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

# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Madison Park Academy Primary (TK-5).

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

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

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

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Madison Park Academy Primary (TK-5)



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Madison Park Academy Primary (TK-5)  
**CDS Code:** 1612596002182  
**Principal:** Sabrina Moore  
**Date of this revision:** 5/6/2020

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

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

**Contact:** Sabrina Moore  
**Address:** 470 El Paseo Drive  
Oakland, CA 94603

**Position:** Principal  
**Telephone:** 510-636-7919  
**Email:** [sabrina.moore@ousd.org](mailto:sabrina.moore@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/6/2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

## 2020-2021 School Plan for Student Achievement Recommendations and Assurances

**School Site:**

Madison Park Academy Lower Campus

**Site Number:** 154

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

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

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

**Date(s) plan was approved:** May 6th, 2020

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

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

Sabrina Moore

*Sabrina Moore*

5/18/2020

Principal

Signature

Date

April Mason-Feaster

*April Mason-Feaster*

5/18/2020

SSC Chairperson

Signature

Date

Monica Thomas

*Monica Thomas*

5/19/2020

Network Superintendent

Signature

Date

Lisa Spielman

*Lisa Spielman*

5/21/2020

Director, Strategic Resource Planning

Signature

Date

*Jody London*

8/27/2020

Jody London  
President Board of Education

*Kyla Johnson-Trammell*

8/27/2020

Kyla Johnson-Trammell  
Superintendent and  
Secretary, Board of Education

## 2020-21 SPSA ENGAGEMENT TIMELINE

**School Site:** Madison Park Academy Primary (TK-5)

**Site Number:** 154

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.*

[illegible]

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$91,960.00
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	\$462,086.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$90,024.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$15,327.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,936.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$215,050.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,300.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	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
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$91,960.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$370,126.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$462,086.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School:** Madison Park Academy Primary (TK-5)**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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	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 at least half a year by Midyear 2020 SRI.	Observation/Feedback has shown that teachers are consistently implementing Readers and Writers Workshop using 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, ELA + Math IABs using this data to drive instruction and others daily conferring for small group teach points.

<i>Focal Student Supports</i>	Students have access to leveled reading, science notebooking, small group instruction and interventions from partners: Reading Partners, extended day Late Bird Intervention, Technology courses. By 2019 mid year SRI scores 75% of our AA students scoring multiple years below grade level had grown half a year or 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.	Students are developing solid skills for agency, authority, and ownership in workshop 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.
<i>Student/Family Supports</i>	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.	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.
<i>Staff Supports</i>	Changes to Teacher Professional Development / PLC for all Staff. Cycles informed by observation and feedback of teachers; Weekly PLC structure for grade level teams and grade Bands K-2, 3-5. All learning cycles are content agnostic with a focus on constructive monitoring {weekly school-wide exit tickets for ELA and Math, weekly focused standard planning tools, and content-distinct PLCs}	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.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>

<i>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>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.



<i>Student/Family Supports</i>	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.	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.
<i>Staff Supports</i>	Teachers and students are also developing methods for collecting and reflecting on their data in real-time, using it formatively, and not waiting for the summative assessment to make adjustments in instruction.	Teachers and students have just 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 Special Needs and African American students.

## 1C: 20-21 STUDENT GOALS & TARGETS

### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

<b>School Goal for May 2021:</b>	Increase by 20 percentage points number of students reading at grade level in 2-5 and 85% of students K-1 reading at grade level.
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**Instructional Focus Goal:** All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
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K at or above Benchmark	All Kindergarten Students	+5pp	29.2%	n/a	50.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	10.2%	n/a	60.0%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-59.6	n/a	-27.8
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	61.1%	n/a	75.0%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-73.9	n/a	-27.8
CAST (Science)	All Students	+15 points DF3	6.8%	n/a	30.0%

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

<b>School Goal for May 2021:</b>	Increase by 7 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the ELA SBAC and Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC.
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<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-103.4	n/a	-56.0
SBAC ELA	African-American Students	+20 points DF3	-66.0	n/a	-36.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	47.0%	n/a	27.70%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-120.1	n/a	-71.4

SBAC Math	African-American Students	+20 points DF3	-79.5	n/a	-46.9
<b>Instructional Focus Goal:</b> <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	8.7%	n/a	50.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	75.0%

**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**

**School Goal for May 2023:** Increase by 5 percentage points the percent of students (TK-5) who feel connected and engaged in learning.

**Instructional Focus Goal:** *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	79.0%	n/a	85.0%
Suspensions	All Students	-2pp	0.0%	n/a	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	27.2%	n/a	13.0%
Chronic Absence	African-American Students	-2pp	36.0%	n/a	2.00%

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

**School Goal for May 2023:** MPA Primary will create support systems that increase all staff retention rates. From 68% to 75% in 2020-2021. MPA Primary will focus on creating a school where all Staff respond positively to CHKS survey that they feel our school promotes trust and collegiality.

**1D: IDENTIFIED NEED**

**Instructions:** Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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**

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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**

**Instructions:** Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
<b>School:</b> Madison Park Academy Primary (TK-5)	<b>SPSA Year Reviewed:</b> 2019-20 <b>SPSA Link:</b> <a href="#">19-20 SPSA</a>
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2019-20 SCHOOL PLAN (SPSA)</b>	
<b>19-20 Language &amp; Literacy Priority:</b> Literacy	
<b>Theory of Change:</b>	If we implement high quality formative, interim and summative assessments on a recursive basis and ensure that every lesson is planned using standards based curricula, is rigorous-defined by the Common Core State Standards, and is taught in a differentiated manner designed to meet the learning needs of each student, then we will make responsive adjustments to instructional planning and delivery, accelerate learning and close the identified achievement gaps.
<b>Related School Goal:</b>	Increase by 7 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the ELA SBAC.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
An intense focus on evidence-based reading and writing: answering text dependent questions with relevant evidence that fully supports the claim(s) being made in text. Students ask themselves, <i>What is the important information in the question?</i> and <i>What are the important words in the question?</i> . This year in 2019-2020 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 have implemented a recursive cycle of choosing and planning and assessing for a high impact standard using the EL Education, Being a Writer, and Making Meaning curriculum. We transitioned this year from EngageNY ELA to EL Education for Grades 3-5 and in place of the Units of Study for Reading and Writing, 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.	
<b>What evidence do you see that your practices are effective?</b>	
Based on the most recent ELA IA given to students, we see a significant improvement in students' abilities to respond to text dependent questions appropriately; teachers are clear about the standards of focus and the DOK of each and what it means to up and lower the rigor of assignments that students will see; and students are excited to write for longer times and with intentionality. With the use of the Weekly Exit Tickets and continuous cycles of improvement with a focus on student independence, constructive monitoring, and standards-based planning and execution, data and the intentional use of curriculum is alive on campus.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
A clear bridge between the reading requirements and work of grades 2 and 3 for students, giving the SBAC IAB Performance Task in October rather than in November; planning the units for Making Meaning and Being a Writer based on the assessment calendar, and implementing two cycles of lesson study schoolwide for ELA and Mathematics in grade level span PLCs: K-2 and 3-5.	
<b>19-20 Standards-Based Instruction Priority:</b> Mathematics	
<b>Theory of Change:</b>	If we implement high quality formative, interim and summative assessments on a recursive basis and ensure that every lesson is planned using standards based curricula, is rigorous-defined by the Common Core State Standards, and is taught in a differentiated manner designed to meet the learning needs of each student, then we will make responsive adjustments to instructional planning and delivery, accelerate learning and close the identified achievement gaps.

<b>Related School Goal:</b>	Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
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 Eureka Math and Standards Plus Math. In Math Workshop, a time designated for explicit, targeted mini-lessons, student independent work time, and small groups, students are teachers are using Zearn. To further unpack the Eureka modules 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.	
<b>What evidence do you see that your practices are effective?</b>	
In each K-5 classroom, students are showing mathematical mastery and growth in the CCSS for Mathematics. Students are showing greater understanding of their learning on the daily Exit Tickets in Eureka Mathematics based on a 0-4 rubric grading. Students are excited about their scores and they understand that the scores reflect where they are on the progression to learning the standard by the end of the year. Based on student performance on the Math IAs (K-2) and IABs (3-5), each teacher chose a focused standard for the first Math Cycle and then attended to Assessment for Learning using the Weekly Planning Tool for their grade level focused standard. NOT A POWER STANDARD but a high impact standard for long-reaching student success.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
The Weekly Planning Tool was introduced this year along with content agnostic PLCs on Wednesday. It was clear from learning we did last year in the different cycles, that teacher learning and needs should be what drives the learning experiences on Wednesdays. Students are going to be ask to do deeper thinking in all content areas and it is important that as we want students to experience interdisciplinary learning, teachers must as well. If we expect students to experience learning that is planned intentionally with their learning needs in mind, teachers must also experience the same. PLC went from a lecture space to one of collaboration, open reflection, and an intensive focus on the teaching and learning process.	
<b>19-20 Conditions for Student &amp; Adult Learning Priority: Chronic Absence</b>	
<b>Theory of Change:</b>	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.
<b>Related School Goal:</b>	Increase by 5 percentage points the percent of students (TK-5) who feel connected and engaged in learning.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
This year we met as an Attendance Team to review students who were moderate, servely and at risk of becoming chronically absent. We scheduled SSTs for students who have histoically poor attendance. An intense focus was placed on chronic absenteeism this school year. We have developed an attendance team and we meet weekly to analyze data and devise individualized plans of support for at risk students. We are conducting SART meetings, parent and student check ins and daily phone calls.	
<b>What evidence do you see that your practices are effective?</b>	

Chronic Absence data year over year is lower. More and more students that chronically absent are coming to school every day at a higher rate.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
Continued focus on family engagement and support around absenteeism.	
<b>19-20 Conditions for English Language Learners Priority:</b>	<b>English Learner Reclassification</b>
<b>Theory of Change:</b>	If, we plan and implement a consistent, systematic and structured, integrated and designated ELD curriculum with opportunities for English learner students to experience and engage in content and language learning that is grade-appropriate; academically rigorous; and aligned to the California english language development standards, then we will consistently redesignate English learner students to Fluent English Proficient Status.
<b>Related School Goal:</b>	Increase reclassification rates by 6% for English Language Learners and Long-Term English Learners.
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Implementation of daily designated ELD block w/ aligned curriculum and practices. Inquiry cycles focused on integrated, systematic ELD teacher capacity building, monitored and supported by site walkthrough and data.	
<b>What evidence do you see that your practices are effective?</b>	
At the beginning of the Fall 2019 we had 14 students meet both ELPAC and SRI criteria. Currently, we have 32 students meet the SRI and ELPAC criteria.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
2019-2020 was Year Three of a 3-Year rollout of designated and integrated ELD. In Year 1 of Tightening UP, the plan is for teachers to execute content aligned to grade level standards based on the students in their classrooms. By Year 2, teachers should be able to see whether real learning is happening before the exit ticket.	
<b>DEPARTURE FROM PLANNED 19-20 SPSA BUDGET</b>	
<b>Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?</b>	
There were no significant differences between our 19-20 SPSA proposed budget and the estimated actual budget for 2019-20.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Madison Park Academy Primary (TK-5)			School ID: 154	
3: SCHOOL STRATEGIES & ACTIONS			<a href="#">Click here for guidance on SPSA practices</a>	
District Strategy: Building <b>CONDITIONS FOR STUDENT LEARNING</b>				
School Priority ("Big Rock"):	MPA Primary will reduce chronic absence by 1% based on the 18-19 Baseline			
School Theory of Change:	<b>WE ARE THE PRIDE OF PRIMARY.</b> If we develop a culture where everyone in the school and the greater community acts upon the belief that all students are capable of learning at high levels, by ensuring our students engage in grade-level, standards-aligned learning, then all students will have greater opportunities and the necessary supports to be successful.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teachers, families, the Attendance Team, 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 resources in finding a home immediately, at-home instructional practices in English Language Arts and Math, such as Sight Word Lists and Math Fact Fluency cards, and create a weekly circle for families.	COST Referrals, Classroom Observation & Feedback Data, CHKS Parent Survey	



1-2	Teachers, families, the Fred Finch, the Climate and Culture Lead, and RJ CSM will partner with Students with Behavior Plans to create individualized behavior plans: course of action when emotions are triggered and reflection spaces. The ILT will pull Students with Behavior 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. T 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.	<i>Classroom Observation and Walkthroughs, Teacher Referrals, Focal-Five Data and Student Profiles</i>	
1-3	Teacher co-plan and host workshops with families to share student progress with families and to teach and practice academic support strategies for use at home	ILT and staff will collaborate to design family workshops for students in TK/ K transitioning to the next grade level. Each workshop will focus on First Grade Ready Checklist (English Language Arts and Mathematics skills) students must show mastery in to be ready for first grade.	<i>Observe and collect survey data from Teacher Led Parent workshop</i>	

1-4	Teachers will use minimum days to schedule Parent Conferences in Fall and Spring to provide feedback to parents about academic progress]	Meet with COST Team weekly to support families / Planning based on site suspension, absence and URF data in support of classroom teacher needs to support students of concern. Family support log, resource handbook to aid families Site Counselors / ILT Supporting new and veteran teachers with student discipline and management structures in classrooms and common areas.	<i>COST Data and data on parent participation at conferences and SSTs, URF/Suspension rates data</i>	
1-5	Maintain an equity-centered lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures.	Address issues of bias and race and build cultural competency to serve diverse students through ongoing professional learning, coaching, workshops/conferences and dialogue for teachers and staff	<i>COST Data and data on parent participation at conferences and SSTs, URF/Suspension rates data</i>	
1-6	Offer additional funding for our extended day intervention classes to be filled by credential teachers in all grade levels.	Selected teachers will sign up for extended day classes in grade level spans: K-2, 3-5 and will use reading and writing intervention tools such as NewsELA Text Sets, Standards Plus Integrated Projects for ELA and Math, and MPA Primary's Read-Discuss-Write protocol to accelerate the learning of our GATE students. Classes will be differentiated, no larger than 15 students, 60 minutes a day, and 4 days a week. Classes start 6 weeks after the start of the school year. Students will be trained by ILT to lead small learning communities and collect data for their cohort of students. They will also participate in a Social Science Book Club, where they read books such as The Knowledge Deficit and the Global Achievement Gap to develop a keen understanding of the current landscape of education and leadership skills.	<i>Beginning of the year Scholastic Reading Inventory data, Fountas and Pinnell Reading Benchmarks, SIPPS Placement Assessments: K-3 and 4-8 data, Scholastic Math Inventory data, ELA and Math Interim Assessment</i>	

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

<b>School Priority ("Big Rock"):</b>	<p>Increase by 10 percentage points the percent of students (3rd-5th grade) scoring proficient or advanced on the Math SBAC.</p> <p>By June 2021, 50% of TK through 2nd grade students will meet or exceed standards on the Math Interim Assessments.</p>			
<b>School Theory of Change:</b>	<p><b>WE PERSIST THROUGH COMPLEX PROBLEMS BY THINKING CRITICALLY</b></p> <p>If we implement an anti-racist learning culture where student learning drives all decision making, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then every policy of the school ensures that everyone thrives and ALL teachers consistently implement Eureka Math, Standards Plus and Zearn in protected time for Math Core and Math Workshop time with integrity and consistently then students will show increased academic mastery growth on SBAC Math IABs, SBAC Math Focused Math IABs, SBAC Math Performance Tasks, and the SBAC Math Summative Assessment.</p>			
<b>Related Goal(s):</b>	<p>All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.</p>			
<b>Students to be served by these actions:</b>	<p><i>All Students</i></p>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>

2-1	<p>Implement research based practices for standards aligned instruction in Mathematics: Unpack the standards and create clear and specific learning goals with respect to the mathematics to be learned; create and pose challenging and interesting questions; select high-level mathematical tasks that aligns with the goals of the lesson; structured lessons include links to the learning goals and outcomes of learning; teacher explanations are accurate and comprehensible to students; examples chosen for the lesson are illustrative and students gradually move to independence using guided practice (strategic decisions about the right type of practice for each student throughout instruction) by the teacher; and teacher is regularly looking for and acting upon the feedback received from students' verbal and written responses (academic discussion, exit tickets, and oral presentations)</p>	<p>Explicitly train teachers in best practices for standards-based math instruction. PLC Lead teachers facilitate the creation of pacing guides with teachers for and EngageNY (K-5) that is tailored to the learning needs of students aligned with the standards, learning targets, and tasks. Math Lead Teacher facilitate and plan PD to align common practices of teachers during Math instruction- high and intentional use of academic vocabulary, writing in math, deep level of teacher questioning, targeted use of direct (student-centered guided approach) and dialogic instruction (classroom discussion) with an emphasis on "precision teaching", knowing what strategies to implement for maximum impact. (Hattie, Fisher, &amp; Frey, 2016). ILT to conduct math walkthroughs (based on goals created with teachers) and provide timely feedback. Grade-level Professional Learning Communities (based DuFour's PLC questions and timely data analysis), Creation of a MPA Primary Mathematics Walkthrough Tool, and Mathematics Professional Development that utilizes research on best math practices and implementation of such.</p>	<p>Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal) / 6 Week Unit Plans / Weekly PLC Meeting Notes</p>	<p>All students are challenged with accessing and solving word problems that include more than one step, math vocabulary that may not be familiar, and using working memory to solve simple arithmetics problems rather than making sense of word problems. This is also the case in reading and accessing complex texts (texts that may be 1-2 instructional levels higher) - students are challenged with using working memory to decode words rather using fix-it strategies and comprehension methods to make sense of the text.</p>
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2-2	Develop a deep understanding of grade level standards and their associated learning progressions by engaging in shared reading of standards, their shifts and progressions at grade level and across grades, and unpacking the Power Standards.	Monitor and support to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in classrooms. Create a yearlong Professional Learning calendar that includes regularly scheduled teacher collaboration around mathematics.	MPA TK-5 Math Grade Level Focused Standards, Eureka Math and OUSD Assessment Calendar	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.
2-3	Plan for standards-aligned tasks that meet the demands of the grade level common core content standards, specific to identified major work of the grade level standards and the aspects of rigor: conceptual understanding, procedural skill and fluency, and application.	Monitor and support to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in classrooms. Create a yearlong Professional Learning calendar that includes regularly scheduled teacher collaboration around mathematics.	MPA TK-5 Math Grade Level Focused Standards, Eureka Math, OUSD Assessment Calendar	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.
2-4	Data Driven Instruction based on intentional and strategic focus standard SMARTE Goals set for 6-week Focused Standard cycles	Focus observation and feedback on the Instructional Core with particular attention to Task from the MTL and Admin. Ensure common planning time for grade levels in Math; Continue to develop a deep understanding of the Instructional Core, eliciting support at the Network level, and using appropriate observation tools that look first at task and content.	Weekly PLC Meeting Notes, Focused Standard Weekly Planning Tool, Principal Weekly Exit Tickets	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.

2-5	Schoolwide Math Curriculum, Assessment, and PLC Agreements; explicitly stated agreements on curriculum use, planning, and the assessment cycle coordinated with the math pacing guide, interim assessment cycle, and SBAC Math.	Informal and formal walkthrough w/ feedback and alignment of culture structures, systems, curriculum, resources, and Professional Development. All teachers, grade level PLC's and Team PLC's will participate in cycle PD's regarding aligning culture structures, systems, curriculum, and resources.	Weekly PLC Meeting Notes, Intellectual Prep Planning for Eureka Math, Daily Exit Tickets, Mid- and End-of Module Assessments, Math IABs	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.
2-6	Assessment practices to include teacher created, Common Core Learning standards aligned interim assessments and interim assessment checkpoints, aligned to district testing calendar with built in test in hand analysis days and common planning time.	Use PLC, teachers and leaders use data to create and revise SMARTE Goals, create learning materials for concept skill development, and intervention groups based on Teacher Comprehensive Report: Standards (Illuminate) 1:1 Data meeting with instructional leadership team.	MPA TK-5 Data Protocols, Weekly PLC Notes, MPA Math TK-2 Interim Assessments, SBAC Math 3-5 IABs, Weekly Principal's Exit Tickets, Weekly Focused Standard Planning Tools	

2-7	<p>Social Justice in Mathematics are implemented in classrooms across site with a focus on educational equity: Belief Systems and Structures - create fair and holistic assessment systems for students that provide productive and timely information on learning, are free from high stakes pressure, static labeling of students, and arbitrary sanctions. Curriculum and Instruction - focus on mathematical strengths and areas of growth with targeted meaningful feedback that promotes learning, not labeling, adapt instruction that routinely connects children's mathematical thinking and students' mathematical cultural, linguistic, and community-based funds of knowledge, include tasks that demand quantitative analysis of fairness and civic engagement issues, + increase the use of complex instruction and mathematical language routines that maximizes mathematical discourse and student contributions while minimizing status issues (Mathematics Through the Lens of Social Justice, NCSM &amp; TODOS)</p>	<p>Explicitly teach, train, and support teachers in weekly PLCs and PD in holistic assessment systems. Informal and formal walkthrough w/ feedback by the Math Teacher Leader and alignment of culture structures, systems, curriculum, resources, and Professional Development. Math Lead Teacher facilitate and plan PD to align common practices of teachers during Math instruction along with teachers being clear on learning security in each grade level, with each teacher beginning to ask, "Is it important that my students show mastery of these standards? How will I make sure that their learning is secured in this grade, at this time?"</p>	<p>MPA TK-5 Data Protocols, Weekly PLC Notes, MPA TK-5 2019-20 Math TK-2 Interim Assessments, SBAC Math 3-5 IABs, Weekly Principal's Exit Tickets, Weekly Focused Standard Planning Tools, TNTP Core Teaching Rubric - Demonstration of Learning and the Math Instructional Practice Guide (completed by the MTL)</p>	
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2-8	Partnering with Families and Communities as Resources for Learning: All staff will go on 3 Community Mathematics Walks and Home Visits to learn about mathematics knowledge, practices, and experiences that can customize math lessons, create respectful bi-directional feedback pathways with families to holistically understand how and what their children are learning in mathematics, + provide mathematics-specific resources to families through newsletters, parent-teacher conferences, Family Nights, and internet. (Mathematics Through the Lens of Social Justice, NCSM & TODOS)	Work closely with the RJ CSM, school partners, and families to create the bi-directional pathways that are most effective. The MTL and administration will facilitate the first mathematics community walk and support teachers in setting up their home visits and classroom's community walks.	Weekly PLC Meeting Notes, Teacher-Created Math Tasks, Community Walks and Home Visit Logs	
<b>District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum</b>				
<b>School Priority ("Big Rock"):</b>		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.		
<b>School Theory of Change:</b>		By June 2021, 3rd through 5th grade students will increase their distance from standards by +15 points.		
<b>School Theory of Change:</b>		<b>WE MAKE POSSIBILITIES BY MASTERING CORE ACADEMIC CONTENT</b> If we implement an anti-racist learning culture where student learning drives all decision making, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then every policy of the school ensures that everyone thrives and ALL teachers implement EL Education modules (including K-2 Labs and Skills; and 3-5 ALL block) with integrity, then students will demonstrate increasing proficiency on assessments such as the RI, Interim Assessments, Unit Assessments, and SBAC ELA.		
<b>Related Goal(s):</b>		100% of classrooms will provide grade-level, standards-aligned instruction, with a particular focus on fostering interaction and discussion, to ensure accelerated language and reading growth. (CCSS S&L: 1, 4, 6)		
<b>Students to be served by these actions:</b>		<i>All Students</i>		



#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Implement EL Education, a standards-based curriculum, with integrity. Ensure daily engagement with complex text, use of academic language using EL Education protocols and conversation cues, and writing with evidence.	<p>Provide PD on curriculum implementation</p> <p>Provide weekly PLC for collaborative planning and data analysis</p> <p>Observation &amp; feedback on classroom practice using EL Ed Dimensions (observation tools)</p> <p>Ensure teachers participate in PD on protocols and conversation cues</p> <p>ILT plan PD</p>	<p>Students will make meaning of complex text, engage in academic discussions during reading and before writing</p> <p>PLC notes, observation and coaching notes/tracker</p>	Comprehension, particularly higher order thinking skills such as analysis, evaluation, and synthesis, where complex text structures and language nuance impede understanding. Students transferring content knowledge across multiple mediums or assessments including SBAC ELA and Math.
3-2	In Labs and Skills Blocks, teachers will provide foundational skills, develop social-emotional skills, and build content knowledge.	<p>Provide PD on Labs and Skills Blocks, and differentiated instruction</p> <p>Calibrate around using data to inform instruction</p>	<p>Provide guidance around schedules</p> <p>Observation and coaching trackers</p> <p>End of unit performance tasks</p>	
3-3	In ALL Block, teachers will provide differentiated reading instruction.	<p>Provide PD on ALL Block and differentiated instruction</p> <p>Calibrate around using data to inform instruction</p>	<p>Provide guidance around schedules</p> <p>Observation and coaching trackers</p> <p>End of unit performance tasks</p>	

3-4	Teachers will use Data Driven Instruction (Interim assessments, F&P, SRI, DRA -RTI, K-1 Progress Monitoring SW, LS, LN, 2-5 IA's)	Data conferences with teachers every trimester. Explicitly train teachers in effective teaming and communication strategies in support of data analysis, calibration, alignment and collaborative planning. All teachers, grade level PLC's and Team PLC's will participate in PDs specific to data driven instructional practices.	Data Conferences w/ teachers every trimester./ Weekly PLC notes/ MPA Data protocol completion and submission after each assessment/ SMARTe Goal setting and monitoring	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.
3-5	Use of common (research based) classroom practices/strategies including blended learning, technology, small group instruction, scheduling that have proven to benefit lowest performing MPA student populations and consistent instruction with grade level -CCSS/NGSS aligned content and tasks	ILT planning and defining department/grade level expectations - nonnegotiable common practices and agreements. ILT/Team Leads establishing and disseminating common practices / agreements school-wide	Classroom observation/walkthroughs/ weekly PLC Notes/ IA Data / Progress monitoring of student reading gains	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.

3-6	Instruct with common practices in foundational reading using SIPPS. Use of leveled libraries for independent and partner reading. Aligned schedules and lesson plans	Provide Leveled library and resources for aligned practices in foundational reading ITL to support with organizing leveled libraries in every classroom and accountable systems (e.g., Accelerated Reader) for independent reading.	Observation/ Walkthrough/ Weekly PLC Notes	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.
3-7	Teachers better understand, Plan and teach stronger differentiated writing and close reading lessons to support all learners	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	Weekly Lesson Plans submitted to Team Leads and Instructional Leader (Principal) / 6 Week Unit Plans / Weekly PLC Meeting Notes	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.

3-8	Define quality student academic discussion and create norms based on SL standards for grade level expectations	Informal and formal walkthrough and feedback focused on student discourse (teacher moves/student actions). Timely feedback / data provided to individual and teacher teams for reflection and growth. Self-assess practices using the CCSS for SL. Reassess mid-year and end of year.	Observation/ Walkthroughs/ Weekly PLC Notes	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.
3-9	Provide clear ongoing communication with parents about word study, reading, writing and math instruction and practices. (Public data boards)	Meet with COST Team weekly to support families Family support log, resource handbook to aid families	Monitoring the communications / updates to FB, Instagram, Monthly newsletter and Calendar	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.

3-10	Teachers collect data better understand student needs, Plan and teach stronger differentiated writing and close reading lessons to support all learners	Provide Additional Tier II Support by outsourced reading intervention partnerships (Reading Partners / Reading Specialist) - Reading Partners Organization: Reading intervention (Targeted support for ELLs and lowest performing students) - Onsite (Americorp) volunteers supporting students reading 2.5 years or less under grade level. Identified students matched with tutors on a rolling basis.	<i>Fountas and Pinnell Reading Benchmarks, SIPPS Placement Assessments</i>	Teachers and students are also developing methods for collecting and reflecting on their data in real-time, using it formatively, and not waiting for the summative assessment to make adjustments in instruction.
3-11	Students will participate in small group instruction that explicitly teaches phonic segmentation, blending and letter sounds. Academic mentors will provide intervention lessons to students that need it.	PDs on how to collect and reteach lessons to smaller groups of students.	<i>Fountas and Pinnell Reading Benchmarks, SIPPS Placement Assessments</i>	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.

**District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	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.
<b>School Theory of Change:</b>	<b>WE MAKE POSSIBILITIES WITH A LEARNER MINDSET</b> 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.
<b>Related Goal(s):</b>	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.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Use reading (running) records to understand individual student strengths and areas of growth and guide instruction. School wide focus on data driven instruction and lesson design including focused and specific instruction, modeling, guided practice, modeling, independent practice and assessment. Track student reading growth by regularly conferring with students and guiding them to set reading growth goals.	PD on data analysis and tools for data (STAR, F&P, SRI and SIPPS Assessments resources) Professional Learning Communities focused on Reading Data	<i>MPA Primary Data Analysis Tool submission/ Data Conferences/ Focal-Five Data and Student Profiles &amp; Case-Study</i>	
4-2	Teachers better understand, Plan and teach stronger differentiated writing and close reading lessons to support all learners	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in instruction, Close Reading and planning with Standards	<i>MPA Primary Data Analysis Tool submission/ Data Conferences/ Focal-Five Data and Student Profiles &amp; Case-Study</i>	
4-3	Ensure that teachers have the release time and protocols to conduct peer observations. Provide coaching and feedback to teachers.	Principal, instructional coaches (ITL), and Teacher Leader plan PDs, facilitate PLCs, provide opportunities for coaching and peer observation to increase capacity in instruction, Close Reading and planning with Standards	<i>MPA Primary Data Analysis Tool submission/ Data Conferences/ Focal-Five Data and Student Profiles &amp; Case-Study</i>	

4-4	Teachers, the Special Education Department, and families will partner closely with each other to align best practices for Students with Disabilities. Special Education Team will attend all professional learnings delivered on site for teachers in all content areas. Enrichment teachers partner closely with Resource Specialist to provide technological supports, such as Text to Special. Students will receive out of class support in reading in the Reading Partners. Students will receive support from Academic Mentors in areas that are not addressed in Individualized Education Plans or general ed classroom instruction.	Resource Specialist attends all COST meetings to develop the instructional and/or behavioral plans for students. Resource Specialist is observed by the Principal to receive instructional feedback. Coaching and development for the Academic Mentors in pulling small groups, planning lessons, and managing behaviors. Technology and Science teachers will meet with the Resource Specialist for training in creating the students' tech and science plans.	COST Referrals, Students' Individualized Education Plans, MPA Primary Data Analysis Tool, Classroom Observation and Walkthrough Tool	
4-5	Teachers participate in professional development for online interventions and enrichment programs.	PD on Math and Reading online (Zearn, Raz-Kids, Math Shelf) programs.	MPA Primary Data Analysis Tool, Classroom Observation and Walkthrough Tool, Online programs data reports, SRI, SMI	

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	English Learner Reclassification			
<b>School Theory of Change:</b>	<b>WE DEVELOP ACADEMIC MINDSET THROUGH PERSISTENCE</b> If, we plan and implement a consistent, systematic and structured, integrated and designated ELD curriculum with opportunities for English learner students to experience and engage in content and language learning that is grade-appropriate; academically rigorous; and aligned to the California English Language Development standards, then we will consistently redesignate English learner students to Fluent English Proficient Status.			
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>

5-1	Science & Integrated ELD is scheduled at least two times per week (30-45 minute sessions in grades K-2; 45-60 minute sessions in 3-5)	Check science schedules to ensure science minutes are met for grade levels Science Teacher to support science in classrooms aligned with Science Course.	Master Schedule	
5-2	Science Teacher teaching Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning.	Establish cross collaborative teacher team to develop language objectives and share with gen ed teachers Ensure common collaboration time for grade levels in science.	Student Achievement Data (SIRA)/ MPA Primary Language Objectives Handbook	
5-3	Science Teacher maximizes opportunities for authentic language learning by teaching hands-on science lessons using FOSS materials and utilizing NGSS/CCSS aligned practices of writing with evidence, reading complex text, and argumentation using the SIRA Instructional Plans.	Principal will use the Elementary Science Continuum to assess science program and determine next steps. Build Science and Language Learning Walk, plus debrief into ILT schedule.	Observation/ Walkthrough	
5-4	Offer additional funding for our extended day intervention classes to be filled by credential teachers on all grade levels.	Select teachers will sign up for extended day classes in grade level spans: K-2, 3-5 and will use reading and writing intervention tools to accelerate the English Language Development of our newcomer students.	Quarterly Plans, MPA Primary Literacy Tracker, MPA Primary Data Analysis Tool	



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

**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number:** 154

**School:** Madison Park Academy Primary (TK-5)

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After school programming for extended day enrichment and academic support	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers, families, the Fred Finch, the Climate and Culture Lead, and RJ CSM will partner with Students with Behavior Plans to create individualized behavior plans: course of action when emotions are triggered and reflection spaces. The ILT will pull Students with Behavior 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
School Supplies and Materials will be purchased to support students with the materials they need to access content in the curriculum. Also family communication - home/school connection. Books and curriculum companions as well.	\$12,327	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Use of common (research based) classroom practices/strategies including blended learning, technology, small group instruction, scheduling that have proven to benefit lowest performing MPA student populations and consistent instruction with grade level - CCSS/NGSS aligned content and tasks	154-2
Academic Tutoring support for reading intervention for our most struggling readers as well as early literacy learning in grades Pk-2	\$18,885	LCFF Concentration	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Instruct with common practices in foundational reading using SIPPS. Use of leveled libraries for independent and partner reading. Aligned schedules and lesson plans	154-3
Unallocated funds will be used in support of site goals towards all students successfully being prepared toward graduation, college and being community focused and ready.	\$115	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Maintain an equity-centered lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures.	154-4
Licensing Agreements for online, adaptive learning programs for differentiated, acceleration of learning that meets students where they are towards grade level standards mastery	\$6,300	LCFF Concentration	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Plan for standards-aligned tasks that meet the demands of the grade level common core content standards, specific to identified major work of the grade level standards and the aspects of rigor: conceptual understanding, procedural skill and fluency, and application.	154-5

Science and Engineering education teacher for all student Pk-5 grade ; All students will have a science/ engineering elective in Pk-5th grade w/ curriculum build on the NGSS standards for grade level	\$40,741	LCFF Supplemental	1105	Certificated Teachers' Salaries	6217	Teacher Education Enhancement	0.45	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Science Teacher teaching Integrated ELD in Science, using language supports in the SIRA to ensure acceleration of language and science learning.	154-6
A.P to support all academic, culture, climate goals; monitoring, evaluating, developing and building teacher capacity for improved student outcomes.	\$117,814	LCFF Supplemental	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	7777	Assistant Principal, Elementary	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Monitor and support to ensure teacher teams collaborate around understanding grade-level content, and observe for evidence of the Instructional Core in classrooms. Create a yearlong Professional Learning calendar that includes regularly scheduled teacher collaboration around mathematics.	154-7
Restorative Justice and COST Team Coordinator to support academic, social emotional, climate building accross the campus. With an increased focus on family engagement and home school restorative justice practice tranference this year.	\$25,230	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7904	Program Mgr Community School	0.25	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers, families, the Fred Finch, the Climate and Culture Lead, and RJ CSM will partner with Students with Behavior Plans to create individualized behavior plans: course of action when emotions are triggered and reflection spaces. The ILT will pull Students with Behavior 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.	154-8
Unallocated funds will be used in support of site goals towards all students successfully being prepared toward graduation, college and being community focused and ready.	\$4,182	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Maintain an equity-centered lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures.	154-9
Books and curriculum for reading, math, writing etc., instuction	\$34,430	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide Leveled library and resources for aligned practices in foundational reading ITL to support with organizing leveled libraries in every classroom and accountable systems (e.g., Accelerated Reader) for independent reading.	154-10

Restorative Justice and COST Team Coordinator to support academic, social emotional, climate building accross the campus. With an increased focus on family engagement and home school restorative justice practice tranference this year.	\$55,794	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	7904	Program Mgr Community School	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers, families, the Fred Finch, the Climate and Culture Lead, and RJ CSM will partner with Students with Behavior Plans to create individualized behavior plans: course of action when emotions are triggered and reflection spaces. The ILT will pull Students with Behavior 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.	154-11
Curriculum and Textbooks	\$13,000	Title I: Basic	4100	Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Schoolwide Math Curriculum, Assesment, and PLC Agreements; explicitly stated agreements on curriculum use, planning, and the assessment cycle coordinated with the math pacing guide, interim assessment cycle, and SBAC Math.	154-12
Unallocated funds will be used in support of site goals towards all students successfully being prepared toward graduation, college and being community focused and ready.	\$1	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Maintain an equity-centered lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures.	154-13
Family Liason and outreach	\$30,499	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Maintain an equity-centered lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures.	154-14
Unallocated funds will be used in support of site goals towards all students successfully being prepared toward graduation, college and being community focused and ready.	\$1,936	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Maintain an equity-centered lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures.	154-15
Late Bird is extended day literacy and math intervention for our most vulnerable students who may or may not be enrolled in after school program. It is an academic block supporting student success based on individualized learning needs.	\$12,338	Title IV: Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Offer additional funding for our extended day intervention classes to be filled by credential teachers on all grade levels.	154-16
Unallocated funds will be used in support of site goals towards all students successfully being prepared toward graduation, college and being community focused and ready.	\$37	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Maintain an equity-centered lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures.	154-17



## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Madison Park Business and Art Academy Tk-5**

**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:

- Sending home weekly parent newsletters, Hosting monthly SSC and family Engagement Events, Hosting a monthly Family Day and Coffee w/ the Principal and Student Success Team Meetings and Parent Teacher Conferences

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:

- School Tours and Parent Workshops, Sending home weekly parent newsletters, Hosting monthly SSC and family Engagement Events, Hosting a monthly Family Day and Coffee w/ the Principal and Student Success Team Meetings and Parent Teacher Conferences

#### **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:

- ★ 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 curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:



- Hosting School Tours multiple times a year
  - Welcome meetings / Student success team meetings for families new to our school; Open house/back to school night; Parent teacher conferences

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:

- Weekly Newsletter, fliers, parent bulletin board in the main hall, talking points and Robo-call

### **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:

- Participating reading buddies, reading partners, supporting their child's classroom teacher, 1-time opportunities to support in all areas of the school.

### **OUSD Family Engagement Standard 4: Learning at Home**

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

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

- Sending home weekly parent newsletters, Hosting monthly SSC and family Engagement Events, Hosting a monthly Family Day and Coffee w/ the Principal and Student Success Team Meetings and Parent Teacher Conferences

### **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:

- SSC and family Engagement Events, Hosting a monthly Family Day and Coffee w/ the Principal and Student Success Team Meetings and Parent Teacher Conferences

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

- Hosting monthly SSC and family Engagement Events, Hosting a monthly Family Day and Coffee w/ the Principal and Student Success Team Meetings and Parent Teacher Conferences



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:

- Hosting monthly SSC and SELLS meetings

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:

- Hosting monthly SSC and family Engagement Events, Hosting a monthly Family Day and Coffee w/ the Principal and Student Success Team Meetings and Parent Teacher Conferences that are facilitated in multiple languages, in multiple mediums based on family need.

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

- Working with parents and community to be involved in the planning and leading of multiple events each year.

**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:

- Hosting monthly SSC and family Engagement Events, Hosting a monthly Family Day and Coffee w/ the Principal and Student Success Team Meetings and Parent Teacher Conferences

**Adoption**

This Policy was adopted by the MPA Primary Elementary on \_\_\_\_9/12/19\_\_\_\_, and will be in effect for the period of the 2019-20 School year).

**The school will distribute this policy to all parents on or before September 30, 2019.**

**Name of Principal**

**Sabrina Moore**

**Date**

9/12/19

**Signature of Principal**

*Please attach the School-Parent Compact to this document.*



## **School-Parent Compact**

### **MPA Primary Tk-5 Elementary School**

### **2019-20**

*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 2019-20 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, *Focused Five*.
  - *Focused Five*
    - 1 Beginning of Year 1:1 Meeting
    - 2 Report Card 1:1 Meetings
    - 2 Success Team Meetings for ALL Families in Need
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
  - During MPA Primary's Academic SST(s), staff will share updates on progress, and how to monitor and improve achievement.
- 4) Provide parents reasonable access to staff.**
  - In addition 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's Coffee: Principal reports on school-wide functions in an open forum for parents.
    - SELL: Parents and staff collaborate to improve reclassification rates for our English Learners
    - School Site Council: Parents and Teachers working to improve overall school operations.
    - Field Trip volunteers
    - Safety Patrol
    - School Tours
    - PTO / 5th Grade Parent Team
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- During MPA Primary's SST meetings, parents receive materials and training on ways to support their child at home. Staff shares the student's reading level, along with a mid-year and end of-the-year reading goal.
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- All staff members participate in Professional Development that outlines MPA Primary's expectations for family engagement as well as planning time for family engagement events.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- MPA Primary staff utilizes TalkingPoints app, which translates the message to the student's home language. Additionally, MPA Primary teachers send home monthly communication to families.
  - Weekly Newsletters via SMORE which translates all messages into students home language.

### **Teacher Responsibilities**

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

- Communicate clear expectations for performance to both students and parents.
- 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*. 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.
- 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 \_\_\_\_9/12/19\_\_\_\_, and will be in effect for the period of the 2019-20 School year).

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2019.

Signature of Principal



Date



**2019-2020****School Site Council Membership Roster – Elementary**

School Name: \_\_\_\_\_

Chairperson :

Vice Chairperson:

Secretary:

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule  
(day/month/time)**SSC Legal Requirements (EC Sections 65000-65001):**

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

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