teachers every trimester. Explicitly train teachers in effective teaming and communication strategies in support of data analysis, calibration, alignment and collaborative planning. All teachers, grade level PLC's and Team PLC's will participate in PDs specific to data driven instructional practices.	<i>Data Conferences w/ teachers every trimester./ Weekly PLC notes/ MPA Data protocol completion and submission after each assessment/ SMARTe Goal setting and monitoring</i>		Tier 1

3-3	Use of common (research based) classroom practices/strategies including blended learning, technology, small group instruction, scheduling that have proven to benefit lowest performing MPA student populations and consistent instruction with grade level - CCSS/NGSS aligned content and tasks	ILT planning and defining department/grade level expectations - nonnegotiable common practices and agreements. ILT/Team Leads establishing and disseminating common practices / agreements school-wide	<i>Classroom observation/walkthroughs/ weekly PLC Notes/ IA Data / Progress monitoring of student reading gains / iReady Growth Reports</i>	Comprehension , particularly higher order thinking skills such as analysis, evaluation, and synthesis, where complex text structures and language nuance impede understanding. Students transferring content knowledge across multiple mediums or assessments including SBAC ELA and Math.	Tier 1
3-4	Students will participate in small group instruction that explicitly teaches phonic segmentation, blending and letter sounds. TSA and Academic mentors will provide intervention lessons to students that need it. Instruct with common practices in foundational reading using SIPPS/Heggerty/Letter Naming Research practices.	Provide Leveled library and resources for aligned practices in foundational reading ITL to support with organizing leveled libraries in every classroom and accountable systems (e.g., Raz Kids) for independent reading.	<i>Observation/ Walkthrough/ Weekly PLC Notes</i>	Comprehension , particularly higher order thinking skills such as analysis, evaluation, and synthesis, where complex text structures and language nuance impede understanding. Students transferring content knowledge across multiple mediums or assessments including SBAC ELA and Math.	Tier 2

3-5	Use the MPA-P Intellectual Prep tool to create corrective instruction action plans based on identified trends and student misconceptions, identify why students may not have learned the concept, and plan what data will be collected.	Principals, and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in Literacy instruction, Close Reading and planning with Standards Ensure that teachers have the release time and protocols to conduct peer observations. Provide ample PD and PLC time to building capacity to build best practices for Writer's workshop model. Provide coaching and feedback to teachers	<i>Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal)/ 6 Week Unit Plans / Weekly PLC Meeting Notes</i>		Tier 1
3-6	Define quality student academic discussion and create norms based on SL standards for grade level expectations	Informal and formal walkthrough and feedback focused on student discourse (teacher moves/student actions). Timely feedback / data provided to individual and teacher teams for reflection and growth. Self-assess practices using the CCSS for SL. Reassess mid-year and end of year.	<i>Observation/ Walkthroughs/ Weekly PLC Notes</i>		Tier 1
3-7	Provide clear ongoing communication with parents about word study, reading, writing and math instruction and practices. (Public data boards)	Meet with COST Team weekly to support families Family support log, resource handbook to aid families	<i>Monitoring the communications / updates to FB, Instagram, Monthly newsletter and Calendar</i>		Tier 2

3-8	Teachers collect data better understand student needs, Plan and teach stronger differentiated writing and close reading lessons to support all learners. Track the learning of every student based on daily instructional targets. Students receive rapid data-driven interventions matched to their current needs. Ensure all classrooms have high-quality instruction to reduce the need for intervention	Provide Additional Tier II Support by outsourced reading intervention partnerships (Reading Partners / Reading Specialist) - Reading Partners Organization: Reading intervention (Targeted support for ELLs and lowest performing students) - Onsite (Americorp) volunteers supporting students reading 2.5 years or less under grade level. Identified students matched with tutors on a rolling basis.	<i>SIPPS Placement / Mastery Assessments, iReady</i>	Teachers and students are also developing methods for collecting and reflecting on their data in real-time, using it formatively, and not waiting for the summative assessment to make adjustments in instruction.	Tier 2
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District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING: INTENTIONAL PLANNING

School Priority ("Big Rock"):	Increase 10 percent of MPA STAFF responding agree to the question, "Have you changed your practice as a result of participating..." on the CHKS Survey.
School Theory of Change:	WE MAKE POSSIBILITIES WITH A LEARNER MINDSET If we implement an anti-racist learning culture where assessing how bias impact student learning through progress monitoring, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then ALL teachers will plan/teach highly rigorous grade level appropriate lessons.
Related Goal(s):	All students experience success in the early years. 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. 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?
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4-1	School wide focus on data driven instruction and lesson design including focused and specific instruction, modeling, guided practice, modeling, independent practice and assessment. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.	PD on data analysis and tools for data (SRI, iReady and SIPPS Assessments resources) Professional Learning Communities focused on Reading Data	<i>MPA Primary Data Analysis Tool submission/ Data Conferences/ Focal-Five Data and Student Profiles & Case-Study</i>		Tier 1
4-2	Use the MPA-P Intellectual Prep tool to create corrective instruction action plans based on identified trends and student misconceptions, identify why students may not have learned the concept, and plan what data will be collected.	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in instruction, Close Reading and planning with Standards	<i>MPA Primary Data Analysis Tool submission/ Data Conferences/ Focal-Five Data and Student Profiles & Case-Study</i>		Tier 1
4-3	Ensure that teachers have the release time and protocols to conduct peer observations/lesson study. Ensure all teachers are observed and receive direct data drive feedback connected to school-wide goals	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in instruction, Close Reading and planning with Standards	<i>MPA Primary Data Analysis Tool submission/ Data Conferences/ Focal-Five Data and Student Profiles & Case-Study</i>		Tier 1

4-4	Teachers, the Special Education Department, and families will partner closely with each other to align best practices for Students with Disabilities. Special Education Team will attend all professional learnings delivered on site for teachers in all content areas. Enrichment teachers partner closely with Resource Specialist to provide technological supports, such as Text to Special. Students will receive out of class support in reading in the Reading Partners. Students will receive support from Academic Mentors in areas that are not addressed in Individualized Education Plans or general ed classroom instruction.	Resource Specialist attends all COST meetings to develop the instructional and/or behavioral plans for students. Resource Specialist is observed by the Principal to receive instructional feedback. Coaching and development for the Academic Mentors in pulling small groups, planning lessons, and managing behaviors. Technology and Science teachers will meet with the Resource Specialist for training in creating the students' tech and science plans.	<i>COST Referrals, Students' Individualized Education Plans, MPA Primary Data Analysis Tool, Classroom Observation and Walkthrough Tool</i>		Tier 2
4-5	Teachers participate in professional development for online interventions and enrichment programs.	PD on Math and Reading online (Zearn, Raz-Kids,Math Shelf) programs.	<i>MPA Primary Data Analysis Tool, Classroom Observation and Walkthrough Tool, Online programs data reports, SRI,</i>		Tier 1
4-6	Professional Development is directly related to the school goals, rigorous curriculum mapping, and supports deepening 100 percent of staff implementation of school-wide practices.	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in instruction, Close Reading and planning with Standards	<i>MPA Primary Data Analysis Tool submission/ Data Conferences/ Focal-Five Data and Student Profiles & Case-Study</i>		Tier 1

4-7	Grade level teams have common weekly planning times with clear outcomes focused on individual student learning progress data and student work. Teams share best practices and problem-solve together, teams leverage individual differences and strengths of each member of the team. Teacher Teams have deep and frequent conversations about formative student data and strategies to adjust instruction for every student	Principals, and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in Literacy instruction, Close Reading and planning with Standards Ensure that teachers have the release time and protocols to conduct peer observations. Provide ample PD and PLC time to building capacity to build best practices for Writer's workshop model. Provide coaching and feedback to teachers	<i>Observation/ Walkthroughs/ Weekly PLC Notes</i>		Tier 1
4-8	All incoming teachers or teachers with specific development needs are mentored by a highly skilled peer.	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in instruction, Close Reading and planning with Standards	<i>MPA Primary Data Analysis Tool, Classroom Observation and Walkthrough Tool, Online programs data reports, SRI</i>		Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	All students experience success in the early years. 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. All students build relationships to feel connected and engaged in learning.
School Theory of Change:	WE MAKE POSSIBILITIES WITH A LEARNER MINDSET If we implement an anti-racist learning culture where assessing how bias impact student learning through progress monitoring, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then ALL teachers will plan/teach highly rigorous grade level appropriate lessons.
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>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?
5-1	Science & Integrated ELD is scheduled at least two times per week (30-45 minute sessions in grades K-2; 45-60 minute sessions in 3-5)	Check science schedules to ensure science minutes are met for grade levels Science Teacher to support science in classrooms aligned with Science Course.	Master Schedule		Tier 1
5-2	Science Teacher teaching Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning.	Establish cross collaborative teacher team to develop language objectives and share with gen ed teachers Ensure common collaboration time for grade levels in science.	Student Achievement Data (SIRA)/ MPA Primary Language Objectives Handbook		Tier 1
5-3	Science Teacher maximizes opportunities for authentic language learning by teaching hands-on science lessons using FOSS materials and utilizing NGSS/CCSS aligned practices of writing with evidence, reading complex text, and argumentation using the SIRA Instructional Plans.	Principal will use the Elementary Science Continuum to assess science program and determine next steps. Build Science and Language Learning Walk, plus debrief into ILT schedule.	Observation/ Walkthrough		Tier 1
5-4	Offer additional funding for our extended day intervention classes to be filled by credential teachers on all grade levels.	Select teachers will sign up for extended day classes in grade level spans: K-2, 3-5 and will use reading and writing intervention tools to accelerate the English Language Development of our newcomer students.	Quarterly Plans, MPA Primary Literacy Tracker, MPA Primary Data Analysis Tool		Tier 2

5-5	Conduct deep data analysis, observe EL experience including analysis of ELPAC scores and shadow student interviews to a create action plan.	<p>Monitor formative and summative data of EL progress.</p> <p>Use student-focused observation protocols such as the 5x8 cards or ELL Shadowing to collect qualitative data and to monitor engagement, participation and language use of ELLs in the content classes. Release time for teachers to analyze data, and participate in data conference.</p>	MPA Primary Data Analysis Tool/ Student Survey/ Observation/ Walkthrough/		Tier 1
5-6	Use Unpacking Sentences Protocol from EL Education for daily 30-minute ELD while teachers are provided with training for content-embedded Integrated ELD.	Provide PD, planning time, data analysis, instructional coaching (peer, ITL) so teachers become proficient at teaching Standards Plus and the Unpacking Sentences protocol.	Observation/ Walkthrough/ Student Writing Samples (BOY to EOY)		Tier 1

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 154

School: Madison Park Academy Primary

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 contract	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Selected teachers will sign up for extended day classes in grade level spans: K-2, 3-5 and will use reading and writing intervention tools such as NewsELA Text Sets, Standards Plus Integrated Projects for ELA and Math, and MPA Primary's Read-Discuss-Write protocol to accelerate the learning of our GATE students. Classes will be differentiated, no larger than 15 students, 60 minutes a day, and 4 days a week. Classes start 6 weeks after the start of the school year. Students will be trained by ILT to lead small learning communities and collect data for their cohort of students. They will also participate in a Social Science Book Club, where they read books such as The Knowledge Deficit and the Global Achievement Gap to develop a keen understanding of the current landscape of education and leadership skills.	154-1
Supplies	\$14,440	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Use of common (research based) classroom practices/strategies including blended learning, technology, small group instruction, scheduling that have proven to benefit lowest performing MPA student populations and consistent instruction with grade level -CCSS/NGSS aligned content and tasks	154-2
Copier Contract	\$2,000	General Purpose Discretionary	4320	Copier/Duplication Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Use of common (research based) classroom practices/strategies including blended learning, technology, small group instruction, scheduling that have proven to benefit lowest performing MPA student populations and consistent instruction with grade level -CCSS/NGSS aligned content and tasks	154-3
Extended Contracts	\$18,900	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Offer additional funding for our extended day intervention classes to be filled by credential teachers in all grade levels.	154-4
Books (Standards Plus, Collaborative Classroom, SIPPS, Zearn books, iReady)	\$10,400	LCFF Concentration	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	School wide focus on data driven instruction and lesson design including focused and specific instruction, modeling, guided practice, modeling, independent practice and assessment. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.	154-5
Online Licenses (Zearn, Math Shelf, Raz Kids)	\$10,000	LCFF Concentration	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	School wide focus on data driven instruction and lesson design including focused and specific instruction, modeling, guided practice, modeling, independent practice and assessment. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.	154-6
.40 Prep Teacher	\$32,260	LCFF Supplemental	1105	Certificated Teachers' Salaries	6217	Teacher Education Enhancement	0.40	Goal 1: All students graduate college, career, and community ready.	Ensure that teachers have the release time and protocols to conduct peer observations/lesson study. Ensure all teachers are observed and receive direct data drive feedback connected to school-wide goals	154-7
TSA (w/Health Benefits)	\$100,000	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8357	11-Month Classroom TSA	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	TSA will explicitly teach, train, and support teachers in weekly PLCs and PD in holistic assessment systems. Informal and formal walkthrough w/ feedback by the TSA and alignment of culture structures, systems, curriculum, resources, and Professional Development. Math Lead Teacher facilitate and plan PD to align common practices of teachers during Math instruction along with teachers being clear on learning security in each grade level, with each teacher beginning to ask, "Is it important that my students show mastery of these standards? How will I make sure that their learning is secured in this grade, at this time?"	154-8
RJ CSM	\$73,582	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7904	Program Mgr Community School	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers, families, the Attendance Team, RJCSM, TSA and Fred Finch will partner with families to develop attendance and instructional plans for chronically absent students; with additional planning and individualized outreach to community partners for homeless families.	154-9
Academic Mentor	\$18,885	LCFF Supplemental	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Students will participate in small group instruction that explicitly teaches phonic segmentation, blending and letter sounds. TSA and Academic mentors will provide intervention lessons to students that need it. Instruct with common practices in foundational reading using SIPPS/Heggerty/Letter Naming Research practices.	154-10

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 154

School: Madison Park Academy Primary

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
Library books	\$55,000	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide Leveled library and resources for aligned practices in foundational reading ITL to support with organizing leveled libraries in every classroom and accountable systems (e.g., Raz Kids) for independent reading.	154-11
RJ CSM	\$36,791	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7904	Program Mgr Community School	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers, families, the Attendance Team, RJCISM, TSA and Fred Finch will partner with families to develop attendance and instructional plans for chronically absent students; with additional planning and individualized outreach to community partners for homeless families.	154-12
Collaborative Classroom - Books other than textbooks	\$12,834	Title I: Basic	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide Leveled library and resources for aligned practices in foundational reading ITL to support with organizing leveled libraries in every classroom and accountable systems (e.g., Raz Kids) for independent reading.	154-13
Consultant Contract / .6	\$35,000	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Meet with COST Team weekly to support families / Planning based on site suspension, absence and URF data in support of classroom teacher needs to support students of concern. Family support log, resource handbook to aid families Site Counselors / ILT Supporting new and veteran teachers with student discipline and management structures in classrooms and common areas.	154-14
Reading Partners - contract	\$5,000	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Students will participate in small group instruction that explicitly teaches phonic segmentation, blending and letter sounds. TSA and Academic mentors will provide intervention lessons to students that need it. Instruct with common practices in foundational reading using SIPPS/Heggerty/Letter Naming Research practices.	154-15
Family technology support	\$5,975	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Engage families as active participants, contributors and cultural liaisons to the school community. Ensure families are aware of district and community-based resources available to them and are connected with the Family Resource Centers at the site and district-level.	154-16



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

MPA Primary TK-5 Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- All teachers share the dates and purposes of assessments in class and through Talking Points. All teachers share at the beginning of the school year in Virtual Home Visits that students will be taught and assessed on grade level academic standards using a 4-Point rubric: 4 - Advanced, 3 - Proficient, 2 - Approaching, and 1 - Minimal Performance Level based on the levels from the report card. In the virtual home visits and Back to School Night, teachers show parents how to read the grades, standards, and tell parents the various assessments coming up. Teachers agree to give weekly updates on student academic performance during Back to School Night for parents.

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

- Actively recruiting parents and families to the School Site Council and the SELLS Committee monthly. In the School Site Council Meeting, there will always be a moment of data for families to see and ask questions about it. Each teacher will invite parents to be Classroom Parents. Classroom Parents at MPA Primary join classes with students and participate as active learners, monitor Breakout Rooms when students are working independently, and help bring the community in the classroom by sharing and teaching students about their culture.
- In the Weekly Newsletter from Ms. Moore and Ms. Amos-Lewis, families will also receive information about important assessments, the academic focus of the week, and the digital asynchronous lesson plans for families and students.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- Title I, Part A is communicated at Back to School Night on August 14th with a video and slide presentation from Ms. Moore and Ms. Amos-Lewis, translated by Mrs. Liz.

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

- The curriculum, assessments, and proficiency levels are communicated by teachers to families through virtual home visits, 1:1 phone calls, weekly progress reports, and Talking Points.

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

- Information related to school and parent programs are communicated in a format and language that parents understand through Talking Points; direct virtual home visits and phone calls with parents, with a translator, if needed; School Site Council meetings, monthly Family Engagements, and the weekly principals' newsletter, sent directly to their emails.

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Parents are encouraged to volunteer in any classroom at Madison Primary. We encourage parents to be co-teachers with us, helping us to give reading assessments, translating documents into their home languages, and using class time to share about their cultural experiences to further enrich the educational experience of our students.

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Monthly Family Engagements; Parents are invited into class to learn beside their students; Coffee with the Principal; virtual Family Nights (Math and Science Nights); and coming this year - Family Math + Reading Class.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Weekly Team (Tk-2 and 3-5) grade span professional learning communities and weekly Schoolwide professional development; there is a dedicated time to how families can help students as equal partners with the teachers or a need to find out how parents to help as equal partners by giving the staff a task to find out more information.

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

- All schoolwide meeting times are decided by parents through a poll on Talking Points. We are able to see who responds and the time that works best for them.

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

- The previous school year's policy is planned, reviewed, and revised in the end of the year SSC and SELLS meetings, the current school year's policy is reviewed at the top of the year in BOY SSC Meetings, and a review for how we are doing presently in the December SSC Meeting. The SSC at MPA Primary is foundational to ensuring that all information is communicated clearly to families and the community.

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

- The Site English Language Learner Subcommittee (SELLS) as a part of the School Site Council is where we seek optimal participation for families of our culturally and linguistically diverse students.
- For the 33 students at MPA Primary with Individualized Education Plans, we work closely and keep in constant contact with those families through weekly meetings with the Resource Teacher and phone calls.
- For migratory students, we are in constant contact with those families, we know who the students and families are and work to make sure that they understand the school schedule, how they can participate daily in school, and be a part of their students' classes.

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

- We gather input and feedback from parents through schoolwide polls sent on Talking Points; direct communication with families through the Family School Liaison, and surveys given through students' classes. Families can also communicate directly with any member of the leadership team and their students' teachers through Talking Points

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- Every month there are Family Engagements, hosted by various community partners, Ms. Clo and Ms. Amos-Lewis, for families and students where they are encouraged to learn together.
- "Everyone is a learner," is the foundation of our school; parents are welcomed to attend every class with the student to learn different ways of teaching the material, strengthen their own understanding, and offer new ways of learning when applicable.
- Clothilde Escudero, our RJ CSM and Ms. Amos-Lewis, the Vice Principal, works closely with the community partners: Roots, Reading, and Fred Finch to coordinate any services families may need from wellness to academic supports through the COST process.

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

Adoption

This policy was adopted by the MPA Primary Elementary on August 14, 2020 and will be in effect for the period August 10, 2020 through May 27, 2020

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

Name of Principal Sabrina Moore

Signature of Principal

Date August 14, 2020





School-Parent Compact

MPA Primary Tk-5 Elementary School

2020-2021

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

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Balanced Literacy Instruction
 - Blended Learning in Math (Zearn)
 - English Language Development instruction
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - MPA Primary is committed to frequent 2-way communication with families about student learning. In addition to informal meetings by parent/teacher request, we offer 5 mandatory family engagements called our, *Wisdom Family Workshops*.
 - *Focused Five: This year focus group - Students with IEPs*
 - 1 Beginning of Year 1:1 Meeting (Virtual Home Visit)
 - 2 Report Card 1:1 Meetings
 - 2 Success Team Meetings for ALL Families in Need
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - During MPA Primary's Academic SST(s), staff will share updates on progress, and how to monitor and improve achievement. Teachers will send out weekly progress reports.
- 4) Provide parents reasonable access to staff.**
 - In additional to parent 1:1 meetings, and report card conferences, opportunities to schedule meetings with staff, notes to the teacher, principal or staff member are available in the front office

- 5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- **For example, at MPA Primary, we offer many ways for families to engage our learning community:**
 - Principal / AP's Office Hours: Principal reports on school-wide functions in an open forum for parents.
 - SELL: Parents and staff collaborate to improve reclassification rates for our English Learners
 - School Site Council: Parents and Teachers working to improve overall school operations.
 - Virtual Field Trip volunteers / Small group/ Breakout room hosts
 - Parent/community Workshops
- 6) **Provide parents with materials and training to help them improve the academic achievement of their children.**
- During MPA Primary's SST meetings, parents receive materials and training on ways to support their child at home. Staff shares the student's reading level, along with a mid-year and end of-the-year reading goal.
- 7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- All staff members participate in Professional Development that outlines MPA Primary's expectations for family engagement as well as planning time for family engagement events.
- 8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- MPA Primary staff utilizes TalkingPoints app, which translates the message to the student's home language. Additionally, MPA Primary teachers send home monthly communication to families.
 - Weekly Newsletters via SMORE which translates all messages into students' home language.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Weekly student progress reports
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.

- Promote positive use of my child’s extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- I understand that my child must come to school everyday, on time *(Virtually this would be to their zoom link classroom)*. I have read and understand the attendance policy.

Student Responsibilities:

I agree to carry out the following responsibilities to the best of my ability:

- Get to school / zoom link on time every day.
- Do my homework every day / check online class assignments and ensure completed
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the MPA Primary Elementary on August 14, 2020, and will be in effect for the period of the 2020-20 School year).

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 14, 2020.



Signature of
Principal

Date August 14, 2020



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

Pacto Escuela-Padres

MPA Primary Tk-5 Elementary School

2020-21

Este Pacto Escuela-Padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.

Este Pacto Escuela-Padres está vigente para el año escolar 2020-21.

Responsabilidades de la escuela

La escuela acuerda llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- 1) Proporcionar currículo e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.**
 - Instrucción de alfabetización equilibrada
 - Aprendizaje combinado en matemáticas (Zearn)
 - Instrucción de desarrollo del idioma inglés
- 2) Organice conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.**
 - MPA Primary está comprometida con la comunicación frecuente de dos vías con las familias sobre el aprendizaje de los estudiantes. Además de las reuniones informales por solicitud de padres / maestros, ofrecemos 5 compromisos familiares obligatorios llamados nuestro, Cinco enfocados.
 - *Cinco enfocados*
 - 1 Comienzo del año 1: 1 reunión
 - 2 Boleta de calificaciones 1: 1 Reuniones
 - 2 reuniones exitosas del equipo para TODAS las familias necesitadas
- 3) Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.**
 - Durante los SATs de la Academia Primaria SPA), el personal compartirá actualizaciones sobre el progreso y cómo monitorear y mejorar los logros.
- 4) Proporcionar a los padres acceso razonable al personal.**

- Además de las reuniones de padres 1: 1 y las conferencias de boleta de calificaciones, las oportunidades para programar reuniones con el personal, las notas para el maestro, el director o el miembro del personal están disponibles en la oficina
- 5) Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.**
- **Por ejemplo, en MPA Primary, ofrecemos muchas formas para que las familias participen en nuestra comunidad de aprendizaje:**
 - Café del director: el director informa sobre las funciones de toda la escuela en un foro abierto para padres.
 - VENDER: Los padres y el personal colaboran para mejorar las tasas de reclasificación para nuestros Estudiantes de inglés
 - Consejo de sitio escolar: Padres y maestros que trabajan para mejorar las operaciones escolares en general.
 - Voluntarios de excursiones
 - Patrulla de seguridad
 - Tours escolares
 - PTO / Equipo de padres de 5to grado
- 6) Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**
- Durante las reuniones SST de MPA Primary, los padres reciben materiales y capacitación sobre formas de apoyar a sus hijos en el hogar. El personal comparte el nivel de lectura del alumno, junto con una meta de lectura de mitad de año y de fin de año.
- 7) Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales.**
- Todos los miembros del personal participan en el desarrollo profesional que describe las expectativas de MPA Primary para la participación familiar, así como el tiempo de planificación para eventos de participación familiar.
- 8) Asegure una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**
- El personal de MPA Primary utiliza la aplicación TalkingPoints, que traduce el mensaje al idioma del hogar del estudiante. Además, los maestros de MPA Primary envían a sus hogares comunicaciones mensuales a las familias.
 - Boletines semanales a través de SMORE que traducen todos los mensajes al idioma del hogar de los estudiantes.

Responsabilidades del maestro

Acepto apoyar el aprendizaje de mis alumnos de las siguientes maneras:

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- Esforzarse por abordar las necesidades individuales del estudiante.
- Proporcionar un ambiente de aprendizaje seguro, positivo y saludable.

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Voluntario en el aula de mi hijo si es posible.
- Participar en decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo. [obligatorio; las escuelas pueden definir lo que esto significa para la comunidad escolar en particular, por ejemplo, limitar la visualización de televisión o los videojuegos, garantizar 30 minutos de lectura, etc.]
- Entiendo que mi hijo debe venir a la escuela todos los días, a tiempo. He leído y entiendo la política de asistencia.

Responsabilidades del estudiante:

Estoy de acuerdo en llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Llegue a la escuela a tiempo todos los días.
- Hago mi tarea todos los días.
- Pide ayuda cuando la necesite.
- Respeto a mi escuela, compañeros de clase, personal, miembros de la comunidad y familia en todo momento.

Este Pacto fue adoptado por la Primaria MPA Primaria el ,el 14 de agosto de 2020 o antes, y entrará en vigencia durante el período del año escolar 2020-21).

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A, el 14 de agosto de 2020 o antes.



Firma de la directora

Fecha August 14, 2020



Strategic Resource Planning (SRP)

Madison Park Academy- Primary
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	April Mason
Vice Chairperson:	Precious James
Secretary:	Joanella Mendoza

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Sabrina Moore	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clo Escudero	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Precious James	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lauren Brown	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
April Mason	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Carmen Shorter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tomisha Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gabriela Diaz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Joanella Mendoza	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yhameilah Muyhee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Antilose Tafisi (alternate parent member)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SSC Meeting Schedule: (Day/Month/Time)	3rd Friday @ 8:00 am
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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; and
- Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members