

Board Office Use: Legislative File Info.	
File ID Number	25-1824
Introduction Date	8/13/25
Enactment Number	
Enactment Date	



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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Madison Park Academy - Upper Campus

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Madison Park Academy - Upper Campus.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Madison Park Academy - Upper Campus



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

2025-26 School Plan for Student Achievement (SPSA)

School: Madison Park Academy Upper Campus
CDS Code: 1612596066450
Principal: Tanisha Garrett
Date of this revision: 5/16/2025

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: 5/16/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☐ Local Control Funding Formula Equity Multiplier ☒ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 5/16/2025

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 <i>Principal</i>	 Signature	5/16/2025 Date
Tiffany McDermott <i>SSC Chairperson</i>	 Signature	05/16/2025 Date
<i>SELLS Representative (optional)</i>	 Signature	 Date
Vanessa Sifuentes <i>Network Superintendent</i>	 Signature	5/30/25 Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	 Signature	5/16/25 Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/28/2025	ILT	ILT meets weekly to discuss progress of schoolwide goals and vision. The team met to discuss stages of ELD implementation and future goals for next year. We spend our time visiting classes and collecting data.
1/28/2025	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.
1/28/2025	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.
1/28/2025	PD Planning Team	Meets to plan professional development focused on literacy.
1/30/2025	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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$248,640.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,221,827.63

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$241,920
Title I, Part A Parent & Family Engagement (#3010)	\$6,720
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$248,640

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,221,827.63

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$67,100
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$177,378
Community Schools Grant (CCSPP #6332)	\$460,000
Proposition 28 (Arts & Music in Schools #6770)	\$118,710
SUBTOTAL OF STATE & LOCAL FUNDING:	\$973,188

2025-26 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:****Board Approval Date:****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, Perserverance, Possibilities.

Purpose of this Plan

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

- Targeted Support & Improvement for the following groups: English Learners

The purpose of this schoolwide plan is to improve outcomes for consistently undperforming 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.)

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, 2023-24

% 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 2026, students will demonstrate increased literacy and math proficiency as measured by:				
	Metric 1) 45% 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 <small>*SBAC & CAST exclude 10% penalty, if applicable.</small>	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	-94.8	not available until fall 2025	-65.0
SBAC ELA Participation	All Students	90.9%	95.9%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	34.5%	35.6%	not available until fall 2025	45.0%
Mathematics/Science Measures & Targets					
Measure <small>*SBAC & CAST exclude 10% penalty, if applicable.</small>	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	-165.0	not available until fall 2025	-125.0
SBAC Math Participation	All Students	92.9%	92.9%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	10.1%	8.9%	not available until fall 2025	6.0%
California Science Test (CAST) Participation	All Students	89.1%	95.2%	not available until fall 2025	95.0%
Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target

Four-Five Year Cohort Graduation Rate	All Students	87.2%	88.5%	not available until fall 2025	93.0%
On Track to Graduate: 9th Grade	All Students	72.3%	66.3%	not available until fall 2025	78.0%
On Track to Graduate: 11th Grade	All Students	50.0%	68.0%	not available until fall 2025	65.0%
A-G Completion	All Students	32.1%	62.1%	not available until fall 2025	45.0%
College/Career Readiness	All Students	61.7%	66.7%	not available until fall 2025	75.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By the end of 25-26, the out-of-school suspension rate for African American students will decrease to 8% by measured by the CA dashboard, to promote a safe, welcome, and engaging campus.
Identified School Need:	Our African American students are suspended at a disproportionate rate. This has had a significant impact on school culture as well as AA outcomes.

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	-155.5	not available until fall 2025	-65.0
SBAC ELA Distance from Standard Met	African American Students	-73.0	-95.1	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%	70.7%	not available until fall 2025	75.0%
SBAC Math Distance from Standard Met	Special Education Students	-217.2	-242.7	not available until fall 2025	-125.0
SBAC Math Distance from Standard Met	African American Students	-182.7	-167.9	not available until fall 2025	-165.0

Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	17.1%	15.2%	not available until fall 2025	23.0%
LTEL Reclassification	Long-Term English Learners	22.9%	19.4%	not available until fall 2025	28.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.3% to 30%.				
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	All Students	49.6%	42.1%	not available until fall 2025	60.0%
Out-of-School Suspensions	All Students	10.2%	11.3%	not available until fall 2025	8.0%
Out-of-School Suspensions	African American Students	29.1%	17.8%	not available until fall 2025	8.0%
Out-of-School Suspensions	Special Education Students	16.0%	11.6%	not available until fall 2025	8.0%
Chronic Absenteeism	All Students	71.4%	48.3%	not available until fall 2025	30.0%
Chronic Absenteeism	African American Students	78.8%	60.8%	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 25-26, 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%	63.7%	not available until fall 2025	75%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By June 2026, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>Metric 1) 45% 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>We see some positive trends in our midyear iReady data. Across our campus, 32% of our students met their midyear typical goal and 9.3% met their midyear stretch goal. The performance of our students with disabilities is one data point to celebrate: 33% of our students with disabilities met their midyear typical growth goal and 10.4% met their midyear stretch goal. This year, we have implemented SIPPS instruction in all Study Skills classes, which serve the majority of our students with IEPs. Additionally, in department and whole-school professional development, we've worked to build teacher capacity around student talk through cycles of inquiry. 80% of our math teachers and 92% of our humanities teachers receive coaching with one of our three TSAs to ensure they can implement strong classroom routines and standards-aligned instruction.</p>
LCAP Goal 2:	<p><i>By the end of 25-26, the out-of-school suspension rate for African American students will decrease to 8% by measured by the CA dashboard, to promote a safe, welcome, and engaging campus.</i></p>	<p>We are continuing to prioritize celebrating students and progress in their academics. We acknowledge student attendance and academic achievements for Honor Roll and 4P recognition. Our Culture & Climate teamwork to uplift student voice and create community through regularly scheduled events throughout the year, such as Spirit Week, Community Days, and March Madness. We utilize our afterschool partnership to allow us to build into our events, academic support, sports, extracurricular offerings, and relationship with families.</p>

LCAP Goal 3:	<i>By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.3% to 30%.</i>	<i>We partner with different community organizations to help build relationships with students and families. Our CSM conducts home visits for students whose attendance is decreasing. Additionally, we have SART meetings and assign students a case manager to support students and their attendance.</i>
LCAP Goal 4:	<i>By the end of 25-26, 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>	<i>We have three 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 through the 2 year Light Award which funded our partnership with the Lead By Learning Team. We offer a Classroom Culture PLC for new teachers after school to give additional support for teachers struggling with classroom management. We will utilize consultant contracts to support first year teachers with instruction and curriculum development. We also use the fact that we have three TSAs and that they will get an on site coach to help support them in their teaching practice to help get teachers to accept our offer.</i>
Goal Area:	School Goal:	Priority Challenges

<p><i>LCAP Goal 1:</i></p>	<p><i>By June 2026, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>Metric 1) 45% 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>As noted in the midyear iReady data summary above, we still have room to grow in order to meet our literacy proficiency goal. Our hope is that our highest needs subgroups (our English Learners, our students with disabilities, and our African American students) meet or exceed the performance of their peers at MPA. Within these specific (and sometimes overlapping) subgroups, we saw: 27.4% of our EL students met their midyear typical growth goal and 7% met their midyear stretch goal (this includes 39% of our N1 and N2 students who met their midyear typical growth target); 33% of our students with disabilities met their midyear typical growth goal and 10.4% met their midyear stretch goal; and 29.6% of our African-American students met their midyear typical growth goal, while 9.9% met their midyear stretch goal. We saw positive trends in the midyear data from our students with disabilities, but we are concerned about how we are serving our English Learners and our African American students. Teachers need support in scaffolding their instruction to serve English Learners and newcomers in mainstream classes, and designing instructional interventions to support students who do not qualify for SIPPS interventions (i.e. have mastered decoding) but still read below grade level. We know based on classroom walkthroughs that many of our teachers still need support to consistently plan and execute a daily content language objective and implement intentional student talk practices. We have a Literacy TSA (0.80 FTE), funded by Title I, who supports literacy tutors and teaches two middle school targeted reading intervention classes tailored to students' reading needs. Additionally, we will allocate Title I funding to extended contracts, enabling them to provide targeted support to focal student groups, as well as to invest in software that facilitates classroom learning. The Madison Park Upper School Site Council will vote on the expenditure of any unallocated Title I funds to further support student achievement in this goal.</p> <p>Math proficiency also remains an area of growth for us. On the most recent curriculum-embedded math interim assessments for which we have data, we saw proficiency from 6% of our sixth grade students, 14.4% of our seventh grade students, 8.3% of our eighth grade students and 2% of our Geometry students (mostly tenth graders). Our math teachers need support designing instruction that covers grade level standards while still reviewing foundational skills.</p>
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LCAP Goal 2:	<i>By the end of 25-26, the out-of-school suspension rate for African American students will decrease to 8% by measured by the CA dashboard, to promote a safe, welcome, and engaging campus.</i>	We need to continue to find ways to support all of our students and use restorative practices when addressing behaviors. One huge challenge is keeping our RJ position filled. We have not had a consistent employee in the position which impacts students relationships. Since we have a newer teaching staff, they struggle with classroom management which increases behavior problems.
LCAP Goal 3:	<i>By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.3% to 30%.</i>	<i>We struggle to find the best mode of contact with families and parents. We continue to utilize many platforms to connect home, but it doesn't seem to always be effective since not all families know how to access technology/communication tools and updated information to be able to contact. Additionally, we continue to find a challenge in being able to fully translate for all of our families. We have lost multiple people from our support team, which has impacted our ability to continue to build a foundation to support our community. Title I parent funds will be utilized for consultant contracts to support families and extended contracts for staff to translate for parents during parnet meetings.</i>
LCAP Goal 4:	<i>By the end of 25-26, 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>	<i>Unfortunately, the candidate pool is not very strong. It is hard to find candidates because of the salary teachers are offered. Another challenge is that teachers want other teachers to collaborate with that teach the same subject. Since we are a small school, we only typically have one teacher per subject and grade.</i>

ATSI & TSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Suspension	English Learners	11.10%	13.20%	not available until fall 2025	8.20%
ELPI	English Learners		-184.50	not available until fall 2025	-134.50

School: Madison Park Academy Upper Campus

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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. TSA's support with professional development focused on literacy.

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 positions 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 Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
5846 - Licensing Agreements	Unicorn Slides Translator is an essential tool for supporting EL students in the classroom. Its ability to automatically translate and customize presentations reduces language barriers, ensuring that students can fully engage with the material. By translating images and summarizing key content, it simplifies complex information, making lessons more accessible to learners at different language proficiency levels.	Student Connectedness to School	The program allows for teachers and staff translate documents to be able to easily communicate with students and families.	The software helps teachers engage their English Language Learning students	We will discontinue using this software because we do not believe our staff is putting this to good use and we are receiving less funding and this will not be top priority.

4399 - Unallocated	This Vendor Requisition is to purchase software licenses for IXL Math. IXL Math provides personalized learning, allowing struggling students to receive targeted practice that addresses their specific weaknesses and helps close learning gaps. Its data-driven insights enable teachers to track progress and adjust instruction, ensuring that interventions are effective and timely.	SBAC Math Distance from Standard Met	IXL aligns with state standards, ensuring students practice the essential skills required for academic achievement. This combination of personalized learning, data-informed instruction, and standards alignment makes IXL Math an invaluable tool for fostering academic growth and success.	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 math development of students.	We will no longer use the IXL program because we have found a free platform that is similar to IXL. The program will also connect to google classroom which will allow students to utilize the other program even while at home.
TSA Classroom 11Mos	Purchasing Yondr for our middle and high school will create a phone-free learning environment, reducing distractions, improving student focus, and fostering face-to-face engagement.	Out-of-School Suspensions	Yondr creates a new learning environment that is phone-free. By limiting phone use during school hours, Yondr supports academic success, promotes meaningful social interactions, and helps maintain a productive and respectful classroom atmosphere.	We have only utilized Yondr for the spring semester of the 2024-25 school year and so far we have seen positive results. Students are more engaged in classes and the average amount of weekly middle school referrals has decreased by 10%.	We will continue using Yondr because we have seen positive results in the middle school. Next year we will expand the Yondr program to grades 9-10.
2225 - Classsuppt Salaries Overtime	Certificated extended contracts will support key initiatives aimed at improving academic outcomes and fostering family engagement for ELL and SpEd students.	Staff Participation in Foundational Professional Learning	These funds will enable staff to coordinate family conferences, providing tailored strategies to address student needs; host inclusive family events to educate and involve families in school resources and programs; and deliver targeted academic support through personalized interventions for focal students. By addressing barriers to learning and strengthening school-family partnerships, these activities align with Title I objectives to promote equity and enhance student achievement	Providing time and space for teachers to connect with families is essential in building a positive school community. We have seen an increase in sense of belonging for students due to the initial relationships we are building with families.	We will continue to provide extended contracts to teachers because we have noticed the difference in our school community.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Madison Park Academy Upper Campus	SCHOOL ID:	215
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3: SCHOOL STRATEGIES & ACTIVITIES

[2025-26 High School SPSA Guidance](#)

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

School Goal:	<p>By June 2026, students will demonstrate increased literacy and math proficiency as measured by:</p> <p>Metric 1) 45% 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>
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 SIPP intervention in all ELD and study skills classes and pull outs from our Literacy Tutor	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	Teacher professional development will engage with cycles of inquiry focused on student talk	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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By the end of 25-26, the out-of-school suspension rate for African American students will decrease to 8% by measured by the CA dashboard, to promote a safe, welcome, and engaging campus.
Identified Need:	Our African American students are suspended at a disproportionate rate. This has had a significant impact on school culture as well as AA outcomes.

#	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	We will have a dedicated TSA that supports with Culture and Climate.	African American	Academic	Tier 1 - Universal
2-2	We will have a Black girls and Black boys group in order to create a safe space for students.	African American	Academic	Tier 1 - Universal

2-3	We have a partnership with IYT which focuses on college awareness for Black males.	African American	Academic	Tier 1 - Universal
2-4	Our Tier 3 team will focus on the needs of Black students and make it a priority to create a positive school culture for them.	African American	Academic	Tier 1 - Universal

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

School Goal:		By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.3% to 30%.		
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 will have a case manager that will have a caseload of students to support with attendance.	All Students	Behavioral	Tier 2 - Supplemental
3-2	We will have monthly attendance celebrations.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	We will have a new full time social worker to support our students and barriers they may face that is impacting their attendance.	All Students	Behavioral	Tier 1 - Universal

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

School Goal:		By the end of 25-26, 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 two 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		<u>Stages and Actions for ELD Implementation</u>		
#	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
6-3	School will monitor behavior and intervention strategies to support English Learner out of school suspensions.	English Learner Students	Academic	Tier 2 - Supplemental
6-4	Instructional team will review and implement intervention strategies for ELL students to improve ELPI scores on CA Dashboard.	English Learner Students	Behavioral	Tier 2 - Supplemental

PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Provide after school academic support to students that are not passing their classes. We hope to ensure all students have above a 2.0.	\$32,337	After School Education & Safety (ASES)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Community partnerships with organizations to provide safe spaces and case management for Black students	215-1
Pay for staff to support with enrichment activities that include field trips and the development of academic skills.	\$30,041	After School Education & Safety (ASES)	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a			We have a partnership with IYT which focuses on college awareness for Black males.	215-2
We will have a partnership with Oakland Genesis and Youth Beat after school to provide sports opportunities and to learn music production.	\$90,000	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			We have a partnership with IYT which focuses on college awareness for Black males.	215-3
We will have a partnership with Oakland Genesis and Youth Beat after school to provide sports opportunities and to learn music production.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			We will have a Black girls and Black boys group in order to create a safe space for students.	215-4
Salary for our media arts teacher in middle school to ensure that they are receiving arts curriculum as a elective.	\$80,188	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	2474	Teacher, Structured English Immersion	1.0			PD will focus on supporting new teachers with classroom management.	215-5
Provides professional development for teachers to learn necessary skills for media art classes. Students will be exposed to different skills taught by the teacher.	\$14,780	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Teachers will create daily language objectives aligned to content objectives to support language and literacy development of ELLs.	215-6
Media Class Supplies: Furniture and resources for a dedicated media classroom for students to utilize (cameras, computers, iPads, green screen, props, etc.)	\$23,742	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			We will have a dedicated TSA that supports with Culture and Climate.	215-7
This role will be focused on increasing student engagement by developing strong relationships and academic interventions for students who are experiencing barriers to success. This role will support teacher retention because this role can support with Tier 1 behaviors and attendance in the classroom.	\$77,137	California Community Schools Partnership Program	2205	Classified Support Salaries	815	Community Relations Assistant II, Bilingual	1.0			Community partnerships with organizations to provide safe spaces and case management for Black students	215-8
CSM works closely with partners and service providers by assigning them students during COST meetings. Additionally, is a mental health therapist and does check ins with students.	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 03	11-Month Community School Manager	0.25			We have a partnership with IYT which focuses on college awareness for Black males.	215-9

PROPOSED 2025-26 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
This role will be focused on increasing family engagement to have a positive impact on joyful schools and student engagement. This role will be focused on increasing student engagement by developing strong relationships and academic interventions for students who are experiencing barriers to success.	\$100,444	California Community Schools Partnership Program	2405	Clerical Salaries	9463	Family/Parent Liaison	1.0			Community partnerships with organizations to provide safe spaces and case management for Black students	215-10
Supplies for after school family events to build community. Purchase of PBIS materials and supplies. Supplies and materials for family activities and food pantry like shelves and snacks. We are planning to host a community day event for students and families to come to the school and engage in numerous activities, including painting, playing basketball, soccer, eating food with another. We want to ensure that all of our staff, students and families have a safe space to build community amongst one another. After school family event materials/supplies- Basketballs, soccers, paint, paper, brushes, etc.	\$48,926	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			We will have a dedicated TSA that supports with Culture and Climate.	215-11
The TSA will build positive relationships with students and facilitate the culture and climate team. This role will support teacher retention because this role can support with Tier 1 behaviors in the classroom.	\$154,323	California Community Schools Partnership Program Carryover	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	10-Month Teacher on Special Assignment (TSA)	1.0			We will have a dedicated TSA that supports with Culture and Climate.	215-12
Overtime for Classified Staff to contact families developing strong relationships and academic interventions for students	\$5,000	California Community Schools Partnership Program Carryover	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a			We will have a case manager that will have a caseload of students to support with attendance.	215-13

PROPOSED 2025-26 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
Supplies for after school family events to build community. Purchase of PBIS materials and supplies. Supplies and materials for family activities and food pantry like shelves and snacks. We are planning to host a community day event for students and families to come to the school and engage in numerous activities, including painting, playing basketball, soccer, eating food with another. We want to ensure that all of our staff, students and families have a safe space to build community amongst one another. After school family event materials/supplies- Basketballs, soccers, paint, paper, brushes, etc.	\$4,677	California Community Schools Partnership Program Carryover	4310	School Office Supplies	n/a	n/a	n/a			PD will focus on supporting new teachers with classroom management.	215-14
Professional Development for Staff to learn how to create safe learning environments for adults and students for example like implementing restorative practices in the classroom. Creating a community that is welcoming to all is important. Ex. Teaching Well and That Art Party. Classes for staff to learn Spanish to improve communication with students and families. And translation services for teachers/staff for communication with families.	\$26,000	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a			PD will focus on supporting new teachers with classroom management.	215-15
Supports with the success of students in dual enrollment classes by navigating a college course, communicating with professor and ensuring to keep up with grades.	\$59,621	College & Career Access Pathways Grant	1119	Certificated Teachers on Special Assignment Salaries	9922	11-Month Teacher on Special Assignment (TSA)	0.5			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.	215-16
Materials including books, software and hardware for the Media courses, and other course materials to enable Dual Enrollment courses to be taught in an experiential and rigorous way aligned with the student learning outcomes of the college.	\$2,063	College & Career Access Pathways Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			Teacher professional development will engage with cycles of inquiry focused on student talk	215-17
Partnership with BACR to ensure they are partnering with organizations to provide services for students to improve academics.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Community partnerships with organizations to provide safe spaces and case management for Black students	215-18

PROPOSED 2025-26 SCHOOL SITE BUDGET
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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
Partnership with BACR to ensure they are partnering with organizations to provide services for students to improve academics.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			We have a partnership with IYT which focuses on college awareness for Black males.	215-19
This role is responsible for supporting high school students in career and college readiness including field trips, post secondary planning and application process	\$80,148	Golden State Pathways Program	2205	Classified Support Salaries	7740	Specialist, College/Career Readiness	0.7			ELD teachers will differentiate class activities to include SIPPS, Tier 2 vocabulary, and reading intervention skill.	215-20
Support for our language navigator program to grow the literacy of ELL.	\$5,409	Golden State Pathways Program	5825	Consultants	n/a	n/a	n/a			Teachers will create daily language objectives aligned to content objectives to support language and literacy development of ELLs.	215-21
Provide professional development for teachers to learn how to support literacy in classes.	\$20,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Teacher professional development will engage with cycles of inquiry focused on student talk	215-22
For support staff to translate meetings that we have with families to build more positive relationships.	\$2,100	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a			We will have monthly attendance celebrations.	215-23
Provide supplies (marker, paper, pencils, etc) for students in their classes to support engagement.	\$25,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			PD will focus on supporting new teachers with classroom management.	215-24
Will provide food for staff, family and student events	\$10,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a			Teachers will host Black Student Union during school and have after school activities for students.	215-25
Creates a positive culture and climate for students. We will purchase sweatshirts, hoodies, and shirts for MS students to wear.	\$10,000	LCFF Supplemental	4380	Uniforms	n/a	n/a	n/a			Culture and Climate team will plan events for first year teachers.	215-26
Our social worker will work very closely with students and teachers to ensure their basic needs are met so the students can focus on academics in class.	\$114,659	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1205	Certificated Pupil Support Salaries	10131	Social Worker	1.0			We will have a new full time social worker to support our students and barriers they may face that is impacting their attendance.	215-27
To pay for media equipment- cameras, macbooks for our Media Arts class to prepare students for our high school media arts program.	\$12,448	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies	n/a	n/a	n/a			We will have a dedicated TSA that supports with Culture and Climate.	215-28
To pay for food for honor roll and perfect attendance celebrations for students.	\$5,000	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4311	Meeting Refreshments	n/a	n/a	n/a			We will have a dedicated TSA that supports with Culture and Climate.	215-29

PROPOSED 2025-26 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
Manage Career and Guest speakers for pathway career exploration. Coordinate field trips for CTE and college and career awareness. Students will have the opportunity to learn about different careers and be exposed to numerous job industries.	\$34,349	Measure H Carryover	2205	Classified Support Salaries	7740	Specialist, College/Career Readiness	0.3			We have a partnership with IYT which focuses on college awareness for Black males.	215-30
Contract with The Oakland Public Ed Fund (OPEF) to process and pay year-round Internship Stipends. Our summer internship program has shifted our school culture and student engagement. Every year we have a number of students interested in paid internship opportunities to support their postsecondary planning.	\$35,511	Measure H Carryover	5825	Consultants	n/a	n/a	n/a			We will have a new full time social worker to support our students and barriers they may face that is impacting their attendance.	215-31
Teacher Salaries Stipends: Extended Contract for the Media Pathway Director. The pathway director's role is focused on building infrastructure and systems across the school site to positively impact pathway development. The pathway director's duties include curriculum and pathway development, instructional coaching and design, connecting with partners, managing Measure N supplies, and other pathway related tasks.	\$10,000	Measure H: College & Career Readiness for All	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			We will have SIPP intervention in all ELD and study skills classes and pull outs from our Literacy Tutor	215-32
Liaison provides direct, non-instructional support to Linked Learning Pathway Teacher Leaders. The work of a Work-based Learning Liaison is to assist pathway teacher leaders in the development of work-based learning opportunities for pathway students.	\$139,935	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	New Position 06	Site Liaison, Work-Based Learning	1.0			Teachers will create daily language objectives aligned to content objectives to support language and literacy development of ELLs.	215-33

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 215
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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
Extended Contract for Media Pathway Director focused on building infrastructure and systems across the school site to positively impact pathway development, duties include curriculum and pathway development, instructional coaching and design, connecting with partners, managing Measure N supplies, and other pathway related tasks. The outcomes of this role include increase media enrollment in the pathway sequence, increase pass rate and course sequence completion, increase cohort collaboration, and increase graduation rates for all students and specifically our focal students.	\$90,289	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	2472	Coach, College/Career Pathways	0.5			Culture and Climate team will plan events for first year teachers.	215-34
Process purchasing of Measure H supplies and equipment to ensure that students have everything they need to be successful in the pathway.	\$67,658	Measure H: College & Career Readiness for All	2405	Clerical Salaries	10525	Administrative Assistant I, Bilingual	0.5			Teacher professional development will engage with cycles of inquiry focused on student talk	215-35
Supplies and Materials: to purchase supplies & materials for the Media Academy including Dual Enrollment Courses. The supplies and materials will support projects for our Media Academy pathway. This supplies will include purchasing photo prints, zines and other multimedia artwork produced by students.	\$1,024	Measure H: College & Career Readiness for All	4310	School Office Supplies	n/a	n/a	n/a			We will have two full time Literacy TSAs who will plan and develop curriculum, instruction, and coaching for teachers to implement literacy strategies.	215-36
Contract with The Oakland Public Ed Fund (OPEF) to process and pay year-round Internship Stipends. Our summer internship program has shifted our school culture and student engagement. Every year we have a number of students interested in paid internship opportunities to support their postsecondary planning.	\$31,944	Measure H: College & Career Readiness for All	5825	Consultants	n/a	n/a	n/a			We will have a case manager that will have a caseload of students to support with attendance.	215-37
For support staff to translate meetings that we have with families to build more positive relationships.	\$5,000	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a		Student Connectedness to School	We will have a new full time social worker to support our students and barriers they may face that is impacting their attendance.	215-38
Will use to pay for a family library in the parent center. We are hoping to have books on parenting to support the growth of students.	\$250	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a		Student Connectedness to School	Community partnerships with organizations to provide safe spaces and case management for Black students	215-39

[illegible]

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.
- Families can volunteer by attending field trips, participating in school events, lunch activities, and helping in the family center.

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 26, 2024 and will be in effect for the period from August 12, 2024 to through May 24, 2025.

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

Tanisha Garrett

Name of Principal



Signature of Principal

10/1/2024

Date

Please link the School-Parent Compact to this document.



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

School-Parent Compact

Madison Park 6-12

2024-2025

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 2024-25 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 sent digitally on Parent Square. 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 26, 2024** and will be in effect for the period of **August 12, 2024 to** through **May 25, 2025**.

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

Name of Principal



Signature of Principal

10/1/24

Date

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



Strategic Resource Planning (SRP)

MPA 6-12

School Site Council Membership Roster 2024-2025

SSC - Officers

Chairperson:	MaKayla
Vice Chairperson:	Tiffany McDermott
Secretary:	Vance Qualls-Bigel

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Tanisha Garrett	X					
Vance Qualls-Bigel		X				1
MaKayla					X	1
Kimberly					X	1
Petrona					X	1
Brianna Wilkinson			X			1
Karlie Robinson		X				1
Tiffany McDermott				X		1
Trina Brown		X				1
Marina Munoz				x		1
Narghes Muzaffery (Alternate)		X				

SSC Meeting Schedule:
(Day/Month/Time)

Last Thursday of the month at 4:00 on Zoom

SSC Legal Requirements (EC Sections 65000-65001):

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

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