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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 Primary

Ask of the Board Approval by the Board of Education of the 2024-2025 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, 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 Primary

2024-25 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 checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input 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 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:

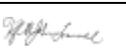
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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: 4/18/2024

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:

Elaina Amos <i>Principal</i>	<i>Elaina Amos-Lewis</i> Signature	 Benjamin Davis 8/15/2024 President, Board of Education	5/13/2024 Date
Tiffany McDermott <i>SSC Chairperson</i>	<i>Tiffany McDermott</i> Signature	 Kyla Johnson Trammell 8/15/2024 Secretary, Board of Education	5/13/2024 Date
Monica Thomas <i>Network Superintendent</i>	<i>Monica Thomas</i> Signature	 Lisa Spielman Signature	5/13/24 Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	 Signature		5/13/24 Date



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

2024-25 School Plan for Student Achievement (SPSA)

School: Madison Park Academy Primary
CDS Code: 1612596002182
Principal: Elaina Amos
Date of this revision: 4/18/2024

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: Elaina Amos	Position: Principal
Address: 470 El Paseo Drive Oakland, CA 94603	Telephone: 510-636-7919 Email: elaina.amos@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/18/2024

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

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/20/24	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
4/22/24	Student Site Council	Review budget priorities and share rationale and overview of site plan.
4/22/24	Faculty & SSC combined	Review budget including planned strategies & activities for 2020-2021. Documented feedback for ILT review.
3/27/24	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.

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	\$82,160.00
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	\$647,891.00

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)	\$74,880	LCFF Discretionary (General Purpose Discretionary #0000)	\$11,350
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,080	LCFF Supplemental (LCFF Supplemental #0002)	\$151,200
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$5,200	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$225,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$45,698
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$82,160		\$565,731

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$647,891.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Madison Park Academy Primary		School ID: 154
CDS Code: 1612596002182	SSC Approval Date: 4/18/2024	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

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

- Additional Targeted Support & Improvement for the following groups: Black/African American Students, Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted 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 Title I and other targeted funding programs.

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

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

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
47.8%	22.0%	64.9%	3.3%	2.9%	12.2%	98.4%	51.8%	2.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
52.2%	2.9%	1.6%	0.0%	0.0%	0.0%	98.4%	4.9%	85.5%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	"WE MAKE POSSIBILITIES BY MASTERING CORE ACADEMIC CONTENT" 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 module unpacking, assessment analysis and lesson facilitation, and we provide coaching support and planning time through professional learning communities (PLCS/PD). Then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
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Identified School Need:	Increase 90% of student percentage by 15% of K-5 students scoring mid/above at EOY in ELA and the remaining 10% will increase by 5%+ (minimally) from 23-24 EOY iready assessment scores.
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Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	40.0%	not available until fall 2024	not available until fall 2025	55.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	57.9%	not available until fall 2024	not available until fall 2025	73.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	66.7%	not available until fall 2024	not available until fall 2025	81.0%

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	-59.8	not available until fall 2024	not available until fall 2025	-29.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	60.4%	not available until fall 2024	not available until fall 2025	75.0%

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	-64.1	not available until fall 2024	not available until fall 2025	-34.1

i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	11.0%	not available until fall 2024	not available until fall 2025	50.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	8.0%	not available until fall 2024	not available until fall 2025	25.0%

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

School Goal:	<p>"WE PERSERVE THROUGH BY PLANNING FOR ALL LEARNING STYLES" Site leaders proactively monitor and support accelerated progress of students with IEPs</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 including students with IEPs and ALL teachers implement EL Education modules (including 3-5 ALL block) with integrity, students receive systematic phonological awareness/phonics instruction then students will demonstrate increasing proficiency on assessments such as the RI, Interim Assessments, Unit Assessments, and SBAC ELA."</p>
Identified School Need:	<p>Specifically:</p> <ul style="list-style-type: none"> -Students will meet their IEP goals -Monthly review coming-due IEPs and engage with Special Educators to ensure they are availing themselves of training and support - Special Educators will complete IEPs on time and comprehensively. - On a monthly basis, at least 90% of IEPs will be completed on time, as measured by review of the Special Education Information System (SEIS) and Special Education Department-provided tracker. - Bi Weekly monitor SIPPS Mastery Assessments and month review students current group placement

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	-100.3	not available until fall 2024	not available until fall 2025	-85.3
SBAC ELA Distance from Standard Met	African American Students	-75.1	not available until fall 2024	not available until fall 2025	-35.1
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	40.0%	not available until fall 2024	not available until fall 2025	65.0%
SBAC Math Distance from Standard Met	Special Education Students	-82.1	not available until fall 2024	not available until fall 2025	-70.0
SBAC Math Distance from Standard Met	African American Students	-80.9	not available until fall 2024	not available until fall 2025	-65.9

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	13.5%	not available until fall 2024	not available until fall 2025	26.5%
LTEL Reclassification	Long-Term English Learners	40.0%	not available until fall 2024	not available until fall 2025	50.0%

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

School Goal:	"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. We will provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.
Identified School Need:	Reduce chronic absenteeism for all students by 30% (removing approx. 70 students out of chronic absteemism) for the 24-25 school year.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	76.5%	not available until fall 2024	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	1.8%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	1.6%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	79.4%	not available until fall 2024	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	69.8%	not available until fall 2024	not available until fall 2025	50.0%

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

School Goal: "WE MAKE POSSIBILITIES BY MASTERING CORE ACADEMIC CONTENT"
 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 module unpacking, assessment analysis and lesson facilitation, and we provide coaching support and planning time through professional learning communities (PLCS/PD). Then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.

Identified School Need: Specifically:
 - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year.
 - Increase the number/percent of early career teachers who make timely progress toward a clear California credential.
 - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	68.0%	not available until fall 2024	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></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 module unpacking, assessment analysis and lesson facilitation, and we provide coaching support and planning time through professional learning communities (PLCS/PD). Then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</p>	<ul style="list-style-type: none"> - Instructional schedules allow for students to be exposed to core curriculum in the morning. - Students are being exposed to targeted foundational reading groups - 46% of ELL have shown growth on their iReady Reading assessment, 44% of ELLs have met their goals by mid year assessments - 55% of AA students have met or exceeded their iReady yearly goal by mid year assessments - 46% of Latinx students have met or exceeded their iReady yearly goals by mid year assessments

<p>LCAP Goal 2:</p>	<p>"WE PERSIST THROUGH BY PLANNING FOR ALL LEARNING STYLES" Site leaders proactively monitor and support accelerated progress of students with IEPs</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 including students with IEPs and ALL teachers implement EL Education modules (including 3-5 ALL block) with integrity, students receive systematic phonological awareness/phonics instruction then students will demonstrate increasing proficiency on assessments such as the RI, Interim Assessments, Unit Assessments, and SBAC ELA."</p>	<ul style="list-style-type: none"> - 50% of students with IEP have made their growth by mid year iReady assessment - 80% of students with IEPs no longer have pull out services and instead receive push in services so they do not miss class instruction
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<p><i>LCAP Goal 3:</i></p>	<p>"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. We will provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.</p>	<ul style="list-style-type: none"> - We have introduced social emotional groups for upper and lower grades - We have create a diverse group of SSC members from variious demographics (SPED, AA, Latinx, ELL) - We are building out affinty spaces for our growing populations (Middle Eastern) - We have partnership with ROOTs to connect our Black families with resources
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<p><i>LCAP Goal 4:</i></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 consistently implement module unpacking, assessment analysis and lesson facilitation, and we provide coaching support and planning time through professional learning communities (PLCS/PD). Then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</p>	<ul style="list-style-type: none"> - We have partnered with network partners to provide professional development specifically strengthening our understanding of ELLs and how to support them in their classrooms - We have organized PLC times so teachers can meet weekly to review data
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Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></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 module unpacking, assessment analysis and lesson facilitation, and we provide coaching support and planning time through professional learning communities (PLCS/PD). Then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</p>	<p>- Instructional modifications are not always aligned to grade level standards, tension between ethnic studies focus and academic rigor. Lack of focus on student data.</p> <p>AA: Latinx: Students with IEPs: ELLs:</p>

<p>LCAP Goal 2:</p>	<p>"WE PERSIST THROUGH BY PLANNING FOR ALL LEARNING STYLES" Site leaders proactively monitor and support accelerated progress of students with IEPs</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 including students with IEPs and ALL teachers implement EL Education modules (including 3-5 ALL block) with integrity, students receive systematic phonological awareness/phonics instruction then students will demonstrate increasing proficiency on assessments such as the RI, Interim Assessments, Unit Assessments, and SBAC ELA."</p>	<p>Lack of focus on student data. Lack of understanding on how to scaffold instructions that allows students to engage in the rigor of the work.</p> <p>AA: Latinx: Students with IEPs: ELLs:</p>
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<p><i>LCAP Goal 3:</i></p>	<p>"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. We will provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.</p>	<p>Lack of understanding from families of the instruction and learning that happens in the classroom that cannot be replicated through packets and independent work.</p> <p>Lack of targeted outreach and support for families around attendance.</p> <p>Families desire to be welcomed back into the school building</p> <p>AA: We have decreased chronic absenteeism from 68 to 45%, but still struggle specifically with our African American and Special Education Students.</p> <p>Latinx: Students with IEPs: ELLs:</p>
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<p><i>LCAP Goal 4:</i></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 consistently implement module unpacking, assessment analysis and lesson facilitation, and we provide coaching support and planning time through professional learning communities (PLCS/PD). Then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</p>	<p>Effective instructional practices must be based upon common core connected research-based best practices and implemented with fidelity across curriculum content areas in ALL classrooms. This will ensure individual students' educational, social and emotional needs are addressed through differentiated lesson planning/instructional delivery, small group supports at Tier 1, students having access to leveled books, as well as, reading and writing workshops and conferences.</p> <p>AA: Latinx: Students with IEPs: ELLs:</p>
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ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Special Education Students	85.7%	not available until fall 2024	not available until fall 2025	48.8%

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

School: Madison Park Academy Primary

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.

This year's SPSA has gone well. We have been 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, and EL Education curriculum. The curriculum analysis helps drive the work done in our afterschool teacher led skills classes. Students who are attending multiple acceleration programs are showing atleast one year of growth.

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

iReady Growth Reports have shown implementation has lead to growth for students. Classes with the most growth have been observed using practices learned from partnership and feedback consistently.

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 will be making changes to the annual goals based off of student current data and the current enrollment numbers in our acceleration program. This year it took us a longer time to enroll students into programs. However, once enrolled and attending consistently we saw the growth in scores.

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?
10-Month Classroom Teacher on Special Assignment (TSA)	Reading Inventory (RI) Growth of One Year or More	Provide coaching and observation to all teaching staff. Review data for all classes to create action plans that will accelerate student growth.	The coaching and feedback is working really well. The TSA coaches 4 new teachers, and 2 Early Lit Tutors. 100% of teachers expressed they enjoyed the weekly feedback around classroom structures and the detailed planning sessions. 100% of teachers and staff have reported growing as educators in their ability to review data reports and create plans for daily data collection that accelerate students overall yearly growth.	I would continue our TSA position.

<p>12-Month Community School Manager</p>	<p>Student Connectedness to School</p>	<p>The Restorative Justice Community School Manager provides professional development for teachers and other staff around addressing the social-emotional needs of students and consult with teachers/staff to collaboratively develop best approaches for supporting students. In addition, this person will develop systems that create a strong school culture and train staff on utilizing restorative practices in order to remove barriers and provide the optimal learning experience for all students. This person will coordinate all school community partnerships, monitor student service needs, and facilitate the COST team meetings. The RJ CSM also organizing partnerships with local organizations to provide students support.</p>	<p>Currently the role is working but would benefit from seperating into two different ones to have one person focus on RJ and the other on student climate, partnerships, and attendance.</p>	<p>I would continue the RJCSM position.</p>
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Online Licenses	Reading Inventory (RI) Multiple Years Below Grade Level	Raz Kids provides students an opportunity to practice their fluency with individual leveled texts and practice comprehension.	Kids and teachers love Raz Kids. Students find the platform easy to navigate and like recording themselves. We need to incorporate more professional development on how to use the data to make Tier 1 decisions.	I would continue using Raz Kids.
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Madison Park Academy Primary	SCHOOL ID:	154
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal:	<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 consistently implement module unpacking, assessment analysis and lesson facilitation, and we provide coaching support and planning time through professional learning communities (PLCS/PD). Then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</p>
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Identified Need:	Increase 90% of student percentage by 15% of K-5 students scoring mid/above at EOY in ELA and the remaining 10% will increase by 5%+ (minimally) from 23-24 EOY iready assessment scores.
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#	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	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.	All Students	Academic	Tier 1 - Universal
1-2	Teachers engage in regular collaboration time in grade level PLCs to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, student work, assessments, data, and instruction.	All Students	Academic	Tier 1 - Universal
1-3	Teachers learn and implement the Primary 3 Math Core Practices: Math Talk, 3 Reads, and Aggressive Monitoring in daily lessons thus cultivating positive math identities & agency, increasing student talk, & provide rich, grade appropriate lessons that prioritized conceptual understanding, procedural skill & fluency, and application.	All Students	Academic	Tier 1 - Universal

1-4	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	All Students	SEL / Mental Health	Tier 1 - Universal
1-5	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal

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

School Goal:	<p>"WE PERSIST THROUGH BY PLANNING FOR ALL LEARNING STYLES"</p> <p>Site leaders proactively monitor and support accelerated progress of students with IEPs</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 including students with IEPs and ALL teachers implement EL Education modules (including 3-5 ALL block) with integrity, students receive systematic phonological awareness/phonics instruction then students will demonstrate increasing proficiency on assessments such as the RI, Interim Assessments, Unit Assessments, and SBAC ELA."</p>
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Identified Need:	<p>Specifically:</p> <ul style="list-style-type: none"> -Students will meet their IEP goals -Monthly review coming-due IEPs and engage with Special Educators to ensure they are availing themselves of training and support - Special Educators will complete IEPs on time and comprehensively. - On a monthly basis, at least 90% of IEPs will be completed on time, as measured by review of the Special Education Information System (SEIS) and Special Education Department-provided tracker. - Bi Weekly monitor SIPPS Mastery Assessments and month review students current group placement
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#	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	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed. School will monitor chronic absenteeism.	Special Education Students	Academic	Tier 2 - Supplemental

2-2	In ALL Block/SIPPS, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facility small-group instruction on phonics and phonoigcal awareness.	All Students	Academic	Tier 2 - Supplemental
2-3	Teachers progress monitoring with SIPPS mastery tests, iReady, Dibels, Unit and Modules assessments regularly. Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction.	All Students	Academic	Tier 1 - Universal
2-4	After 6 weeks Tier 1 support students who need additional acceleration will be assigned designated support groups.	All Students	Academic	Tier 2 - Supplemental
2-5	Access IEP completion data monthly prior to the end of the month. Ensure the participation of an LEA representative and general education teacher for each scheduled IEP. Create an IEP calendar at the onset of the year, develop a consistent system for scheduling IEPs at the school, and review monthly.	Special Education Students	Academic	Tier 3 - Intensified

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

School Goal:	"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. We will provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.
Identified Need:	Reduce chronic absenteeism for all students by 30% (removing approx. 70 students out of chronic absteemism) for the 24-25 school year.

#	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	School will host atleast 3 in person family centered events directly created from family and staff feedback. Also, teachers will actively build relationships with students and families by conducting wellness checks monthly. One of the events will be to host a whole school family field trip day.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	After noted Tier 1 support. Teachers, Families, Attendance Team, RJCSM, TSA and/or Fred Finch will refer students using a COST form to acceleration programs, SST meeting, attedance meetings to develop an individualized support plan.	All Students	Behavioral	Tier 3 - Intensified
3-3	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 atleast 1 staff member they are connected to.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Teachers are committed to teaching and reinforcing core values. Teachers will teach and model Pride, Purpose, Perservance and Possibility consistenly with students. Using SEL curriculum teachers will monitor students social emotion health.	All Students	Behavioral	Tier 1 - Universal
3-5	Families will have individual affinity spaces based on choosen racial identities.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-6	ASES program will provide a variety of activities to encourage student engagement in sports and academics.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-7	School will monitor chronic absenteeism for African American studendents and implement interventions where and when necessary to address needs.	African American Students	SEL / Mental Health	Tier 2 - Supplemental

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

School Goal: "WE MAKE POSSIBILITIES BY MASTERING CORE ACADEMIC CONTENT"
 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 module unpacking, assessment analysis and lesson facilitation, and we provide coaching support and planning time through professional learning communities (PLCS/PD). Then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.

Identified Need: Specifically:
 - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year.
 - Increase the number/percent of early career teachers who make timely progress toward a clear California credential.
 - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building.

#	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	Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 2 - Supplemental
4-3	Coordinate with Credentials and New Teacher Support and Development to support and monitor timely progress toward a clear credential for teachers currently working on emergency permits, intern credentials, and preliminary credentials.	All Students	Academic	Tier 1 - Universal
4-4	Teachers participate in Professional Development focused on Tier I strategies designed to enhance all students learning.	All Students	Academic	Tier 1 - Universal

4-5	Teachers are celebrated 2 a year for their hardwork and dedication through food, gifts, and/or rewards.	All Students	SEL / Mental Health	Tier 1 - Universal
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CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

School Goal: WE NURTURE AN ANTI-RACIST LEARNING CULTURE IN ALL.
 If we implement an anti-racist learning culture where assessing how our own implicit 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 ourselves, then ALL Teachers will plan and teach highly rigorous, grade appropriate lessons.

Identified Need: Specifically:
 -Increase daily positive attendance Black/AA students **by 50% decrease AA chronic absteesim.**

#	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	Develop partnerships with Black students and families using strategies such as wellness checks, home visits, progress reports, restorative circles, and family workshops.	African American	Academic	Tier 1 - Universal
5-2	Teachers will engage in professional development that works to disrupt deficit thinking by having them evaluate their own implicit bias, WSC characteristics and actively use anti-racist teaching practices.	African American	Behavioral	Tier 1 - Universal
5-3	Staff will outreach to Black families to ensure they are apart of the decision making teams SSC, Culture, Affintiy Spaces.	African American	SEL / Mental Health	Tier 1 - Universal
5-4	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American	SEL / Mental Health	Tier 1 - Universal
5-5	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts .	African American	Academic	Tier 1 - Universal

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

School Goal: WE DEVELOP STRONG LANGUAGE LITERACY IN ALL STUDENTS.
If teachers consistently implement high quality, daily Designated ELD using EL Education Language Dives and incorporate intergrated ELD strategies during ELA, Math and in all content area instruction, then all students will advance in their language and literacy development as demonstrated by the ELPAC and accerlerated growth on literacy assessments.

Identified Need: -Increase reclassification rates by 15% for a total of 25% TK-5 students.

#	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	Teachers will use GLAD strategies to intergrate ELD: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, and language dives (Designated ELD) to support ALL students in language acquisition.	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	English Learner Students	Academic	Tier 1 - Universal
6-3	Provide PLC time at least once per month to analyze student language progress and plan next instructinoal moves.	English Learner Students	Academic	Tier 1 - Universal
6-4	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4380 - Uniforms	\$2,000	LCFF Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		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.	154-1
5610 - Equip Maintenance & Repairs	\$2,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	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.	154-2
4310 - Materials and Supplies	\$7,350	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	154-3
4310 - Materials and Supplies	\$2,615	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.	College/Career Readiness	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	154-4
Teacher STIP	\$15,578	LCFF Supplemental	1105	Certificated Teachers' Salaries	9262	STIP Teacher	0.2	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Satisfaction with Professional Development	Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	154-5
Teacher Education Enhancement	\$54,316	LCFF Supplemental	1105	Certificated Teachers' Salaries	6217	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.5	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	154-6

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Site-Based Culture Climate Amb	\$78,691	LCFF Supplemental	2205	Classified Support Salaries	9687	#N/A	0.9	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Develop partnerships with Black students and families using strategies such as wellness checks, home visits, progress reports, restorative circles, and family workshops.	154-7
5826 Field Trip Transportation	\$12,566	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	School will host atleast 3 in person family centered events directly created from family and staff feedback. Also, teachers will actively build relationships with students and families by conducting wellness checks monthly. One of the events will be to host a whole school family field trip day.	154-8
Teacher STIP	\$62,314	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9262	STIP Teacher	0.8	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	154-9
2425 - Classified Overtime for Translation	\$2,080	Title I, Part A Parent & Family Engagement	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	School will host atleast 3 in person family centered events directly created from family and staff feedback. Also, teachers will actively build relationships with students and families by conducting wellness checks monthly. One of the events will be to host a whole school family field trip day.	154-10
4399 - Unallocated	\$5,200	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	n/a	154-11
Site-Based Culture Climate Amb	\$8,743	After School Education & Safety (ASES)	2205	Classified Support Salaries	9687	Site-Based Culture Climate Ambassador	0.1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	ASES program will provide a variety of activities to encourage student engagement in sports and academics.	154-12

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
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.	Student Connectedness to School	ASES program will provide a variety of activities to encourage student engagement in sports and academics.	154-13
5100 - Subagreements For Services	\$98,739	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.	Student Connectedness to School	ASES program will provide a variety of activities to encourage student engagement in sports and academics.	154-14
7310 - Indirect Cost	\$4,212	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers progress monitoring with SIPPS mastery tests, iReady, Dibels, Unit and Modules assessments regularly. Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction.	154-15
Computer for Library	\$4,595	Literacy Coaches & Reading Specialists Grant	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Teachers progress monitoring with SIPPS mastery tests, iReady, Dibels, Unit and Modules assessments regularly. Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction.	154-16
TSA Classroom 11Mos	\$103,693	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	8357	11-Month Classroom Teacher on Special Assignment (TSA)	0.7	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers progress monitoring with SIPPS mastery tests, iReady, Dibels, Unit and Modules assessments regularly. Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction.	154-17
1122 - Teachers Salaries Extra Comp	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	In ALL Block/SIPPS, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facility small-group instruction on phonics and phonoigcal awareness.	154-18

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Noon Supervisor	\$19,258	California Community Schools Partnership Program	2905	Other Classified Salaries	New	Noon Supervisor	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	154-19
2928 - Academic Mentors	\$24,354	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Reading Inventory (RI) Growth of One Year or More	In ALL Block/SIPPS, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facilitate small-group instruction on phonics and phonological awareness.	154-20
TSA Classroom 11Mos	\$44,440	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	8357	11-Month Classroom Teacher on Special Assignment (TSA)	0.3	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	154-21
Community Rel Assistant I Bil	\$102,744	California Community Schools Partnership Program	2205	Classified Support Salaries	New	Community Relations Assistant I, Bilingual	1	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	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.	154-22
Program Mgr Community School	\$105,744	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7904	12-Month Community School Manager	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	After noted Tier 1 support. Teachers, Families, Attendance Team, RJCSM, TSA and/or Fred Finch will refer students using a COST form to acceleration programs, SST meeting, attendance meetings to develop an individualized support plan.	154-23
4310 - Materials and Supplies	\$7,464	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	154-24

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$38,234	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Int ervention Program (EEIP) Teacher	0.3	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	154-25
Library Technician	\$98,768	Measure G, Library Support	2205	Classified Support Salaries	9150	Library Technician	1	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	154-26



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 Primary

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:

- Offering parent support, asking parents how to be more inclusive of all families and developing and implementing successful strategies for improvement
Progress is monitored and resources are adjusted as needed

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:

- Offering a parent education resources that prepares them to partner with the school
Convening regular COST Meeting and Case Management to monitor the progress of underperforming

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.
- School produces a weekly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips; Teachers and administrators regularly use email and/or the school website to communicate with parents; Principal is present at ELAC/SSC meetings information about student achievement and to encourage partnership between home and school; Consistent messaging to parents that they are welcomed in the classroom. Include procedures for classroom visits in newsletters, flyers, auto-dial, and at all meetings throughout the school year.

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

- School produces a weekly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips; Teachers and administrators regularly use email and/or the school website to communicate with parents; Principal is present at ELAC/SSC meetings information about student achievement and to encourage partnership between home and school

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:

- Convening midtrimester, trimester and semester parent meetings to discuss student progress; teachers distribute progress reports and develop and monitor individualized student plans.

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:

- School produces a weekly newsletter with up-to-date information about the school, special events, organizations, meetings, and parenting tips in student's home language

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:

- Consistently messaging parents that they are welcomed in the classroom; parents understand procedures for classroom visits in newsletters, flyers, auto-dial, and at all meetings throughout the school year.
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary).
- We build our parents' capacity around the academic standards and results through Partner community events such as 3 Ls Family Extravaganza, Family Reading Night and Academic Awards Ceremonies.
- We promote parents-teacher partnership by holding academic conferences after the first two trimesters.
- We also promote family health through our weekly Fresh Fruit and Vegetables and our school-wide Wellness program and through health education by our Nurse.

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:

- Binders with student work are compiled weekly for parent review and comment.
- Parents are regularly informed of how to support learning at home.
- School staff and teachers build the capacity of families to support what their students are learning at home through modeling instruction strategies and inviting their participation in classroom learning. Teachers regularly suggest activities that parents can do at home to support their student's learning that are tailored to the student's specific needs and goals. There is follow-up and feedback.
- Parents receive academic progress reports weekly. Parents are regularly informed of how to support learning at home.
- Regular written and face-to-face communication with families of students having academic or behavior problems. Parents are personally connected to supports available.
- There is follow-up to evaluate growth.

- Formal conferences with every parent/caregiver at least twice a year. Meetings include the support staff that provides services for the child.
- For middle and high schools, programs and/or information are proactively available to and are used by families to help them make good decisions about their child's academic and career paths.
- Parents/families are trained to identify their children's academic improvement areas based on CCSS/SBAC scores, benchmark assessments, tests, report card grades, etc.
- Parents are given strategies to support their student's academic performance at home.
- ■ Parents/families are informed regarding English, Math, Social Studies, and Science grade level curriculum to support their children. School offers specific strategies needed to improve reading success.
- ■ School provides opportunities for parents/families to learn about college, careers, and post-secondary plans available to their children

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:

- Refers to Single Plan for Student Achievement (SPSA) plan throughout the year to ensure that all family engagement activities are tied to its implementation.
- Parent representatives, that represent the school and community, are on the school site council, improvement team, or other committees with decision-making power and/or influence. The decisions made by these bodies represent the views and needs of all families.
- Maintains trained parent leaders for committees from diverse racial, ethnic, socio-economic, and other groups in the school.
- Sets clear and measurable goals for the FRC that are aligned with the school wide vision and goals and evaluates the family engagement program on a regular basis to inform program improvement.
- School has a diverse family engagement and leadership team that leads family engagement strategies at the school site.

- Involves parents in organized, ongoing, and timely ways in the planning and improvement of school programs
- Has an active, parent organization that represents diverse racial, ethnic, socio-economic, and other groups in the school, that monitors parent rights and responsibilities

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:

- Establishing School Site Council and recruiting and parents electing parent representatives to meet and provide input (Monthly)
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary)
- Our full-time Parent Liaison coordinates all outreach, communication, and engagement efforts
- We build our parents' capacity around the academic standards and results through workshops and community events such as Parent Literacy Nights, Family Reading Night and Academic Awards Ceremonies
- We promote parents-teacher partnership by holding academic conferences after the first two trimesters
- We also promote family health through our weekly Fresh Fruit and Vegetables and our school-wide Wellness program and through health education by our Nurse.
- Finally, we provide our parents many ways to get support for our school through our Parent Volunteer program

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:

- Establishing School Site Council and recruiting and parents electing parent representatives to meet and provide input (Monthly)
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary)

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:

- School provides a “one-stop shop” at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours.
- School determines families’ needs and preferences for additional programs or services they need to support their children’s achievement from data collected from at least 50% of the school’s families. Families play a role in developing delivering programs and services.
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school’s goals.
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

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

- School provides a “one-stop shop” at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours.
- ■ School determines families’ needs and preferences for additional programs or services they need to support their children’s achievement from data collected from at least 50% of the school’s families. Families play a role in developing delivering programs and services.
- ■ The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school’s goals.
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

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:

- School provides a "one-stop shop" at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours.
- School determines families' needs and preferences for additional programs or services they need to support their children's achievement from data collected from at least 50% of the school's families. Families play a role in developing delivering programs and services.
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school's goals.
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

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 Primary on August 30, 2023 and will be in effect for the period August 7, 2023 through May 25, 2024.

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

Clara J. Roberts Clara J. Roberts 8/30/23
Name of Principal Signature of Principal Date

VIII. Meeting Adjourned



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact Madison Park Academy Primary Elementary School

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.

All teachers will utilize the district adopted Common Core curriculum and implement effective instructional strategies that will ensure that all students are successful in their grade level. All teachers will teach towards the grade level standards and provide differentiated instruction so that all students have equal access to actively participating in the classroom.

2) Calendar and host parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

During the conference, the teacher will discuss the individual child's academic and social achievement. Parents and/or teachers can request additional conferences based upon student needs.

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.

Formal report cards are provided (3) times during the academic school year. Each parent will receive a progress report prior to the end of the 1st report card period. On other occasions, teachers keep parents informed about their

child's progress either by one-on-one meetings, phone calls, texts and/or written notes.

4) Provide parents reasonable access to staff.

Teachers are available to speak with parents either before school, after school or by appointment. Teachers may, but are not required to provide an email address and/or personal phone number to parents.

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.

Parents are encouraged to volunteer, participate and observe in the classroom. In order to volunteer, parents must complete the OUSD volunteer process. After completing the OUSD volunteer process, Parents may make arrangements with the teacher. Parents need to have a T.B. test if they plan to volunteer in the classroom for an extended period of time. Parents must sign-in in the main office before entering the classroom as part of the education code.

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

Parents receive digital newsletters and other academic resources via ParentSquare and email to support students' academic progress outside of school. In addition, parents receive information regarding software programs students can access at home. School provides information about workshops, events, and family nights that support understanding of resources and programs, school communicates with parents and families via School Messenger robocalls, emails and text messages about resources and materials for students, school posts information about our school programs and resources on our school Website, parents receive information during parent conferences and meetings.

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.

Staff understands the importance of including parent and family members through regular participation in Professional Development, Staff Meetings and/or Coaching.

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.

At Madison Park Academy Primary Elementary School all materials that are distributed relating to school and parent programs, meetings, and all other activities are translated into Spanish, Chinese, Vietnamese and other languages so that ALL families are able to access the information. All materials are distributed in a variety of ways: hard/paper copies, email distribution, phone calls and text messages through our School Messenger Connect SeNice.

Teacher Responsibilities

We, as teachers at Madison Park Academy Primary Elementary School, will support student's teaming in the following ways:

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

Parent Responsibilities

We, as parents, will support our children's teaming in the following ways:

- **Sign in at the main office for ALL school visits;**
- **Follow ALL Madison Park Academy Primary Elementary School rules to ensure safety for all community members;**
- **Bring my child to school on time;**
- **Attend school meetings (e.g. Coffee with the Principal, SSC, Title I , etc.);**
- **Make sure my child does his/her homework;**
- **Read/listen to ALL school-wide communications (e.g. school calendars, monthly newsletters, "robo"calls, texts, etc.)**
- **Check my child's homework everyday;**
- **Keep in touch with the teacher;**
- **Talk to my child at home about school;**
- **Make sure my child eats well;**
- **Pick-up my child from school on time;**
- **Limit "non-educational" computer screen time**
- **Check and clean my child's backpack regularly and,**
- **Work to keep other parents informed about important school-wide important events by helping to create a better communication system between classroom-school-home (for example, becoming a room parent; creating and participating in the phone tree)**

Parent Signature _____

Date: __ __

Student Responsibilities

We, as students at Madison Park Academy Primary Elementary School, will share the responsibility to improve our academic achievement and meet the State of California's academic standards. We will:

- **Get to school on time every day.**
- **Follow all Madison Park Academy Primary rules and norms;**
- **Respect my school, classmates, staff, community members, and family at all times;**
- **Do my homework every day;**
- **Ask for help when I need it;**
- **Read for at least 15 minutes every day, outside of school (Kindergarten, 1st and 2nd grade students)**
- **Read for at least 20 minutes every day, outside of school (3rd, 4th and 5th grade students)**

Student Name _____

The school will distribute the School-Parent Compact to all parents and family members of students participating in the Title I, Part A program on or before September 3rd, 2023.

This Compact was adopted by Madison Park Academy -Primary on August 30, 20023, and will be in effect for the period of August 1, 2023 to May 31, 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.

Clara Roberts
Name of Principal

Clara Roberts
Signature of Principal

8/30/2023
Date



MPA-A ELEMENTARY SCHOOL
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Tiffany McDermott
Vice Chairperson:	LaShante Scott
Secretary:	Alma Guzman

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Clara J Roberts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Shaionne Simmons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Michelle Ramos-Stokes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
LaShante Scott	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Tiffany McDermott	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Ayanda Lumpkin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Maria Fragoso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Clothilde Escudero	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Shalonda Tillman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Alma Guzman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st

SSC Meeting Schedule: (Day/Month/Time)	3rd Friday at 9:00 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.

