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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

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

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus



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

2024-25 School Plan for Student Achievement (SPSA)

School: Madison Park Academy Upper Campus
CDS Code: 1612596066450
Principal: Tanisha Garrett
Date of this revision: 5/2/2024

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

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

Contact: Tanisha Garrett	Position: Principal
Address: 400 Capistrano Drive Oakland, CA 94603	Telephone: 510-636-2701 Email: tanisha.garrett@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/2/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/2/2024

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

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

Signatures:

Tanisha Garrett _____

Principal

Tiffany Mcdermott _____

SSC Chairperson

Vanessa Sifuentes _____

Network Superintendent

Lisa Spielman _____

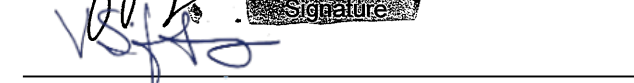
Director, Strategic Resource Planning



Signature



Signature



Signature



5/6/24

Date

5/6/24

Date

5/10/24

Date

5/10/24

Date

 8/15/2024

Benjamin Davis, President
Board of Education

 8/15/2024

Kyla Johnson-Trammell
Secretary, Board of Education

2024-25 SPSA ENGAGEMENT TIMELINE

School Site: Madison Park Academy Upper Campus

Site Number: 215

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/30/24	ILT	ILT meets weekly to discuss progress of schoolwide goals and vision. The team met to discuss stages of ELD implementation and futgoals for next year. We spend our time visting classes and collecting data.
1/25/24	Culture & Climate	Culture & Climate Team meets weekly to discuss the school’s culture and climate. The team focuses on creating a school environment where students, parents, staff, and community members feel welcomed, safe, and engaged.
1/30/24	Future Center	The future center team meets weekly to discuss postsecondary planning and supports. The team came up with the goal that can support all students and teachers at MPA through on-track to graduate data.
1/30/24	PD Planning Team	Meets to plan professional development focused on literacy.
1/15/2024	SSC	Share and gather data with students, parents, and staff on how to support the needs of the school site and spending Title 1 funding.

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$453,836.00
Total Federal Funds Provided to the School from the LEA for CSI	\$167,015.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,216,629.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$232,920	LCFF Discretionary (General Purpose Discretionary #0000)	\$51,290
Title I, Part A Parent & Family Engagement (Title I #3010)	\$6,470	LCFF Supplemental (LCFF Supplemental #0002)	\$468,450
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$198,271	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$16,175	After School Education & Safety (ASES) (ASES #6010)	\$176,643
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$167,015	California Community Schools Partnership Program (CCSPP #6332)	\$270,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$124,662
		Measure H (Measure H #9339)	\$354,450
		Measure G1 (Measure G1 #9332)	\$150,283
SUBTOTAL OF FEDERAL FUNDING:	\$620,851		\$1,595,778

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$2,216,629.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Madison Park Academy Upper Campus		School ID: 215
CDS Code: 1612596066450	SSC Approval Date: 5/2/2024	Board Approval Date: 8/14/2024

School Mission and Vision

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

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

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.8%	13.8%	78.8%	3.1%	0.5%	15.7%	98.5%	44.2%	31.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.2%	0.5%	1.5%	0.0%	0.0%	0.6%	97.3%	5.6%	84.4%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
Identified School Need:	Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-80.0	not available until fall 2024	not available until fall 2025	-65.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	34.5%	not available until fall 2024	not available until fall 2025	45.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-157.0	not available until fall 2024	not available until fall 2025	-125.0
California Science Test (CAST) Standard Met or Exceeded	All Students	10.1%	not available until fall 2024	not available until fall 2025	6.0%

Graduation Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	87.2%	not available until fall 2024	not available until fall 2025	93.0%
On Track to Graduate: 9th Grade	All Students	72.3%	not available until fall 2024	not available until fall 2025	78.0%

On Track to Graduate: 11th Grade	All Students	50.0%	not available until fall 2024	not available until fall 2025	65.0%
A-G Completion	All Students	32.1%	not available until fall 2024	not available until fall 2025	45.0%
College/Career Readiness	All Students	61.7%	not available until fall 2024	not available until fall 2025	75.0%

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

School Goal: By the end of 24-25 school year, the percentage of all students reading multiple years below grade level will decrease by 10% points as measured by i-Ready.

Identified School Need: A large percentage of our students are English Language Learners

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-170.8	not available until fall 2024	not available until fall 2025	-120.0
SBAC ELA Distance from Standard Met	African American Students	-73.0	not available until fall 2024	not available until fall 2025	-65.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	89.0%	not available until fall 2024	not available until fall 2025	75.0%
SBAC Math Distance from Standard Met	Special Education Students	-217.2	not available until fall 2024	not available until fall 2025	-180.0
SBAC Math Distance from Standard Met	African American Students	-182.7	not available until fall 2024	not available until fall 2025	-165

Reclassification Measures & Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	17.1%	not available until fall 2024	not available until fall 2025	23.0%
LTEL Reclassification	Long-Term English Learners	22.9%	not available until fall 2024	not available until fall 2025	28.0%

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

School Goal:	By the end of 24-25, the out-of-school suspension rate will decrease to 8% by measured by the CA dashboard, to promote a safe, welcome, and engaging campus.				
Identified School Need:	We need to develop a stronger communication system with families. Students and staff are all aligned with utilizing restorative practices in the community.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School *2021-22 baseline data	All Students	49.6%	not available until fall 2024	not available until fall 2025	60.0%
Out-of-School Suspensions	All Students	10.2%	not available until fall 2024	not available until fall 2025	8.0%
Out-of-School Suspensions	African American Students	29.1%	not available until fall 2024	not available until fall 2025	8.0%
Out-of-School Suspensions	Special Education Students	16.0%	not available until fall 2024	not available until fall 2025	8.0%
Chronic Absenteeism	All Students	71.4%	not available until fall 2024	not available until fall 2025	30.0%
Chronic Absenteeism	African American Students	78.8%	not available until fall 2024	not available until fall 2025	30.0%

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

School Goal:	By the end of 24-25, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10% measured by the school staff survey given every semester.				
Identified School Need:	Help increase new teacher supports with curriculum and class management. Administration engaging with staff when needs arise.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	63.9%	not available until fall 2024	not available until fall 2025	75.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p>LCAP Goal 1:</p>	<p><i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</i></p>	<p><i>We currently have a Pathway Coach and Work-Based Learning Liaison that facilitate our college and career readiness opportunities. We partner with METS Trio and EBC. We have 6 dual enrollment classes on-site. To support our iReady growth, we have two TSAs that are dedicated to literacy and language development. Our professional development has prioritized teaching language across content areas.</i></p>
<p>LCAP Goal 2:</p>	<p><i>By the end of 24-25 school year, the percentage of all students reading multiple years below grade level will decrease by 10% points as measured by i-Ready.</i></p>	<p><i>We have two Literacy Coaches and we have a school-wide professional development focus on Language/Literacy. Middle school ELD is cohorted based on foundational literacy needs and phonics needs. We have a literacy tutor who pulls additional groups of students who need SIPPS instruction and/or targeted fluency support. We have a Literacy TSA (funded by Title I) who supports the literacy tutor and who teaches two middle school targeted reading intervention classes based on students' reading needs. We will additionally allocate Title I Funding to purchase books, excluding textbooks, to enhance classroom libraries, as well as software to facilitate classroom learning. Finally, we have a Newcomer Assistant who provides SIPPS phonics instructions to groups of international students who need smaller-group-based instruction.</i></p>
<p>LCAP Goal 3:</p>	<p><i>By the end of 24-25, the out-of-school suspension rate will decrease to 8% by measured by the CA dashboard, to promote a safe, welcome, and engaging campus.</i></p>	<p><i>With a well developed team of support staff, we are continuing to build our Family Resource Center for our families. We have added a case worker who widens our ability to offer support to students. We have acknowledged student attendance and honor roll with regular monthly and marking period celebrations through food, snacks and giveaways. Our teachers have included multiple field trips for students throughout the year. The afterschool partnership allows us to build into our events, academic support, sports, extracurricular offerings, and relationship with families.</i></p>

LCAP Goal 4:	By the end of 24-25, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10% measured by the school staff survey given every semester.	We have two TSAs that support new teachers. High school teachers have common grade level prep time and middle school has an increase in minimum days to provide more common grade level time. Additionally we have increased opportunities for professional development for teachers and resources to grow in their practice like ELL Shadowing days, walkthroughs, and peer observations.
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By June 2025, students will demonstrate increased literacy and math proficiency as measured by:</p> <p>Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment</p> <p>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</p>	Our A-G completion rates are negatively impacted by our Language requirement offering at MPA. We offer a dual enrollment language class that covers two years of foreign language and we provide our multilingual students with the AVANT test. This shows our A-G completion status lower than it should be. We also had to unblock algebra 1 this year due to budget cuts and this may lead to lower pass rates for Algebra. For our iReady growth, we have been working to shift the culture around test-taking and provide students with their own data to understand why this test is important.
LCAP Goal 2:	By the end of 24-25 school year, the percentage of all students reading multiple years below grade level will decrease by 10% points as measured by i-Ready.	We struggle to create consistent testing environments where our students take standardized tests like the SBAC seriously. Additionally, attendance challenges make it hard for students to have large chunks of time to focus and take their tests or to take them at all. Therefore, assessment data is not always accurate based on student engagement and completion rates. We have several new teachers that need support with instruction in the classroom to ensure that students are supported with testing. The 1.0 Literacy Coach will help increase students reading level to ensure they are reading on grade level. The license will support teachers ability to deliver content to students to support students reading multiple years below grade level.

<p><i>LCAP Goal 3:</i></p>	<p><i>By the end of 24-25, the out-of-school suspension rate will decrease to 8% by measured by the CA dashboard, to promote a safe, welcome, and engaging campus.</i></p>	<p><i>We are still struggling to communicate with our families and community. Title I parent funds will be utilized for consultant contracts to support families and extended contracts for staff to translate for parents. Additionally there are multiple families we have no contact with because their information is outdated in Aeries. Some of our students and parents do not know how to access technology and communication tools. We utilize parent square to send messages but some families still do not check the messages.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By the end of 24-25, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10% measured by the school staff survey given every semester.</i></p>	<p><i>The principal now has taken full control of hiring candidates to ensure they are a good fit for our community unfortunately, the candidate pool is not very strong. It is hard to find candidates because of the salary teachers are offered. We will utilize consultant contracts to support first year teachers with instruction and curriculum development.</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Madison Park Academy Upper
School: Campus

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

We have two full time coaches to support our new teachers at MPA. The coaches support specifically in math and literacy. We have seen a significant impact in literacy growth at MPA.

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

The TSA's are very supportive of new teachers to help decrease our turnover. Coaches meet with their assigned teacher bi-weekly to provide feedback on observations and support with lesson planning.

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

We want to continue funding one of the TSA positons because we have seen data that supports that the Literacy TSA is increasing our students ability to read. The TSA pulls students out for SIPPS and plans monthly PD's around literacy.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
11-Month Teacher on Special Assignment (TSA)	SBAC Math Distance from Standard Met	Coaches new and 2nd year teachers and support the growth and development of struggling teachers	Coaches meet with over 10 teaches consistently to help them improve their practice. Our teachers report feeling the most supported by having a coach on site. We expect an increase in passing scores for SBAC math next year with support of our TSA.	We will discontinue funding for this position because we have not seen in growth in SBAC scores or students passing math classes.

<p>11-Month Teacher on Special Assignment (TSA) .5</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Coach all new teachers, provide cohesion from PD on literacy monthly, co-leads PD planning team, support the growth and development of struggling teachers. Leads testing of ELPAC and supports all ELL students.</p>	<p>Our Content coach is able to meet with 15+ teaches consistently to help them improve their practice. Our teachers report feeling the most supported by having a coach on site. This is the first year we are using iReady to test students reading scores so we do not have growth data yet. We expect an increase in these reading scores next year with the support of our TSA.</p>	<p>We will be making this position Literacy TSA to support our literacy growth at MPA. The position will be totally funded out of Title 1 next year. Leaving a small amount to purchase books for students to support their reading growth. Also this position will support the academic needs of our ELL students.</p>
<p>Software Lisc. Agreements - NewsELA, PearDeck, Flocabulary</p>	<p>Reading Inventory (RI) Multiple Years Below Grade Level</p>	<p>The software will be supporting the growth and development of ELL students language by providing literature and increase ELPAC testing scores.</p>	<p>We have utilized these programs the past several years and have seen student engagement in school increase and attendance. Additionally, these programs help support the language development of students.</p>	<p>We will continue to see an increase in ELPAC scores and students reading on grade level.</p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Madison Park Academy Upper Campus

SCHOOL ID: 215

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Goal:

By June 2025, students will demonstrate increased literacy and math proficiency as measured by:
 Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment
 Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments

Identified Need:

Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	We will have two reading intervention teachers.	All Students	Academic	Tier 1 - Universal
1-2	We will have two full time Literacy TSAs who will plan and develop curriculum, instruction, and coaching for teachers to implement literacy strategies.	All Students	Academic	Tier 1 - Universal
1-3	Students will receive SIPPS pullout services from our Literacy Tutor.	All Students	Academic	Tier 1 - Universal
1-4	Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	All Students	Academic	Tier 1 - Universal

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

School Goal:		By the end of 24-25 school year, the percentage of all students reading multiple years below grade level will decrease by 10% points as measured by i-Ready.		
Identified Need:		A large percentage of our students are English Language Learners		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Students will be enrolled in a reading intervention class that uses programs like SIPPS	All Students	Academic	Tier 1 - Universal
2-2	We will offer ELD sections that are based on literacy level.	English Learner Students	Academic	Tier 1 - Universal
2-3	We have two full time Literacy TSAs and one literacy tutor. They pull out students throughout the school day for one-on-one instruction.	All Students	Academic	Tier 1 - Universal
2-4	Teacher professional development will be literacy focused and we will be working closely with the ELLMA office.	All Students	Academic	Tier 1 - Universal

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

School Goal:		By the end of 24-25, the out-of-school suspension rate will decrease to 8% by measured by the CA dashboard, to promote a safe, welcome, and engaging campus.		
Identified Need:		We need to develop a stronger communication system with families. Students and staff are all aligned with utilizing restorative practices in the community.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	We have two restorative justice coordinators that meets with students when conflicts arise in the community.	All Students	Behavioral	Tier 2 - Supplemental
3-2	We utilize the platfrom Sown to Grow to have weekly check-ins with students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	All teachers will implement restorative practices in their classroom from the beginning of the school year PD training.	All Students	Behavioral	Tier 1 - Universal

3-4	All teachers will create mindfulness corners in their classrooms.	All Students	SEL / Mental Health	Tier 1 - Universal
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:	By the end of 24-25, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10% measured by the school staff survey given every semester.
Identified Need:	Help increase new teacher supports with curriculum and class management. Administration engaging with staff when needs arise.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Teachers will receive coaching from one of our three TSAs to help with classroom management and curriculum development. Having new teachers observe veteran teachers to get ideas.	All Students	Academic	Tier 1 - Universal
4-2	Culture and Climate team will plan events for first year teachers.	All Students	Behavioral	Tier 1 - Universal
4-3	Administration will communicate with first year teachers about opportunities in the district to attend professional development tailored to the needs of first year teachers.	All Students	SEL / Mental Health	Tier 1 - Universal
4-4	PD will focus on supporting new teachers with classroom management.	All Students	Academic	Tier 1 - Universal

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Community partnerships with organizations to provide safe spaces and case management for Black students	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	Teachers will host Black Student Union during school and have after school activities for students.	African American	Behavioral	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS [*Stages of ELD Implementation Self-Assessment*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	ELD teachers will differentiate class activities to include SIPPS, Tier 2 vocabulary, and reading intervention skill.	English Learner Students	Academic	Tier 1 - Universal
6-2	Teachers will create daily language objectives aligned to content objectives to support language and literacy development of ELLs.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5720 - Interpgm - Maint Work Orders	\$900	LCFF Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Community partnerships with organizations to provide safe spaces and case management for Black students	215-1
5610 - Equip Maintenance & Repairs	\$2,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers will host Black Student Union during school and have after school activites for students.	215-2
5300 - Dues & Memberships	\$5,000	LCFF Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Administration will communicate with first year teachers about opportunities in the district to attend professionl development tailored to the needs of first year teachers.	215-3
1150 - Teachers Substitutes	\$10,000	LCFF Discretionary	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teacher professional development will be literacy focused and we will be working closely with the ELLMA office.	215-4
6425 - Duplicat Equipment >= \$5,000	\$15,000	LCFF Discretionary	6425	Duplicat Equipment >= \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Students will be enrolled in a reading intervention class that uses programs like SIPPS	215-5
4410 - Equipment < \$5,000	\$18,390	LCFF Discretionary	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Students will be enrolled in a reading intervention class that uses programs like SIPPS	215-6
2125 - Instraides Salaries Overtime	\$500	LCFF Supplemental	2125	Classified Instructional Aide Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		ELD teachers will differentiate class activites to include SIPPS, Tier 2 vocabulary, and reading intervention skill.	215-7

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
2225 - Classsuppt Salaries Overtime	\$500	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		ELD teachers will differentiate class activites to include SIPPS, Tier 2 vocabulary, and reading intervention skill.	215-8
4310 - Materials and Supplies	\$5,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		We will offer ELD sections that are based on literacy level.	215-9
4311 - Meeting Refreshments	\$5,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teacher professional development will be literacy focused and we will be working closely with the ELLMA office.	215-10
1120 - Teachers Salaries Stipends	\$5,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Teacher professional development will be literacy focused and we will be working closely with the ELLMA office.	215-11
4200 - Books-other Than Textbooks	\$5,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		We have two full time Literacy TSAs and one literacy tutor. They pull out students throughout the school day for one-on-one instruction.	215-12
4380 - Uniforms	\$6,409	LCFF Supplemental	4380	Uniforms	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Culture and Climate team will plan events for first year teachers.	215-13
Case Manager 20	\$59,397	LCFF Supplemental	2405	Clerical Salaries	8858	Case Manager	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Community partnerships with organizations to provide safe spaces and case management for Black students	215-14

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Social Worker	\$76,324	LCFF Supplemental	1205	Certificated Pupil Support Salaries	7925	Social Worker	0.50	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Community partnerships with organizations to provide safe spaces and case management for Black students	215-15
Case Manager 20	\$123,280	LCFF Supplemental	2405	Clerical Salaries	New	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Community partnerships with organizations to provide safe spaces and case management for Black students	215-16
TSA Classroom 11Mos	\$182,040	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6123	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.		We have two full time Literacy TSAs and one literacy tutor. They pull out students throughout the school day for one-on-one instruction.	215-17
4200 - Books Other than Textbooks	\$7,000	Title I, Part A Schoolwide Program	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	ELD teachers will differentiate class activities to include SIPPS, Tier 2 vocabulary, and reading intervention skill.	215-18
5846 - Licensing Agreements	\$10,842	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	We utilize the platform Sown to Grow to have weekly check-ins with students.	215-19
4399 - Unallocated	\$41,152	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Chronic Absenteeism	Teachers will host Black Student Union during school and have after school activities for students.	215-20
TSA Classroom 11Mos	\$173,926	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	4616	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	LTEL Reclassification	We have two full time Literacy TSAs and one literacy tutor. They pull out students throughout the school day for one-on-one instruction.	215-21
2225 - Classsuppt Salaries Overtime	\$3,000	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Administration will communicate with first year teachers about opportunities in the district to attend professional development tailored to the needs of first year teachers.	215-22

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$3,470	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Community partnerships with organizations to provide safe spaces and case management for Black students	215-23
4410- Equipment	\$13,019	Comprehensive Support & Improvement (CSI) Grant	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Culture and Climate team will plan events for first year teachers.	215-24
Social Worker	\$66,762	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	New	Social Worker	0.50	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Culture and Climate team will plan events for first year teachers.	215-25
Teacher STIP	\$87,234	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	9587	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.		Administration will communicate with first year teachers about opportunities in the district to attend professional development tailored to the needs of first year teachers.	215-26
5825 - Consultants	\$1,703	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Administration will communicate with first year teachers about opportunities in the district to attend professional development tailored to the needs of first year teachers.	215-27
5100 - Subagreements For Services	\$20,000	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		We have two full time Literacy TSAs and one literacy tutor. They pull out students throughout the school day for one-on-one instruction.	215-28

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$10,568	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		We have two full time Literacy TSAs and one literacy tutor. They pull out students throughout the school day for one-on-one instruction.	215-29
5100 - Subagreements For Services	\$166,000	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teacher professional development will be literacy focused and we will be working closely with the ELLMA office.	215-30
4310 - Materials and Supplies	\$16,175	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		We will offer ELD sections that are based on literacy level.	215-31
2225 - Classsuppt Salaries Overtime	\$9,800	After School Education & Safety (ASES)	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers will recieve coaching from one of our three TSAs to help with classroom management and curriculum development.	215-32
1120 - Teachers Salaries Stipends	\$12,000	After School Education & Safety (ASES)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Teachers will host Black Student Union during school and have after school activites for students.	215-33
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		We will offer ELD sections that are based on literacy level.	215-34
5100 - Subagreements For Services	\$129,843	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		We have two restorative justice coordinators that meets with students when conflicts arise in the community.	215-35

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 Teacher Salary Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		All teachers will implement restorative practices in their classroom from the beginning of the school year PD training.	215-36
2225- Overtime	\$17,094	California Community Schools Partnership Program	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Culture and Climate team will plan events for first year teachers.	215-37
4310 - Materials and Supplies	\$20,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		All teachers will implement restorative practices in their classroom from the beginning of the school year PD training.	215-38
5825 - Consultants	\$20,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		We utilize the platform Sown to Grow to have weekly check-ins with students.	215-39
Liaison Family Parent	\$87,498	California Community Schools Partnership Program	2405	Clerical Salaries	9463	Family/Parent Liaison	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers will host Black Student Union during school and have after school activities for students.	215-40
Restorative Justice Facilitator	\$125,408	California Community Schools Partnership Program	2205	Classified Support Salaries	9461	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		We have two restorative justice coordinators that meets with students when conflicts arise in the community.	215-41
Community Relations Ast II Bil	\$34,948	California Community Schools Partnership Program	2205	Classified Support Salaries	815	Community Relations Assistant II, Bilingual	0.50	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Community partnerships with organizations to provide safe spaces and case management for Black students	215-42

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 (Materials and Supplies)	\$6,522	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		All teachers will implement restorative practices in their classroom from the beginning of the school year PD training.	215-43
Teacher Structured Eng Immersn	\$118,140	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	2474	Teacher, Structured English Immersion	0.70	Goal 1: All students graduate college, career, and community ready.		Teachers will create daily language objectives aligned to content objectives to support language and literacy development of ELLs.	215-44
4310 - Materials and Supplies	\$10,936	College & Career Access Pathways Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Teachers will host Black Student Union during school and have after school activites for students.	215-45
5825- Consultants	\$13,700	College & Career Access Pathways Grant	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Teachers will create daily language objectives aligned to content objectives to support language and literacy development of ELLs.	215-46
4311 (Meeting refreshments)	\$15,000	Measure G1	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		We have two restorative justice coordinators that meets with students when conflicts arise in the community.	215-47
5826 (Field Trips)	\$20,000	Measure G1	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Teachers will host Black Student Union during school and have after school activites for students.	215-48
4310 (Materials and Supplies)	\$23,976	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Administration will communicate with first year teachers about opportunities in the district to attend professional development tailored to the needs of first year teachers.	215-49

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$91,307	Measure G1	1105	Certificated Teachers' Salaries	7382	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		We will offer ELD sections that are based on literacy level.	215-50
5825 - Consultants	\$16,000	Measure H	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		We utilize the platform Sown to Grow to have weekly check-ins with students.	215-51
5846 - Licensing Agreements	\$5,000	Measure H	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		We will offer ELD sections that are based on literacy level.	215-52
4310 - Materials and Supplies	\$10,000	Measure H	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		We have two restorative justice coordinators that meets with students when conflicts arise in the community.	215-53
5826 - Prof-Services Non-Contract	\$10,000	Measure H	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Students will be enrolled in a reading intervention class that uses programs like SIPPS	215-54
4410- Equipment	\$60,000	Measure H	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		We have two restorative justice coordinators that meets with students when conflicts arise in the community.	215-55
Teacher Structured Eng Immersn	\$62,341	Measure H	1105	Certificated Teachers' Salaries	9961	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.		Teachers will create daily language objectives aligned to content objectives to support language and literacy development of ELLs.	215-56
Coach College/Career Pathways	\$81,794	Measure H	2305	Classified Supervisors' and Administrators' Salaries	2472	Coach, College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.		Community partnerships with organizations to provide safe spaces and case management for Black students	215-57

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Spec College/Career Readiness	\$109,315	Measure H	2205	Classified Support Salaries	7740	Specialist, College/Career Readiness	1.00	Goal 1: All students graduate college, career, and community ready.		Community partnerships with organizations to provide safe spaces and case management for Black students	215-58
Library Technician	\$87,122	Measure G, Library Support	2205	Classified Support Salaries	8594	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.		Teacher professional development will be literacy focused and we will be working closely with the ELLMA office.	215-59



School-Parent Compact

Madison Park 6-12

2023-2024

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 2023-24 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.
 - a) Instilling the MPA way with values of Pride, Purpose, Perseverance, and Possibilities.
 - b) Students are learning grade-level content aligned to Common Core standards. Students are graded based upon a proficiency scale that encourages growth mindset and opportunities to reassess proficiency.
 - c) Each student has an advisory class which focuses on building community and involvement in school culture. Each student sets personal and academic goals with their advisor, and reviews them during student-led family conferences.
 - d) For personal support, MPA offers services such as mindfulness workshops, mentoring with elder students, Restorative Justice, and Counseling.
 - e) For academic support, MPA offers after school tutoring programs, intervention and credit recovery classes.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a) This compact is given to families during orientation and is in the MPA handbook. Students also review their expectations in advisory.
- 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.
 - a) Families have access to grades online, and can communicate with teachers through ParentSquare. We reach out to every parent to attend a student-led family conference in the fall and spring semesters.
- 4) Provide parents reasonable access to staff.
 - a) Parents are introduced to staff at back to school night. They are also able to message any staff through Parent Square. Teachers provide contact information to families in their syllabi or other communications.
- 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.
 - a) Translation services are provided at major events, such as parent meetings, back to school night, and project expos, field trips and at smaller meetings as staffing allows.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
 - a) Families are invited to attend two conferences with their child's advisor, where they can learn about their classes and how to help them with their education.
 - b) Provide support for families on how they can encourage their children to read and complete homework.
- 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.
 - a) Our climate and culture team and professional development encourages an asset-based approach to our work, valuing parents and family members as partners in the education of our students.
- 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.

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

TEACHER RESPONSIBILITIES

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

PARENT RESPONSIBILITIES

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

- 1) Volunteer in my child’s classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child’s extracurricular time.
 - a) Have my child read at least 30 minutes every day. (books, newspapers, blogs, magazines—not social media)
 - b) Monitor and provide healthy limits to the amount of time my child spends with technology for entertainment.
 - c) Make sure that my child gets enough sleep and has a healthy diet.
 - d) Provide a quiet place and time for my child to do schoolwork, and we will ensure the work is returned to school.
- 4) Bring and pick up my child on time every day.
- 5) For communications with your child, contact the front office to pass on information whenever possible. When they see your text in class, they also see many other notifications which can distract them and other students from learning.
- 6) Read or hear all school rules and expectations of respect, and follow them.
- 7) Talk with my child about his/her school activities every day.
- 8) Promptly respond to messages from Madison Park Academy.
- 9) Help my child’s school however we can.
- 10) Attend back to school night, parent conferences, open house, and other school events whenever possible.
- 11) Contact the school whenever we have concerns. Make an effort to be aware of my child’s grades through “Aeries.” (I can contact their advisor for login information, but I should check for grades emailed to me every week)
- 12) If my contact information (phone, email, address, etc) changes I will update the school by contacting the office or attendance clerk. Please do this within a week of your change so you do not miss important communications.

STUDENT RESPONSIBILITIES

Do’s and Duhs for High School Students

DO’s

- Do Respect (you get what you give)
- Do have fun (within limits)
- Do you (be yourself)
- Do be open to new things (like a new program or class)
- Do be inspired and inspirational
- Do be imaginative and creative
- Do be responsible, watch your language, be in control
- Do be a leader (take the first step)
- Do be accepting of others
- Do share

- Do be kind to the space (pick up after yourself)
- Read at home for 30 minutes every day (books, newspapers, blogs, magazines—*not* social media)

DUHs

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

Do's and Duhs for Middle School Students

DO's

- Do Respect (you get what you give)
- Do wear a uniform
- Do have fun (within limits)
- Do you (be yourself)
- Do be open to new things (like a new program or class)
- Do be inspired and inspirational

- Do be imaginative and creative
- Do be responsible, watch your language, be in control
- Do be a leader (take the first step)
- Do be accepting of others
- Do share
- Do be kind to the space (pick up after yourself)
- Read at home for 30 minutes every day (books, newspapers, blogs, magazines—*not* social media)
- Be yourself and show your style while wearing your uniform **every day**.

DUH's

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

This Compact was jointly developed and adopted by **Madison Park Academy 6-12** on **September 28, 2023** and will be in effect for the period of **August 7, 2023 to through May 24, 2024**.

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 **September 30th** of this current school year.

Tanisha Garrett



9/28/23

Name of Principal

Signature of Principal

Date

Please link the Parent and Family Engagement Policy to this document.

Title I, Part A School Parent and Family Engagement Policy

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

Madison Park Academy

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:

- Families have access to grades online through Aeries, and can communicate with teachers through ParentSquare. We reach out to every parent to attend a student-led family conference in the fall and spring semesters.
- Grading assignments by proficiency level in reference to standards, with opportunities to revise grades upon request.

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

- Parents are introduced to staff at back to school night. They are also able to message any staff through Parent Square. Teachers provide contact information to families in their syllabi or other communications.
- Offering a robust support system addressing mental, social-emotional, and physical health needs and case management.

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Families are able to communicate with staff through ParentSquare, which offers convenient translation services over text. Translation services are planned for in community events, and available upon request. Our CSM and Family Liaison give out flyers to families before and after school.

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

- The school uses Parent Square as a primary tool for communication.
- Presenting Title I information at back to school nights, and parent & SSC meetings.

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

- Parent meetings, back to school night, and project expos, and scheduled smaller meetings. The school uses Parent Square as a primary tool for communication.

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:

- Parent meetings, back to school night, and project expos, and scheduled smaller meetings. The school uses Parent Square as a primary tool for communication. We also send letters to parents in the mail.

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:

- Communicating through Parent Square, the marquee in the front of school, and passing out flyers before and after school.

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:

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

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:

- Our climate and culture team and professional development encourages an asset-based approach to our work, valuing parents and family members as partners in the education of our students.
- Offering professional development on engaging and supporting families
- Soliciting feedback from parents during regular parent meetings
- Inviting parents to attend and speak during staff meetings when appropriate to the topic.

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

- Families are invited to attend conferences that are held for an entire week with their child's advisor, where they can learn about their classes and how to help them with their education.

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:

- Inviting parents to the SSC meetings and creating space in the Family Center for families to provide feedback on how the school can become better for their student.

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

- Providing spaces that are accessible for ALL people regardless of these things. We are a very small community and welcome everyone with open arms.

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

- Providing access to the school site and encouraging families to schedule meetings with teachers and the principal.

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:

- Communicating to parents the resources that are available during registration. Building relationships between our CSM and Family Liaison.
- Hosting parent meetings and workshops on topics based on the needs and aspirations heard from parent and community input.

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

ADOPTION

This policy was jointly developed and adopted by the Madison Park Academy 6-12 on September 29, 2023 and will be in effect for the period from August 8, 2023 to through May 24, 2024.

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

Tanisha Garrett



9/28/23

Name of Principal

Signature of Principal

Date

Please link the School-Parent Compact to this document.



Madison Park Academy 6-12 School Site Council Membership Roster 2023-2024

SSC - Officers

Chairperson:	Tiffany McDermott
Vice Chairperson:	Trina Brown
Secretary:	Lizbeth Briseno

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Tanisha Garrett	x					
Cynthia Martinez - Teacher Alternate						
Molly Weitzman		x				1
Christine Lu		x				1
Trina Brown		x				2
Justin [REDACTED]					x	1
Ruby [REDACTED]					x	1
Jesus [REDACTED]					x	2
Marina Munoz				x		2
Tiffany McDermott				x		2
Lizbeth Briseno			x			2

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Last Thursday of the month at 4:00pm on Zoom
-----------------------------------------------------------------	----------------------------------------------

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
4 Parents/Community Members
1 Student (at least)