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Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Madison Park Academy Primary

Ask of the Board Approval by the Board of Education of the 2022-2023 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)

- 2022-2023 School Plan for Student Achievement (SPSA) for Madison Park Academy Primary



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Madison Park Academy Primary
CDS Code: 1612596002182
Principal: Elaina Amos
Date of this revision: 5/24/20

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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: 5/24/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Madison Park Academy Primary **Site Number:** 154

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

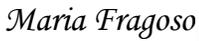
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/20/2022

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

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

Signatures:

Elaina Amos <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> May 24th, 2022 Date
Maria Fragoso <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> May 24th, 2022 Date
Monica Thomas <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 5.26.2022 Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 5/26/2022 Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/7/2022	School Site Council	Review Budget Suggestions and Approve 22-23 Title I Spending
1/10/2022	ILT	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/3/2022	Families and ILT	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/10/2022	Families and ILT	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals around reading and parent engagement.
2/28-3/4	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on goals and activities to increase SPED student achievement.
3/14/2022 (planned date)	ILT	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
3/18/2022 (planned date)	School Site Council	Review budget including planned strategies & activities for 2020-2021. Documented feedback for ILT review.

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. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. 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.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$102,910.00
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	\$535,588.77

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$94,125.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$16,800.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,510.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$212,735.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,275.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$102,910.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$432,678.77	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$535,588.77
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Madison Park Academy Primary

School ID: 154

School Description

Madison Park Business and Art Academy (MPA) is a TK-12 academy model school located in the Sobrante Park neighborhood of East Oakland. MPA is comprised of two campuses: MPA Primary – located on the lower campus – serves students in grades TK-5 and MPA Secondary – located on the upper campus – serves students in grades 6-12. Our academy model is designed to support all TK-12 students as they progress through grade levels by aligning culture, systems, and resources across both campuses.

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

School Mission and Vision

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

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	28%	<i>not available until Fall 2022</i>	50%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	20%	<i>not available until Fall 2022</i>	50%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	21%	<i>not available until Fall 2022</i>	50%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-59.8	n/a	<i>not available until Fall 2022</i>	-27.8
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	11%	<i>not available until Fall 2022</i>	20%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-73.9	n/a	<i>not available until Fall 2022</i>	-27.8
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	30%
CAST (Science) at or above Standard	All Students	7%	n/a	<i>not available until Fall 2022</i>	14%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-103.4	n/a	<i>not available until Fall 2022</i>	-56.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-66.4	n/a	<i>not available until Fall 2022</i>	-36.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	5%	<i>not available until Fall 2022</i>	13%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-120.1	n/a	<i>not available until Fall 2022</i>	-71.4
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-79.5	n/a	<i>not available until Fall 2022</i>	-46.9

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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ELL Reclassification	English Learners	5%	2%	<i>not available until Fall 2022</i>	25%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	50%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	78%	73%	<i>not available until Fall 2022</i>	90%
Out-of-School Suspensions	All Students	1%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	1%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	2%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	17%	30%	<i>not available until Fall 2022</i>	13%
Chronic Absenteeism	African American Students	19%	38%	<i>not available until Fall 2022</i>	8%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	95%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>Standards Aligned Curriculum; Standards aligned planning and execution, students have repeated exposure to standards aligned online assessments and content. 69% of students who scored 1 year below on the Fall 2019 SRI grew a half an year or more by SRI Midyear 2020. 57% of students who scored multiple years below grade level on Fall 2019 SRI grew atleast half a year by Midyear 2020 SRI.</p>	<p>Observation/Feedback has shown that teachers are consistently implementing EL Education and Collaborative Classroom (new this year): Being a Writer, Making Meaning, and Being a Reader as part of their daily schedules, along with tools for assessment and conferring. Most teachers assessing at district benchmarks: DIBELS, SRI, iReady Standard Mastery using this data to drive instruction and others daily conferring for small group teach points.</p>
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Students have access to direct phonics instruction (SIPPS), online leveled reading (iReady/Raz Kids), sentence unpacking lessons, small group instruction and accelerations from partners: Reading Partners, extended day Late Bird, and Technology courses. By 2019 mid year SRI scores 75% of our AA students scoring multiple years below grade level had grown half a year of more. By 2019 mid SRI scores 50% of our resource students had grown a half of year or more. 100% of our students with IEPS scoring 1 year below in Fall grew a half of year or more.</p>	<p>Students are developing solid skills for agency, authority, and ownership in small group instruction time for ELA and Mathematics. Students who are struggling are immediately identified based on BOY assessments for reading and mathematics for intervention programs: Reading Partners, Late Bird Intervention. Teachers are also developing strong instructional models for independence using Aggressive Monitoring and conferring laps in all content areas.</p>

<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Weekly Attendance, COST, and Family Success Meetings with the specified teams. SSTs are put into place immediately for students with chronic and moderate absences. Attendance awards for classes at the First Friday assemblies.</p>	<p>The Attendance Team meets weekly to discuss and implement plans for students who have chronic and moderate absences. The Attendance Team completes home visits, makes Family Success Meetings, and is always updating teachers and families about the state of a student's attendance. Every teacher is aware of what it means to have satisfactory attendance (75%) and the class with the highest satisfactory attendance is awarded the <i>Valuing Our Instructional Minutes</i> award at the First Friday assembly.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Changes to Teacher Professional Development / PLC for all Staff. Cycles informed by observation and feedback of teachers; Weekly PLC structure for grade level teams and grade Bands K-2, 3-5. All learning cycles are content agnostic with a focus on constructive monitoring {weekly school-wide exit tickets for ELA and Math, weekly focused standard planning tools, and content-distinct PLCs}</p>	<p>PLC happens in individualized, partnerships, and in teams- TK-2 Team, TK-1 Team, Grades 3-5 Team, and grade level teams. PLC Teams meet weekly using the PLC Deliverable based on Dufours 4 PLC tenets- always start with data and then analyze using student work and planning with a focus on areas where students were not successful. For data analysis all teams and teachers use the MPA Primary Data Protocol and Weekly Focused Standard Planning Tool to make informed assessment for learning decisions. All Wednesday PD time is protected PLC time for collaboration, planning, and new learning.</p>

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	Comprehension, particularly higher order thinking skills such as analysis, evaluation, and synthesis, where complex text structures and language nuance impede understanding. Students transferring content knowledge across multiple mediums or assessments including SBAC ELA and Math.	Teacher skill and knowledge to support student learning in higher DOK levels and higher order thinking skills, when answering text dependent questions or constructing their own questions. More teacher learning and practice is needed in developing learning environments for deeper learning. Teachers experienced new curriculum this year and there was differentiation in the quality of teachers' planning and teaching of prescribed curriculums. Teachers and students have not been nurtured thoroughly to understanding how challenges are important for growth and development and given the opportunity to reflect genuinely on the results that challenges have produced for their teaching and learning.
<i>LCAP Goal 2: Focal Student Supports</i>	All students are challenged with accessing and solving word problems that include more than one step, math vocabulary that may not be familiar, and using working memory to solve simple arithmetics problems rather than making sense of word problems. This is also the case in reading and accessing complex texts (texts that may be 1-2 instructional levels higher) - students are challenged with using working memory to decode words rather using fix-it strategies and comprehension methods to make sense of the text.	Teachers are learning best practices for student agency and ownership in their learning. Quality varies from classroom to classroom based on teacher experience and expertise in running small groups, independent digital work time, and independent work time. Teachers' did not have ability to consistently meet with small groups to develop skills. Teacher's are not yet diving intentionally into focal group achievement gaps or gains to analyze which systems, techniques, or daily language created this results.

<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Students have not made sufficient growth in language and literacy to meet the grade level proficiency ranges of the SRI and ELPAC. Families do not understand language classifications.</p>	<p>Families are not sure on how to read the language classifications or understand the importance of their student reclassifying. Students in Grades 3-5 are reading multiple years below grade level and while they are making growth (1+ years or more), the growth is years away from their grade level requirement. After reviewing the ELPAC data - students are scoring the lowest in written language and reading; teachers and staff are learning to plan for balance between reading, writing, speaking and listening. Students need small group leveled direct instruction in literacy multiple times during the day.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Teachers and students are also developing methods for collecting and reflecting on their data in real-time, using it formatively, and not waiting for the summative assessment to make adjustments in instruction.</p>	<p>Teachers and students have just discovered the use of formative data through an intense focus on the teaching and learning process in ELA and Mathematics. Using this same process schoolwide in protected PLC time, teachers are learning and implementing best practices for adjusting instruction, collecting and sharing data, and reflecting on next steps. Staff have just begun to analyze data and discussing how equity / race and power pushed or stagered student progress in schoolwide design thinking challenges focused on Students with Individualized Learning Plans, Pacific Islander and African American students.</p>

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Madison Park Academy Primary

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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.

In every classroom, K-5 teachers are using Eureka Math, Standards Plus Math, and Zearn. At MPA Primary we have two instructional blocks set aside for Math learning: Math core blocks where teachers and students are using Zearn and Standards Plus Math. To further unpack the Zearn and make sense of the content and thinking students required of students, teachers complete a Zearn Curriculum Study PD for each of their modules. In protected PLC time, teachers are given time to work in collaboration across grade levels, learn the core progressions, and start to attend to the aspects of rigor: conceptual understanding, procedural skill and fluency, and application. This year in 2021-2022 we are working on and creating a sustainable system for focusing on the high impact standards for ELA in grade K-5. In Grades K-5 we are returning to our implementation of a recursive cycle of choosing and planning and assessing for a high impact standard using the SIPPS, iReady, EL Education, Being a Writer, and Making Meaning curriculum. We transitioned this year to EL Education for Grades K-2 and in place of specific Being A Writer Units (Informational), we have implemented blocks of Making Meaning (units of explicit instruction in the different genres of texts) and Being a Writer (explicit instruction and independent time in the different genres of writing) in grades K-5. Each unit is aligned to the Common Core State Standards.

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 consistently and curriculum. The current attendance plan must be altered due to the high chronic absentee rate.

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.

All Teachers will use the Weekly Planning Tool as a way to conduct content analysis in weekly PLCs. It was clear from learning we did last year in the different cycles, that teacher learning and needs should be what drives the learning experiences on Wednesdays. Students are going to be ask to do deeper thinking in all content areas and it is important that as we want students to experience interdisciplinary learning, teachers must as well. If we expect students to experience learning that is planned intentionally with their learning needs in mind, teachers must also experience the same. PLC went from a lecture space to one of collaboration, however, we need to refocus on the teaching and learning process with data analysis. Finally, sentence unpacking will be the official designated ELD time, the execution of content aligned to grade level standards based on the students in their classrooms so teachers should be able to be see whether real learning is happening before the exit ticket.

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?
Reading Partners - contract	Reading Inventory (RI) Growth of One Year or More	RP provides 1:1 literacy support to our students. This program focuses on increasing students reading fluency and efficacy during each session.	Currently Reading Partners digital platform is working for our students. Students enrolled in R.P are showing more confidence in their reading. However, we have some students who have been in Reading Partners for multiple years and still have not shown growth.	An evaluation will need to be complete for all students currently enrolled in MPA. This will help determine which students should be prioritized for next year's enrollment.
RJ CSM	Student Connectedness to School	Restorative Justice and COST Team Coordinator to support academic, social emotional, climate building across the campus. With an increased focus on family engagement and home/school restorative justice practice tranference this year.	Currently teachers do not get time with their grade level partners during the school day due to 1 prep teacher.	RJ training will start at the beginning of the year during our prep week of school. Every Wednesday students will participate Peer RJs will continue to lead circles in younger grades.
Collaborative Classroom - Books other than textbooks	College/Career Readiness	Provide additional literacy support to core curriculum. Books assist with vocabulary aquisition, comprehension, and provided level reading	The curriculum has helped students accelerate in learning however we need additional training on how to properly implement the curriculum. The curriculum is being implemented differently across classrooms.	All additional curriculum will receive additional PD time to ensure implementation is happening according to school wide agreements

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Madison Park Academy Lower Campus

School ID: 154

3: SCHOOL STRATEGIES & ACTIONS

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

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:	MPA Primary will reduce chronic absence by 1% based on the 18-19 Baseline
School Theory of Change:	WE ARE THE PRIDE OF PRIMARY. If we develop a culture where everyone in the school and the greater community acts upon the belief that all students are capable of learning at high levels, by ensuring our students engage in grade-level, standards-aligned learning, then all students will have greater opportunities and the necessary supports to be successful.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers, families, the Attendance Team, RJCSM, TSA and Fred Finch will partner with families to develop attendance and instructional plans for chronically absent students; with additional planning and individualized outreach to community partners for homeless families.	School leadership will utilize the COST process to develop the attendance and academic plans. RJCSM will coordinate with all partners and school resources for at-home instructional practices in English Language Arts and Math, such as Sight Word Lists and Math Fact Fluency cards, and create welcoming circles for new students.	Reduce chronic absenteeism Meeting Agendas Attendance and Instructional Plans		Tier 2

1-2	Teachers, families, the Fred Finch, and RJ CSM will partner to create individualized student success plans: course of action when emotions are triggered and reflection spaces. Staff will pull Students with Success Plans in quarterly empathy interviews / focus group discussion and communicate with staff how connected students are feeling and what immediate needs can be addressed to encourage students to express their feelings clearly and with staff to design responsive cultural interventions. These students will also be partnered with a critical friend, a peer, that will aid them in using their social emotional tools.	School leadership will utilize the COST meetings and planned individualized meetings to create behavioral plans aligned with social emotional models, such as PBIS and Restorative Justice. The RJ CSM will train all school staff on how to use circles in all spaces, this person will also train the students on how to be a good critical friend.	Meeting Agendas PBIS Learning Walk Restorative Circle PDs		Tier 2
1-3	TK-2 Teacher Leader host workshops with families to teach and practice academic support strategies for use at home.	TK-2 Teacher Leader will collaborate with families to design workshops for students in TK-5. Each workshop with focus on English Language Arts and Mathematics skills that will accelerate students into mastery for the next grade.	Workshop Attendance		Tier 1
	Teachers and TSA will use minimum days to schedule Family Success Meetings in the Fall and Spring to provide feedback to parents about students' academic progress.	Meet with COST Team weekly to support families/ planning based on site suspension, absence and URF data in support of classroom teacher needs to support students of concern. Family support log, resource handbook to aid families, site counselors, and ILT to support new and veteran teachers with student discipline and management structures in classrooms and common areas.	Family Success Meetings		
1-4	Maintain an anti-racist lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have at least 1 staff member they are connected to.	Address issues of bias and race and build cultural competency to serve diverse students through ongoing professional learning, coaching, workshops/conferences and dialogue for teachers and staff	PD agendas/slides		Tier 1

1-5	Teachers actively build relationships with students and families. Teachers use practices including wellness checks. Teachers are committed to teaching and reinforcing core values (R). Teachers will teach and model Pride, Purpose, Perservance and Possibility consistently with students. Teachers will refer students using a COST form and will implement tier 1 structures.	Leadership will provide planning time during first cycle of inquiry so teachers can plan and review expectations. Support around implementation core values so that there is coherence and shared understanding. Leadership will provide observation and feedback connected to core values throughout the year but especially in the first 6 week of school. Leader ensures there is a clearly communicatd system of interventions .	Students Interview 4P's BOY Lessons PBIS Learning Walks		Tier 1
1-6	Teachers provide progress reports to families at least once a month.	Progress monitor iReady, and SIPPS School Goals and Mission Completion Tracking Reports. Train teachers on how to monitor students' real-time work on iReady and Clever. Track student progress with the academic milestones to create School Goals.	Student Progress Reports Data Reports for iReady and Clever		Tier 1

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority:	Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC. By June 2021, 50% of TK through 2nd grade students will meet or exceed standards on the Math Interim Assessments.				
School Theory of Change:	WE PERSERVE THROUGH COMPLEX PROBLEMS BY THINKING CRITICALLY If we implement an anti-racist learning culture where student learning drives all decision making, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then every policy of the school ensures that everyone thrives and ALL teachers consistently implement the math curriculum in protected time for Math Core and Math Workshop time with integrity and consistently then students will show increased academic mastery growth on iReady Standards Mastery for Math, SBAC Math Performance Tasks, and the SBAC Math Summative Assessment.				
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	Teachers will use Intellectual Prep for Mathematics to plan daily lessons using new curriculum and pacing guides.	Explicitly train teachers in planning for standards mastery in unit and daily lesson plans. Provide regular planning time for each grade level. Principal and TSA meet with each teacher for quarterly data meetings.	Lesson and Unit plans Informal and Formal Learning Walks Student work Improved iReady proficiency Student work		Tier 1
2-2	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.	PD Principal and TSA observe and provide specific timely feedback on implementation of the 3 Core Practices Principal and TSA implement a coaching cycle to support teacher capacity building of the 3 Core Practices Principal and TSA meet with each teacher for quarterly data meetings.	PD Student work Classroom observation and feedback cycles Informal or Formal Learning Walk Data		Tier 1
2-3	Teachers progress monitor the learning of AAPI and Students with IEPs students toward meeting the learning target.	Provide PD and regular collaboration time for staff to learn about universal design for learning and use culturally responsive strategies during instruction	PD Student work Classroom observation and feedback cycles Informal or Formal Learning Walk Data		Tier 2
2-4	Teachers engage in regular collaboration time in grade level PLCs to look at math standards, student work, assessments, data, and instruction.	Focus observation and feedback on the Instructional Core with particular attention to Task from the TSA and Admin. Ensure common planning time for grade levels in Math; Continue to develop a deep understanding of the Instructional Core, eliciting support at the Network level, and using appropriate observation tools that look first at task and content.	Lesson and Unit plans Informal and Formal Learning Walks Student work Improved iReady proficiency Student work		Tier 1

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority:	<p>By June 2021, 30% of 3rd through 5th grade students will meet or exceed standards on the ELA IAB & 45% of students will meet or exceed accelerated growth in both F&P and RI.</p> <p>By June 2021, 3rd through 5th grade students will increase their distance from standards by +15 points.</p>
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School Theory of Change:	<p>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 implement EL Education modules (including K-2 Labs and Skills; and 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>				
Related Goal(s):	<p>All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Increase in iReady Reading Proficiency Increase Students At Grade Level based on SIPPS Mastery Test Increase in SBAC ELA</p>				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	TK-2 teachers daily and with fidelity implement Phonological awareness (Heggerty). Teachers implementing daily foundational skills instruction (explicit systematic, sequential using SIPPS and OUSD letter naming curriculum). Teachers progress monitor with SIPPS Mastery assessments and monthly analyze data by participating in weekly PLC collaboration times.	Ensure daily schedule provides time for Heggerty, SIPPS Data conferences with teachers every trimester. Explicitly train teachers in effective teaming and communication strategies in support of data analysis, calibration, alignment and collaborative planning. All teachers, grade level PLC's and Team PLC's will participate in PDs specific to data driven instructional practices.	SIPPS Mastery Passing Rate iReady Phonic/Phological Awareness data Walkthrough Data PD Daily Schedules		Tier 2

3-4	Implement EL Education, a standards-based curriculum, with integrity. Ensure daily engagement with complex text, use of academic language using EL Education protocols and conversation cues, and writing with evidence. All students engage with grade level text and task every day to provide them with meaningful opportunities to apply their learning	Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement. Provide PD on curriculum implementation Provide weekly PLC for collaborative planning and data analysis Observation & feedback on classroom practice using EL Ed Dimensions (observation tools) Ensure teachers participate in PD on protocols and conversation cues	Walkthrough with EL Education Rubric Feedback documentation		Tier 1
3-3	Use the MPA-P Intellectual Prep tool to create corrective instruction action plans based on identified trends and student misconceptions, identify why students may not have learned the concept, and plan what data will be collected.	Principals, and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in Literacy instruction, Close Reading and planning with Standards Ensure that teachers have the release time and protocols to conduct peer observations. Provide ample PD and PLC time to building capacity to build best practices for Writer's workshop model. Provide coaching and feedback to teachers	PD Deliverables Teacher IPP Tools		Tier 1
3-4	Teachers center conversations around the text, using strategic questioning to support learning for ALL students and promote productive and equitable conversations. Create a culture of evidence by holding expectations that all students can and will use evidence from text to support their claims and ideas.	Informal and formal walkthrough and feedback focused on student discourse (teacher moves/student actions). Timely feedback / data provided to individual and teacher teams for reflection and growth. Self-assess practices using the CCSS for SL. Reassess mid-year and end of year.	Classroom Observations PLC Deliverables		Tier 1

3-5	Teachers collect data better understand student needs. Track the learning of every student based on daily instructional targets. Students receive rapid data-driven feedback (conferring laps, aggressive monitoring) and acceleration matched to their current needs. Ensure all classrooms have high-quality Tier I instruction to reduce the need for acceleration.	Provide Additional Tier II Support by outsourced reading acceleration partnerships (Reading Partners / Reading Specialist) -. Identified students matched with tutors on a rolling basis.	Observation Enrollment in Acceleration Course		Tier 1
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District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority:	Increase 10 percent of MPA STAFF responding agree to the question, "Have you changed your practice as a result of participating..." on the CHKS Survey.
School Theory of Change:	WE MAKE POSSIBILITIES WITH A LEARNER MINDSET If we implement an anti-racist learning culture where assessing how bias impact student learning through progress monitoring, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then ALL teachers will plan/teach highly rigorous grade level appropriate lessons.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Schoolwide focus on data driven instruction and lesson design including focused and specific instruction, modeling, guided practice, modeling, independent practice and assessment. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.	PD on data analysis and tools for data (SRI, iReady and SIPPS Assessments resources) Professional Learning Communities focused on Reading Data	Student work Daily Lesson Plans PLC schedules		Tier 1

4-2	Use the MPA-P Intellectual Prep tool to create corrective instruction action plans based on identified trends and student misconceptions, identify why students may not have learned the concept, and plan what data will be collected.	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in instruction, Close Reading and planning with Standards	Unit and Lesson Plans PD Observations from Principal and TSA		Tier 1
4-3	Teachers, the Special Education Department, and families will partner closely with each other to align best practices for Students with Disabilities. Special Education Team will attend all professional learnings delivered on site for teachers in all content areas. Enrichment teachers partner closely with Resource Specialist to provide technological supports, such as Text to Speech. Students will receive out of class support in reading in the Reading Partners. Students will receive support from Academic Mentors in areas that are not addressed in Individualized Education Plans or general ed classroom instruction.	Resource Specialist attends all COST meetings to develop the instructional and/or behavioral plans for students. Resource Specialist is observed by the Principal to receive instructional feedback. Coaching and development for the Academic Mentors in pulling small groups, planning lessons, and managing behaviors.	Meeting Agendas PD for Academic Mentors		Tier 1
4-5	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze students work, ensure rigorous instructional tasks and common assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an expectations for an effective professional learning community.	Calendared PLC Times and agendas Scheduled learning walks and peer observations Observation tools Growth on PLC rubric		Tier 1
4-6	Peer Observation of staff who are succeeding in a specific area	Provide teacher coverage for observation.			

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

School Priority:	All Black students feel safe and sense of belonging at school. All Black Students are physically and emotionally healthy, academically prepared and families/students are empowered and engaged daily.
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School Theory of Change:		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.			
Related Goals:		All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged. Increase proficiency in iReady Math and ELA, iABs			
Students to be served by these actions:		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Develop partnerships with Black students and families using strategies such as wellness checks, home visits, progress reports, restorative circles, and family workshops.	Build structures such as (family data conferences, school visits, workshops, black family circles) and targeted support to fevelop partnerships are embedded in the schoolwide calendar and PD to foster a sense of belonging for all Black students and families. Engage voices of Black students, families and staff to and share best practices to improve partnerships and programming.	Restorative Circles Student/Family Interviews CHKS Survey Walkthrough Schoolwide ELA/Math Data		Tier 1
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.	Facilitate professional learning spaces for staff to learn about white supremacy culture aspects, implicit bias and anti-racism teaching practices to develop school wide norms for disrupting deficit thinking a and use culturally responsive strategies during instruction.	Walkthrough Coaching cycle PD		Tier 1
5-3	Teach and create schoolwide norms for language of commitment that engage all stakeholders in data inquiry to improve the learning for Black students.	Build a culture of trust and commitment and commitment that enable adults to engage in evidence-based collaboration	PD/PLC Collaboration Learning Walks Empathy Interviews for focal Black Students		Tier 1

5-4	Teachers progress monitor the learning of Black Students toward meeting the learning target and set goals with Black families; analyze in grade span professional learning communities formative assessments and other data to differentiate instruction for Black Students.	Provide regular collaboration time for teachers to analyze data and provide professional development on high leverage teaching strategies.	iReady Standard Mastery/Diagnostic IABs Exit Tickets SIPPS Mastery PD Exit Tickets Coaching Cycle		Tier 2
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
School Theory of Change:	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.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers teach daily designated ELD daily	Establish time for designated ELD in daily schedule ILT and Whole Staff PD ELL data dive at least 2x a year to evaulate and adjust language program and instruction Provide professional development for designated and intergrated ELD classroom curriculum and practices	Informal and Formal ELL Walkthroughs with ELLMA PD Daily schedules Observation and Feedback		Tier 1

6-2	Teachers use high leverage ELD practices during all content areas including high leverage questions, 2-way interactions, dissection of language target.	Provide PD, observation, and feedback on classroom practice Provide PLC time at least once a month to analyze student language progress and plan	Focused Walkthroughs using Indicators 2.2 and 2.3 with debriefs and next steps PD Coaching cycle PLC deliverables, agenda and student data on language progress		Tier 1
6-3	Teachers will create daily language targets to support students learning around vocabulary acquisition	Provide foundational professional development and spaces for on-going professional learning on asset-based practices.	PD Walkthrough		Tier 1
6-4	Offer additional funding for our extended day intervention classes to be filled by credential teachers on all grade levels.	Select teachers will sign up for extended day classes in grade level spans: K-2, 3-5 and will use reading and writing intervention tools to accelerate the English Language Development of our newcomer students.	Observation and Feedback Teacher attendance in newcomer PD		Tier 2
6-5	Conduct deep data analysis, observe EL experience including analysis of ELPAC scores and shadow student interviews to create action plan.	Grade spans will shadow each other students to collect data on daily interactions of ELLs.	Informal and Formal ELL Walkthroughs with ELLMA PD Daily schedules Observation and Feedback		Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 154

School: Madison Park Academy Primary

11-Month Teacher on Special Assignment (TSA)	\$68,411	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8357	11-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers, families, the Fred Finch, and RJ CSM will partner to create individualized student success plans: course of action when emotions are triggered and reflection spaces. Staff will pull Students with Success Plans in quarterly empathy interviews / focus group discussion and communicate with staff how connected students are feeling and what immediate needs can be addressed to encourage students to express their feelings clearly and with staff to design responsive cultural interventions. These students will also be partnered with a critical friend, a peer, that will aid them in using their social emotional tools.	154-1
11-Month Teacher on Special Assignment (TSA)	\$45,607	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	8357	11-Month Classroom TSA	0.40	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers, families, the Attendance Team, RJCST, TSA and Fred Finch will partner with families to develop attendance and instructional plans for chronically absent students; with additional planning and individualized outreach to community partners for homeless families.	154-2
ACADEMIC MENTORS	\$20,000	LCFF Supplemental	2928	Other Classified Salaries: Hourly		Other Classified Salaries: Hourly	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	Teachers engage in regular collaboration time in grade level PLCs to look at math standards, student work, assessments, data, and instruction.	154-3
CERTIFICATED EXTENDED CONTRACTS	\$17,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	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.	154-4
Classified Overtime	\$1,500	General Purpose Discretionary	2425	Clerical Salaries Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Chronic Absenteeism	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.	154-5

Classified support salaries	\$0	One-Time COVID Funding	2205	Classified Support Salaries	8705	n/a	1.00		College/Career Readiness	Schoolwide focus on data driven instruction and lesson design including focused and specific instruction, modeling, guided practice, modeling, independent practice and assessment. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.	154-6
CLASSROOM SUPPLIES	\$1,800	General Purpose Discretionary	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will use Intellectual Prep for Mathematics to plan daily lessons using new curriculum and pacing guides.	154-7
CLASSROOM TECHNOLOGY/SUPPLIES	\$7,000	LCFF Supplemental	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Resource Specialist attends all COST meetings to develop the instructional and/or behavioral plans for students. Resource Specialist is observed by the Principal to receive instructional feedback. Coaching and development for the Academic Mentors in pulling small groups, planning lessons, and managing behaviors.	154-8
Community School Manager	\$54,691	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7904	Program Mgr Community School	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Focus observation and feedback on the Instructional Core with particular attention to Task from the TSA and Admin. Ensure common planning time for grade levels in Math; Continue to develop a deep understanding of the Instructional Core, eliciting support at the Network level, and using appropriate observation tools that look first at task and content.	
Computer Cart - Technology	\$2,000	Measure G: Library	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide foundational professional development and spaces for on-going professional learning on asset-based practices.	154-10
CONTRACTS (READING PARTNERS)	\$10,000	Title I: Basic	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	School leadership will utilize the COST process to develop the attendance and academic plans. RJCMS will coordinate with all partners and school resources for at-home instructional practices in English Language Arts and Math, such as Sight Word Lists and Math Fact Fluency cards, and create welcoming circles for new students.	154-11

Copier Maintenance	\$2,000	General Purpose Discretionary	4320	Copier/Duplication Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Select teachers will sign up for extended day classes in grade level spans: K-2, 3-5 and will use reading and writing intervention tools to accelerate the English Language Development of our newcomer students.	154-12
Et/Ot for translation	\$2,510	Title I: Parent Participation	2225	Classified Support Salaries: Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	PD on data analysis and tools for data (SRI, iReady and SIPPS Assessments resources) Professional Learning Communities focused on Reading Data	154-13
library books	\$5,000	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will use Intellectual Prep for Mathematics to plan daily lessons using new curriculum and pacing guides.	154-14
Library Technician	\$65,000	Measure G: Library	2205	Classified Support Salaries		Library Technician	0.80	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Focus observation and feedback on the Instructional Core with particular attention to Task from the TSA and Admin. Ensure common planning time for grade levels in Math; Continue to develop a deep understanding of the Instructional Core, eliciting support at the Network level, and using appropriate observation tools that look first at task and content.	154-15
OFFICE SUPPLIES	\$10,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers will create daily language targets to support students learning around vocabulary acquisition	154-16
ONLINE LICENSES	\$3,194	LCFF Supplemental	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Implement EL Education, a standards-based curriculum, with integrity. Ensure daily engagement with complex text, use of academic language using EL Education protocols and conversation cues, and writing with evidence. All students engage with grade level text and task every day to provide them with meaningful opportunities to apply their learning	154-17

Prep/Enrichment Teacher	\$39,439	LCFF Supplemental	1105	Certificated Teachers' Salaries	6217	Teacher Education Enhancement	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Schoolwide focus on data driven instruction and lesson design including focused and specific instruction, modeling, guided practice, modeling, independent practice and assessment. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.	154-18
SCHOOL UNIFORMS/ADVERTISEMENT	\$1,500	General Purpose Discretionary	4380	Uniforms		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Provide foundational professional development and spaces for on-going professional learning on asset-based practices.	154-19
STUDENT WORKBOOKS	\$3,000	LCFF Supplemental	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Offer additional funding for our extended day intervention classes to be filled by credential teachers on all grade levels.	154-20
Substitute Teacher Incentive Plan (STIP) Teacher	\$0	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8704	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	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.	154-21
TECHNOLOGY	\$3,518	Title I: Basic	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	154-22
TOUCHSCREEN COMPUTERS	\$6,275	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	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 atleast 1 staff member they are connected to.	154-23
Unallocated	\$35,000	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers, families, the Attendance Team, RJCSM, TSA and Fred Finch will partner with families to develop attendance and instructional plans for chronically absent students; with additional planning and individualized outreach to community partners for homeless families.	154-24

After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	154-25
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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

MPA Primary TK-5 Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program *Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

The school communicates to families about the School Parent and Family Engagement Policy by: Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by: Title I, Part A is communicated at Back to School Night on August 14th with a video and slide presentation from Ms. Amos-Lewis, translated by Mrs. Liz.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by: The curriculum, assessments, and proficiency levels are communicated by teachers to families through virtual home visits, 1:1 phone calls, weekly progress reports, and Parent Square.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by: Information related to school and parent programs are communicated in a format and language that parents understand through Parent Square; direct virtual home visits and phone calls with parents, with a translator, if needed; School Site Council meetings, and the weekly principals' newsletter, sent directly to their emails.

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Family Engagements
- Parents are invited into class to learn beside their students

- Coffee with the Principal
- Virtual Family Nights (Math and Science Nights); and
- Coming this year - Family Math + Reading Class.

OUSD Family Engagement Standard 5: Shared Power and Decision Making *Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by: Weekly Team (Tk-2 and 3-5) grade span professional learning communities and weekly Schoolwide professional development; there is a dedicated time to how families can help students as equal partners with the teachers or a need to find out how parents to help as equal partners by giving the staff a task to find out more information.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children: All schoolwide meeting times are decided by parents through a poll on Parent Square. We are able to see who responds and the time that works best for them.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by: The previous school year's policy is planned, reviewed, and revised in the end of the year SSC and SELLS meetings, the current school year's policy is reviewed at the top of the year in BOY SSC Meetings, and a review for how we are doing presently in the December SSC Meeting. The SSC at MPA Primary is foundational to ensuring that all information is communicated clearly to families and the community.

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

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

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

- We gather input and feedback from parents through school wide polls sent on Parent

Square

- Direct communication with families through the Family School Liaison, and
- Surveys given through students' classes.
- Families can also communicate directly with any member of the leadership team and their students' teachers through Talking Points

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

Adoption

This policy was adopted by the MPA Primary Elementary on August 25, 2021 and will be in effect for the period August 25, 2021 through May 27, 2022

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

Name of Principal Elaina Amos



Signature of Principal

Date August 25, 2021



School-Parent Compact

MPA Primary Tk-5 Elementary School

2021-2022

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 2021-22 school year.

School Responsibilities

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

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

In additional to parent 1:1 meetings, and report card conferences, opportunities to schedule meetings with staff, notes to the teacher, principal or staff member are available in the front office

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

Teacher Responsibilities

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

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

Parent Responsibilities

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

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

Student Responsibilities:

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

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

This Compact was adopted by the MPA Primary Elementary on August 25, 2021, and will be in effect for the period of the 2021-22 School year).

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 25, 2021.

Signature of

A handwritten signature in cursive script that reads "Elaina Amos".

Principal



Escuela y los padres

MPA primaria Tk-5 Escuela Primaria

2021-2022

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

Esta escuela y los padres está en efecto para el 2021-22 año escolar-2.

Responsabilidades de

la escuela La escuela se compromete a llevar a cabo las siguientes responsabilidades de la mejor manera posible:

- 1. Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los desafíos del Estado de California. estándares académicos.**
 - Instrucción de alfabetización equilibrada
 - Aprendizaje combinado en matemáticas (Zearn)
 - Instrucción de desarrollo del idioma inglés
- 2. Celebrar conferencias de padres y maestros durante las cuales se discutirá este pacto en lo que se refiere al rendimiento individual del niño.**
 - MPA Primary está comprometida con la comunicación bidireccional frecuente con las familias sobre el aprendizaje de los estudiantes. Además de las reuniones informales a pedido de los padres / maestros, ofrecemos 5 compromisos familiares obligatorios llamados nuestros Sabiduría para la *Talleres de Familia*.
 - *Cinco Enfocados: Grupo de enfoque de este año - Estudiantes con IEPs*
 - 1 Reunión al comienzo del año 1: 1 (Visita virtual al hogar)
 - 2 Boleta de calificaciones 1: 1 Reuniones de datos
 - 2 Reuniones del equipo de éxito para TODAS las familias necesitadas
- 3. Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos y asistencia para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el rendimiento de sus hijos.**
 - Durante el SST académico de MPA Primary, el personal compartirá actualizaciones sobre el progreso y cómo monitorear y mejorar el rendimiento. Los maestros enviarán informes de progreso semanales.
- 4. Proporcionar a los padres un acceso razonable al personal.**

En adicional a los padres 1: 1 para reuniones y conferencias de libreta de calificaciones, las oportunidades para programar reuniones con el personal, notas para el maestro, director o miembro del personal están disponibles en la oficina principal

5. **Proporcionar todos los padres y miembros de la familia, incluyendo los que tienen una habilidad limitada en Inglés y aquellos con discapacidades, con oportunidades para ser voluntarios y participar en la clase de su hijo, y para observar las actividades del aula.**
 - **Por ejemplo, en MPA Primary, ofrecemos muchas formas para que las familias se involucren en nuestra comunidad de aprendizaje:**
 - Horario de atención del director / AP: el director informa sobre las funciones de toda la escuela en un foro abierto para los padres.
 - VENDE: Los padres y el personal colaboran para mejorar las tasas de reclasificación de nuestro Aprendizices de Inglés
 - Consejo Escolar de: Padres y maestros que trabajan para mejorar las operaciones escolares en general. ○excursiones Voluntarios devirtuales / grupos pequeños / anfitriones de salas de
 - descanso Talleres para padres / comunidad
6. **Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**
 - Durante las reuniones de SST de MPA Primary, los padres reciben materiales y capacitación sobre formas de apoyar a sus hijos. en casa. El personal comparte el nivel de lectura del estudiante, junto con unamidad de año y fin de año meta de lectura a.
7. **Educar a los miembros del personal sobre el valor de las contribuciones de los padres y los miembros de la familia y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales.**
 - Todos los miembros del personal participan en el desarrollo profesional que describe las expectativas de MPA Primary para la participación familiar, así como el tiempo de planificación para los eventos de participación familiar.
8. **Asegurar una comunicación significativa y regular entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**
 - El personal de MPA Primary utiliza la Parent Square aplicación, que traduce el mensaje al idioma del hogar del estudiante. Además, los maestros de MPA Primary envían comunicaciones mensuales a las familias.
 - Boletines informativos semanales a través de SMORE que traducen todos los mensajes al idioma del hogar de los estudiantes.

Responsabilidades del maestro

Estoy de acuerdo en apoyar el aprendizaje de mis estudiantes de las siguientes maneras:

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- bi-semanales Informes de progreso del estudiante
- tratará de hacer frente a las necesidades individuales del estudiante
- proporcionar un ambiente seguro, positivo y saludable ambiente de aprendizaje

Responsabilidades para padres

Como padre, voy a apoyar el aprendizaje de mi hijo en las siguientes maneras:

- voluntarios en el salón de mi hijo si es posible.
- Participar en las decisiones relacionadas con la educación de mi hijo.

- Promover el uso positivo del tiempo extracurricular de mi hijo. *[obligatorio: las escuelas pueden definir lo que esto significa para la comunidad escolar en particular, por ejemplo, limitar la visualización de televisión o juegos de video, garantizar 30 minutos de lectura, etc.]*
- Entiendo que mi hijo debe llegar a la escuela todos los días, a tiempo *(prácticamente estar en su aula de enlace de zoom)*. He leído y entiendo la política de asistencia.

Responsabilidades del estudiante:

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

- pueda llegar a la escuela a tiempo todos los días.
- Hacer mi tarea todos los días / verificar las asignaciones de clases en línea y asegurarme de que se completen
- Pide ayuda cuando la necesito.
- Respeto a mi escuela, compañeros de clase, personal, miembros de la comunidad y familia en todo momento.

Este Pacto fue adoptado por la Primaria Primaria MPA el agosto 25 de 2021, y estará en vigor durante el período del 2021-22 año escolar).

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participen en el programa Título I, Parte A, el agosto antes del 25 de 2021.

Firma del



director



Strategic Resource Planning (SRP)

**Madison Park Academy- Primary
School Site Council Membership Roster
2021-2022**

SSC - Officers

Chairperson:	Maria Fragoso
Vice Chairperson:	Precious James
Secretary:	Joanella Mendoza

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Elaina Amos-Lewis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Precious James	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michelle Stokes*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joanella Mendoza*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Fragoso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Carmen Shorter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shante Abner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Devoneyi Frazier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Anitilose Tafisi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Shaione Simmons*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	3rd Friday @ 8:00 am
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SSC Legal Requirements (EC Sections 65000-65001):

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

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