

Board Office Use: Legislative File Info.	
File ID Number	23-1642
Introduction Date	8/9/23
Enactment Number	23-1423
Enactment Date	8/9/2023 er



Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus.

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

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

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

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

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus



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

2023-2024 School Plan for Student Achievement (SPSA)

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

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

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

Contact: Tanisha Garrett

Position: Principal

Address: 400 Capistrano Drive
Oakland, CA 94603

Telephone: 510-636-2701

Email: tanisha.garrett@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/27/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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


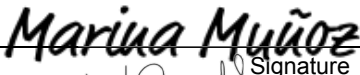
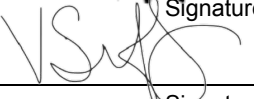
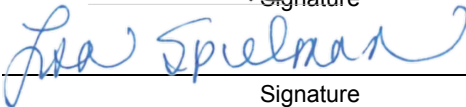
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes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

Date(s) plan was approved: April 27th, 2023

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

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

Signatures:

Tanisha Garrett <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	2023-05-26 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Mariña Munoz <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	2023-05-26 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Vanessa Sifuentes <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/26/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	5/26/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

2023-24 SPSA ENGAGEMENT TIMELINE

School Site: Madison Park Academy Upper Campus

Site Number: 215

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

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

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$263,630.00
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	\$1,520,632.55

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)	\$241,125	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$60,375	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$6,430	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$506,325	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$174,995	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$16,075	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$168,507	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$346,800	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$263,630	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,257,003	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,520,633
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Madison Park Academy Upper Campus

School ID: 215

School Description

Madison Park Academy is the upper campus serving 6-12 students. Our school campus located in the Sobrante Park neighborhood of East Oakland.

MPA's vision is that our students graduate prepared for college and career as curious, innovative, creative problem-solvers who demonstrate character and strive to build a more just community for themselves and others.

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

Pride. Purpose. Perseverance. Possibilities.

School Mission and Vision

MPA's vision is that our students graduate prepared for college and career as curious, innovative, creative problem-solvers who demonstrate character and strive to build a more just community for themselves and others.

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

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
51.9%	48.1%	40.3%	6.3%	6.7%	0.6%	95.4%	17.3%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
16.5%	0.3%	78.2%	0.8%	0.1%	2.9%	0.0%	0.6%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 80% and for 11th grade to 45%.

English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-72.1	n/a	-79.8	<i>not available until Fall 2023</i>	-50.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	17.7%	28.0%	<i>not available until Fall 2023</i>	35.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-133.9	n/a	-152.4	<i>not available until Fall 2023</i>	-100.0
CAST (Science) at or above Standard	All Students	9.8%	n/a	8.2%	<i>not available until Fall 2023</i>	15.0%
Graduation Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Four-Year Cohort Graduation Rate	All Students	97.9%	94.0%	97.6%	<i>not available until Fall 2023</i>	98%
On Track to Graduate: 9th Grade	All Students	74.8%	49.6%	71.8%	<i>not available until Fall 2023</i>	70%
On Track to Graduate: 11th Grade	All Students	54.5%	16.7%	56.6%	<i>not available until Fall 2023</i>	35%
A-G Completion	All Students	70.5%	74.4%	41.7%	<i>not available until Fall 2023</i>	76%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	57.8%	n/a	n/a	<i>not available until Fall 2023</i>	60.0%

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

School Goal for Targeted Supports for Focal Student Groups: By the end of 23-24, students that are multiple years below grade level will grow in their reading inventory score by 100 points and reduce the number of students that are multiple years below grade level to 35%.
By the end of the 23-24 school year, a total of 10 home visits will occur for students who are chronically absent.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-151.7	n/a	-136.3	<i>not available until Fall 2023</i>	-120.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-79.9	n/a	-78.6	<i>not available until Fall 2023</i>	-50.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	44.1%	42.1%	<i>not available until Fall 2023</i>	40.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-228.2	n/a	-208.6	<i>not available until Fall 2023</i>	-180.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-155.3	n/a	-169.8	<i>not available until Fall 2023</i>	-100.0

Reclassification Measures & Annual Targets

**Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	4.3%	0.8%	19.2%	<i>not available until Fall 2023</i>	10.0%
LTEL Reclassification	Long-Term English Learners	4.0%	0.9%	22.8%	<i>not available until Fall 2023</i>	10.0%

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

School Goal for Student & Family Engagement: By the end of the 23-24 school year, 17% or less of the student population will be considered chronically absent.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	46.4%	0.0%	49.6%	<i>not available until Fall 2023</i>	55.0%
Out-of-School Suspensions	All Students	7.8%	n/a	11.3%	<i>not available until Fall 2023</i>	10.0%
Out-of-School Suspensions	African American Students	16.2%	n/a	11.3%	<i>not available until Fall 2023</i>	10.0%
Out-of-School Suspensions	Special Education Students	14.8%	n/a	11.3%	<i>not available until Fall 2023</i>	15.0%
Chronic Absenteeism	All Students	8.5%	24.9%	47.2%	<i>not available until Fall 2023</i>	17.0%
Chronic Absenteeism	African American Students	9.9%	38.5%	52.4%	<i>not available until Fall 2023</i>	25.0%

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

School Goal for High-Quality Staff: By the end of 23-24, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10%.

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	68.8%	70.4%	66.9%	<i>not available until Fall 2023</i>	70.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	MPA is currently strong at providing quality opportunities for students to engage in college and career readiness which includes dual enrollment, work-based learning, events, and pathways.	1.0 Work Based Learning Liasion 1.0 Pathway Coach
<i>LCAP Goal 2: Focal Student Group Supports</i>	We currently have a Literacy/ELD Coach and we have a school-wide professional development focus on Language/Literacy. Middle school is cohorted based on foundational literacy needs and phonics needs. We have AAMA and AAFE classes.	We have been prioritizing our budget to hire literacy content coach (Title I). We prioritize ELD and keep our subgroups in mind when designing our master schedule. Developing systems of how to implement scheduling of middle school classes with teacher and multiple stakeholder feedback and input when scheduling.
<i>LCAP Goal 3: Student & Family Engagement</i>	We have a strong team of support staff: CSM, case workers, culture keepers, etc. and we are hiring a 0.5 Family liaison. We host celebrations including icecream and pizza for academic success and growth and field trips like outdoor camping/ hiking trips and college trips. Each marking period there are grade level community meetings and weekly we have advisory. We offer peer to peer mentoring, after school programming, a family resource center, and family conference twice per year.	We have a system and staff dedicated to supporting field trips at every level We have an athletic director to support our sports program. The 4 Ps are our school motto and that ties into celebrating academic success. We have a robust mentoring class and program on campus. Additonally, we have a 1.0 Community School Manager that supports the Family Center.
<i>LCAP Goal 4: Staff Supports</i>	We have two dedicated coaches that prioritizes first year teachers. We have a strong hiring process and team that has been refined over the years. We were fully staffed day one of school starting.	We priortize budgeting needs related to hiring high quality teachers and staff. Staff votes on a hiring committee and there is buy-in for the hiring process. Having hiring leads that are veteran staff members at MPA. New hires are supported immediately when hired.

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	More family outreach and building trusting relationships
<i>LCAP Goal 2: Focal Student Group Supports</i>	Assessment data is not always accurate based on student engagement and completion rates. Black/AA students are a minority group in the school community. Attendance is not high for subgroups. A lot of turnover in our SPED dept.	Changing demographics of the neighborhood due to gentrification and charter schools. We do not have quality systems for student progress and not a lot of teaching about how language works across the school site.
<i>LCAP Goal 3: Student & Family Engagement</i>	We have a communication gap with our families and community. Title I parent funds will be utilized to provide translation services for parents to participate in meetings. Additionally there are multiple families we have no contact with. Some of our students and parents do not know how to access technology and communication tools. New teachers struggle with communication. Lastly, there are some issues with updating contact information in Aeries and Jupiter.	We are having trouble finding the right form of communication given language barriers and technology gaps. Families experience with communicating through apps, emails, and texts with teachers. Teachers still not consistently reaching out to families. There is reality of low salary and high cost of living contribute to teacher turnover. The incentives to be involved are lacking when other needs are competing for families.
<i>LCAP Goal 4: Staff Supports</i>	There is a small pool of teacher candidates that force us to hire individuals who may not be good fit. We are not getting high quality applicants. Struggle to meet the needs of professional development for differentiation of the staff. Title I will be utilized fund a TSA Instructional Coach to address this need.	Teachers are leaving due to low pay and moving to other districts. The challenges of working in an underresourced district and more underresourced school lead to teacher burnout.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Madison Park Academy Upper
School: Campus

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

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

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

Given our high turnover, having coaches to support teachers one-on-one has a significant impact on teachers who may be struggling in their first three years as an educator.

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

We want to continue funding coaches because our teachers believe it has a positive impact on their classroom instruction. They feel that they have someone to check in with and share ideas about new strategies.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
11-Month Teacher on Special Assignment (TSA)	i-Ready Reading at or above Mid-Grade	Coach all new teachers, provide cohesion from PD to classroom, support the growth and development of struggling teachers	Our Content coach is able to meet with 15+ teaches consistently to help them improve their practice. Our teachers report feeling the most supported by having a coach on site. This is the first year we are using iReady to test students reading scores so we do not growth data yet. We expect an increase in these reading scores next year with the support of our TSA.	We will continue funding two coaches to support with teacher development and retention.

<p>11-Month Teacher on Special Assignment (TSA)</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Coach all new teachers, provide cohesion from PD to classroom, support the growth and development of struggling teachers</p>	<p>Our Content coach is able to meet with 15+ teaches consistently to help them improve their practice. Our teachers report feeling the most supported by having a coach on site. Our baseline, after COVID-19, is that 76.37 percent of students have not met standard and 18.44 are approaching standard. We expect an increase in passing scores next year with support of our TSA.</p>	<p>We will continue funding two coaches to support with teacher development and retention.</p>
<p>Site Licences</p>	<p>Student Connectedness to School</p>	<p>Site Licences is used to make lessons interactive, allowing students to participate and provide feedback for instruction both live, and as a record for assessment. Also it is used to provide students and families routine access to grades and for communication and feedback about assignments and progress. We connect our Standards-Based Grades gradebook, which is a part of our SPSA goals for student achievement.</p>	<p>Students and staff enjoy using Peardeck. We recieve postive feedback from the system being accessible. Jupiter allows for students and staff to contact their teachers about their grades and keep up with assignments. In Fall 2022, we gave a survey asking students, "I feel like I'm part of the school", students responded 36.7% strongly agree or agree with this statement. With the purchase of these tools, we hope to increase this percent.</p>	<p>We will continue funding a site license like Peardeck. However, due to less funding we will not be using Jupiter and use a district system that is provided to communicate with families and students.</p>

<p>Stipend (OT) classified translation support</p>	<p>Student Connectedness to School</p>	<p>Stipend (OT) classified translation support and extended contracts for Hourly for Teacher Planning Time/Collaboration Time for ELLs, SPED, and ELD students</p>	<p>Our teachers are able to support students and families with their academic needs. We are able to stipend classified staff to provide translations support to our ELL families for better communication. In Fall 2022, we gave a survey asking students, "I feel like I'm part of the school", students responded 36.7% strongly agree or agree with this statement. With the purchase of these tools, we hope to increase this percent.</p>	<p>We will continue to fund this so we can communicate with families more effectively and support the academic needs of our ELL students.</p>
--	--	--	--	---

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Madison Park Academy Upper Campus

School ID: 215

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:

By the end of the 2022-2023 school year, MPA will have an increase of graduation rates to 98%, 35% of students will be on track to graduate by 11th grade, and 76% A-G completion.

School Theory of Change:

If MPA increases graduation rates, on track to graduate rates, and A-G completion, students will have met all requirements for graduation and have the skills and mastery to be competitive in college and career

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	All teachers will complete inquiry cycles to reflect on grading practices, standards-based grading, credit recovery options, and scaffolding supports for all students.	Leadership will develop professional development opportunities as a whole school, within departments, and within grade levels to implement strong teaching and grading practices that will directly impact graduation rates.	The PD calendar and grade distribution throughout the year will serve as our evidence of implementation.	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 1

1-2	All teachers will implement a college and career readiness assignment or project once per semester. Teachers will have access to professional development related to college and career readiness, A-G completion, and definitions of on-track to graduate. These resources will be able to impact teaching practice and understanding of impact of grading in the classroom and communicate with families clearly about expectations.	Leadership will develop professional development opportunities to share important college and career readiness resources with staff. The pathway coach and work-based learning liaison will support teachers in developing their college and career readiness activities.	Professional development agendas and college and career readiness activities in all classes.	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 1
1-3	The Future Center team will conduct 1:1 meetings with all senior students about their college and career readiness plans.	Leadership will develop a structure with the Future Center and EBC to schedule all senior check-ins during the summer and fall to ensure all students and families have a postsecondary plan.	We will track all check-ins and develop follow-up strategies to support students and families.	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 1
1-4	The Future Center team will develop monthly newsletters to engage families around college and career readiness resources, deadlines, and opportunities to ensure students are on track to graduate and have postsecondary plans.	Leadership will be sending out monthly communication to family and will collaborate with the Future Center team about messaging.	We will be able to track how many families access the newsletter and how many families engage with resources.	We have a communication gap with our families and community as only 45% of families are currently accessing our monthly newsletter. Additionally there are multiple families we have no contact with.	Tier 1

1-5	Advisory structure will move towards a model that has study hall sessions at least once per week and transcript reviews to ensure students are on track to graduate and are passing their classes.	Leadership will be editing the master schedule to include advisory everyday in the afternoon and communicate this with staff and students.	We will be able to track attendance in advisory and grade improvement for next year.	Our current on track to graduate rates have dropped over recent years due to COVID, distance learning, and lack of rigorous content taught in classes.	Tier 1
-----	--	--	--	--	--------

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

School Priority:	Students passing Algebra 1 in 9th grade.
School Theory of Change:	If MPA offers middle school math intervention classes, summer school for incoming 9th graders, and double block Algebra 1 for all 9th graders, then we will have more of our 9th graders pass Algebra 1 for the first time resulting in more students graduating high school.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	All advisors make contact with their students' families at least twice/year	Admin schedules two weeks of half days plus pays teachers to hold family conferences beyond their contract hours	Family conference documents and trackers	By the end of the 2	Tier 1
2-2	All teachers make positive (and other) phone calls home to all students at least once/year	Administrators will provide professional development training on how to contact families and will provide time to contact families.	Families feel more connected to the school community.	By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 80% and for 11th grade to 45%.	Tier 1

2-3	All advisors will host family conferences to review A-G requirements, Special Education, Accessing Counseling, A-G requirements, SRI scores	Administrators will provide parent workshops on topics such as, A-G requirements, Special Education, Accessing Counseling, A-G requirements, SRI scores, to prepare families to engage in conversations with their student's counselor and advisor.	Families engage with the school on methods to help improve their student's education	By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 80% and for 11th grade to 45%.	Tier 1
2-4	All teachers will submit accurate grades	Administration will provide school-wide events to honor 3.0 students	MPA Honor roll night	By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 80% and for 11th grade to 45%.	Tier 1
2-5	All teachers maintain accurate classroom attendance	Administration will supervise the Attendance Team to provide quarterly school-wide events to honor students with perfect and most improved Attendance Toolkit. Additionally, the team will create and implement an MTSS Attendance Plan.	MPA Attendance awards	By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 80% and for 11th grade to 45%.	Tier 1
2-6	Teacher will be training on and follow the School Safety Response Plan, Discipline Matrix, and Implementation of Police-Free Guidance.	Admin complete and submit School Site Safety Response Plan, Discipline Matrix and implementation of Police Free Guidance	Plan is submitted	By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 80% and for 11th grade to 45%.	Tier 1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Priority:		To continue building out our student and family resources.			
School Theory of Change:		<p>If we continue to provide spaces for students and families to feel welcome and cared about, for example, the parent center, community closet, and food bank.</p> <p>If we continue to support parents on learning about A-G requirements, special education, standard-based grading, SRI scores, and counseling support.</p> <p>If we continue to train staff on best practices for building a strong connection with families, such as calling home to provide positive updates and utilizing technology to communicate with non-English speaking families.</p> <p>If we continue to increase tier 1 activities and honor students displaying PRIDE, PURPOSE, PERSEVERANCE, and POSSIBILITIES, such as MPA Honor Roll and Attendance awards.</p> <p>MPA students will graduate college, career, and community ready.</p>			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	All teachers will complete inquiry cycles to reflect on grading practices, standards-based grading, credit recovery options, and scaffolding supports for all students.	Leadership will develop professional development opportunities as a whole school, within departments, and within grade levels to implement strong teaching and grading practices that will directly impact graduation rates.	We have intentionally planned PD on Wednesdays where teachers have specific Wednesdays that they meet in grade levels, departments, are entire staff. This allows us to discuss grading practices in numerous spaces.	By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 80% and for 11th grade to 45%.	Tier 1

3-2	All teachers will implement a college and career readiness assignment or project once per semester. Teachers will have access to professional development related to college and career readiness, A-G completion, and definitions of on-track to graduate. These resources will be able to impact teaching practice and understanding of impact of grading in the classroom and communicate with families clearly about expectations.	Leadership will develop professional development opportunities to share important college and career readiness resources with staff. The pathway coach and work-based learning liaison will support teachers in developing their college and career readiness activities.	Our Pathway Coach and Work Based Liaison collaborate to plan assignments in advisory classes that are related to college and career readiness. In advisory class students had to complete an assignment on college and career options.	By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 80% and for 11th grade to 45%.	Tier 1
3-3	The Future Center team will conduct 1:1 meetings with all senior students about their college and career readiness plans.	Leadership will develop a structure with the Future Center and EBC to schedule all senior check-ins during the summer and fall to ensure all students and families have a postsecondary plan.	Our senior capstone teacher tracks the progress of students and meets with the Future team weekly to create action plans for students.	By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 80% and for 11th grade to 45%.	Tier 1
3-4	The Future Center team will develop monthly newsletters to engage families around college and career readiness resources, deadlines, and opportunities to ensure students are on track to graduate and have postsecondary plans.	Leadership will be sending out monthly communication to family and will collaborate with the Future Center team about messaging.	There is a newsletter and google classroom that is utilized to send messages home to families. Additionally, we hold grade-level family meetings to communicate about college and career readiness and opportunities for students.	By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 80% and for 11th grade to 45%.	Tier 1

3-5	Advisory structure will move towards a model that has study hall sessions at least once per week and transcript reviews to ensure students are on track to graduate and are passing their classes.	Leadership will be editing the master schedule to include advisory everyday in the afternoon and communicate this with staff and students.	We will be able to track attendance in advisory and grade improvement for next year. Advisees hold family conferences and support with creating action plans for student success.	By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 80% and for 11th grade to 45%.	Tier 1
-----	--	--	---	--	--------

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

School Priority:	Hire and retain strong teachers who teach culturally responsive pedagogy
School Theory of Change:	If MPA implements a robust hiring process, coaches and supports teachers to be effective and stay engaged in their practice, foster distributed leadership, and staff wellness, more teachers will stay thereby supporting more students' academic success.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will receive coaching from TSA.	New hires will be paired with a coach to support in their first two years at MPA.	Our teacher retention increased this year.	By the end of 23-24, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10%.	Tier 1
4-2	Robust and well trained hiring committee starts early to identify and recruit quality teachers	Hire strong teachers	Teachers choose to stay at MPA past year 3.	By the end of 23-24, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10%.	Tier 1

4-3	Teachers will host student teachers and college volunteers from various teaching credential programs including BTEP and Calt Teach through UC Berkeley.	Partnership with credentialing programs.	Hiring student teachers and volunteers as full-time staff	By the end of 23-24, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10%.	Tier 1
-----	---	--	---	---	--------

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

School Priority:	Increase the attendance rate and engagement levels of our black students				
School Theory of Change:	47% of our black students are in moderate to severe category for attendance.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>Black students and families</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Case management focused specifically on black students	Supporting with data tracking of students with case management support.	Black students will have a trusted adult on campus to have daily or weekly check-ins.	By the end of the 23-24 school year, we will increase our on track to graduate for 9th grade to 80% and for 11th grade to 45%.	Tier 2
5-2	We are offering three classes next year focused on our black student: MS AAFE, HS AAMA, HS AAFA (MS AAMA TBD)	Reschedule teaching loads	Black students will have a safe space to discuss identity, academics, and support student growth. Student attendance for Black students has increased.	By the end of the 23-24 school year, 17% or less of the student population will be considered chronically absent.	Tier 2

5-3	Teachers identify black students in 8th grade and 9th grade who meet the qualifications for the advanced math track. Teachers conference with the students and families as necessary to get these students to sign up for the advanced math track which will increase their engagement in more rigorous and challenging math coursework.	Look at percent of black students who signed up for the advanced track and make sure this mirrors are overall population.	Black students and their families will receive communication from the school explaining the advanced math track and its benefits. Black students enroll in AP Calculus class.	By the end of the 23-24 school year, 17% or less of the student population will be considered chronically absent.	Tier 2
5-4	Teachers will host a black student union during lunch.	Support this club with funding and allow them to plan activities for advisory for the whole school.	Advisory slides and black student union meeting notes.	By the end of the 23-24 school year, 17% or less of the student population will be considered chronically absent.	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

(see [Stages of ELD instructions and resources](#))

School Priority:	English Learners Reading Multiple Years Below Grade Level
School Theory of Change:	If MPA implements a literacy intervention program to support the language and Lexile growth of all ELL students reading below 750L, hire a Newcomer teacher to support language growth for ELL students who are Year 1-2 to the US, and maintain an Instructional Teacher Leader to develop and deliver professional development to teachers on best practices for supporting ELLs/Newcomers, then more ELL students will make increased Lexile growth (as measured by SRI) and reclassify from EL/LTEL to RFEP.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	All teachers create daily language objectives aligned to their content objective that prioritize the oral academic language and literacy development of ELLs.	PD: Create a focused, coherent, long-term professional development plan that supports teachers to create language learning objectives for content areas and prioritizes oral academic language and literacy development of ELLs.	Language objectives are up in every classroom and tied to the content objective and practice (daily)	By the end of 23-24, students that are multiple years below grade level will grow in their reading inventory score by 100 points and reduce the number of students that are multiple years below grade level to 35%.	Tier 1
6-2	Teachers complete a task analysis to identify language demands and intentionally plan a lesson/unit with student output and strategic supports in place.	Coaching: Provide weekly coaching sessions for teachers to unpack tasks and texts for language demands in order to inform language objectives for ELLs.	Progress monitor for scaffolds to support (accelerated) language learning and create intentional groups based on need and mastery of skills.	By the end of 23-24, students that are multiple years below grade level will grow in their reading inventory score by 100 points and reduce the number of students that are multiple years below grade level to 35%.	Tier 2

6-3	ELD teachers will differentiate class activities to include SIPPS, tier 2 vocabulary, and reading intervention skills for students consistently reading below 500 Lexile and those with phonics gaps.	Scheduling: In the master schedule, develop specialized EL/LTEL classes that are differentiated according to student level in order to appropriately target and accelerate learning and target engagement (separate class for students needing SIPPS and Tier 3 reading support).	Progress monitor SIPPS mastery assessments and Lexile growth. Teachers embed vocabulary-building activities in their lessons.	By the end of 23-24, students that are multiple years below grade level will grow in their reading inventory score by 100 points and reduce the number of students that are multiple years below grade level to 35%. By the end of the 23-24 school year, a total of 10 home visits will occur for students who are chronically absent.	Tier 3
6-4	Teachers will participate in walkthroughs as observers and host classrooms and be receptive to feedback.	Walkthroughs: Do principal walkthroughs with a focus on ELL student participation (reading, writing, speaking, listening, off task) and discuss results with the whole staff and select teachers.	ELL students are actively participating in classes: oral participation and written participation of ELLs can be seen as frequently as other students in the class.	By the end of 23-24, students that are multiple years below grade level will grow in their reading inventory score by 100 points and reduce the number of students that are multiple years below grade level to 35%.	Tier 2

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Subagreement over \$25K	\$149,995	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will host a black student union during lunch.	215-1
Consultant Contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support this club with funding and allow them to plan activities for advisory for the whole school.	215-2
Assistant, Newcomer Learning Lab	\$31,947	California Community Schools Partnership Program	2205	Classified Support Salaries	9211	Assistant, Newcomer Learning Lab	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	ELD teachers will differentiate class activities to include SIPPS, tier 2 vocabulary, and reading intervention skills for students consistently reading below 500 Lexile and those with phonics gaps.	215-3
Restorative Justice Facilitator	\$135,185	California Community Schools Partnership Program	2205	Classified Support Salaries	9461	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Support this club with funding and allow them to plan activities for advisory for the whole school.	215-4
Family/Parent Liaison	\$50,231	California Community Schools Partnership Program	2405	Clerical Salaries	9463	Family/Parent Liaison	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will be sending out monthly communication to family and will collaborate with the Future Center team about messaging.	215-5
Case Manager	\$114,442	California Community Schools Partnership Program	2405	Clerical Salaries	8858	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Case management focused specifically on black students	215-6
Supplies	\$18,196	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Case management focused specifically on black students	215-7
Conference	\$15,000	Educator Effectiveness Grant	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Reading Inventory (RI) Growth of One Year or More	Coaching: Provide weekly coaching sessions for teachers to unpack tasks and texts for language demands in order to inform language objectives for ELLs.	215-8

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Teachers will participate in walkthroughs as observers and host classrooms and be receptive to feedback.	215-9
STIP Teacher	\$99,477	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Teachers will participate in walkthroughs as observers and host classrooms and be receptive to feedback.	215-10
Teacher Stipends: Department Leads & CC	\$12,575	LCFF Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	All teachers will implement a college and career readiness assignment or project once per semester. Teachers will have access to professional development related to college and career readiness, A-G completion, and definitions of on-track to graduate. These resources will be able to impact teaching practice and understanding of impact of grading in the classroom and communicate with families clearly about expectations.	215-11
Clerical OT	\$2,500	LCFF Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers will receive coaching from TSA.	215-12
SUPPLIES	\$15,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	PD: Create a focused, coherent, long-term professional development plan that supports teachers to create language learning objectives for content areas and prioritizes oral academic language and literacy development of ELLS.	215-13
Uniforms	\$8,000	LCFF Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	All advisors make contact with their students' families at least twice/year	215-14

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2023.	\$2,300	LCFF Discretionary	4399	Unallocated	n/a	n/a	n/a	n/a	Chronic Absenteeism	Teachers identify black students in 8th grade and 9th grade who meet the qualifications for the advanced math track. Teachers conference with the students and families as necessary to get these students to sign up for the advanced math track which will increase their engagement in more rigorous and challenging math coursework.	215-15
Membership Dues	\$2,000	LCFF Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Supporting with data tracking of students with case management support.	215-16
Copy Maintenance	\$8,000	LCFF Discretionary	5610	Equip Maintenance Agreeemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Teachers identify black students in 8th grade and 9th grade who meet the qualifications for the advanced math track. Teachers conference with the students and families as necessary to get these students to sign up for the advanced math track which will increase their engagement in more rigorous and challenging math coursework.	215-17
Copy machine purchase	\$10,000	LCFF Discretionary	6425	Duplicat Equipment >= \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	All advisors make contact with their students' families at least twice/year	215-18
11-Month Classroom Teacher on Special Assignment (TSA)	\$86,743	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	4616	11-Month Classroom Teacher on Special Assignment (TSA)	0.60	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Administrators will provide professional devleopment training on how to contact families and will provide time to contact families.	215-19

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Extended Contracts (Planning time, etc.)	\$10,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	All teachers make positive (and other) phone calls home to all students at least once/year	215-20
Counselor	\$79,081	LCFF Supplemental	1205	Certificated Pupil Support Salaries	1603	Counselor	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	The Future Center team will develop monthly newsletters to engage families around college and career readiness resources, deadlines, and opportunities to ensure students are on track to graduate and have postsecondary plans.	215-21
Assistant, Newcomer Learning Lab	\$39,046	LCFF Supplemental	2205	Classified Support Salaries	9211	Assistant, Newcomer Learning Lab	0.55	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	We are offering three classes next year focused on our black student: MS AAFE, HS AAMA, HS AAFA (MS AAMA TBD)	215-22
Community Relations Assistant II, Bilingual	\$45,107	LCFF Supplemental	2205	Classified Support Salaries	815	Community Relations Assistant II, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Advisory structure will move towards a model that has study hall sessions at least once per week and transcript reviews to ensure students are on track to graduate and are passing their classes.	215-23
Restorative Justice Facilitator	\$156,406	LCFF Supplemental	2205	Classified Support Salaries	7742	Restorative Justice Facilitator	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Out-of-School Suspensions	Case management focused specifically on black students	215-24
Books other than Textbooks	\$5,489	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	On Track to Graduate: 11th Grade	Advisory structure will move towards a model that has study hall sessions at least once per week and transcript reviews to ensure students are on track to graduate and are passing their classes.	215-25
Books other than textbooks	\$14,864	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	We are offering three classes next year focused on our black student: MS AAFE, HS AAMA, HS AAFA (MS AAMA TBD)	215-26

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Uniforms	\$10,000	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Leadership will be sending out monthly communication to family and will collaborate with the Future Center team about messaging.	215-27
Supplemental supplies	\$44,590	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Walkthroughs: Do principal walkthroughs with a focus on ELL student participation (reading, writing, speaking, listening, off task) and discuss results with the whole staff and select teachers.	215-28
Refreshments	\$5,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support this club with funding and allow them to plan activities for advisory for the whole school.	215-29
Site Licenses	\$10,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	All teachers create daily language objectives aligned to their content objective that prioritize the oral academic language and literacy development of ELLs.	215-30
Library Technician	\$66,917	Measure G, Library Support	2205	Classified Support Salaries	8594	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Leadership will be editing the master schedule to include advisory everyday in the afternoon and communicate this with staff and students.	215-31
Teacher, Structured English Immersion	\$129,500	Measure G1	1105	Certificated Teachers' Salaries	2474	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	The Future Center team will develop monthly newsletters to engage families around college and career readiness resources, deadlines, and opportunities to ensure students are on track to graduate and have postsecondary plans.	215-32
Supplies	\$39,008	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Look at percent of black students who signed up for the advaced track and make sure this mirrors are overall population.	215-33

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$126,723	Measure N	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	We are offering three classes next year focused on our black student: MS AAFE, HS AAMA, HS AAFA (MS AAMA TBD)	215-34
Specialist, College/Career Readiness	\$126,716	Measure N	2205	Classified Support Salaries	7740	Specialist, College/Career Readiness	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All teachers will implement a college and career readiness assignment or project once per semester. Teachers will have access to professional development related to college and career readiness, A-G completion, and definitions of on-track to graduate. These resources will be able to impact teaching practice and understanding of impact of grading in the classroom and communicate with families clearly about expectations.	215-35
Coach, College/Career Pathways	\$73,198	Measure N	2305	Classified Supervisors' and Administrators' Salaries	2472	Coach, College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All teachers create daily language objectives aligned to their content objective that prioritize the oral academic language and literacy development of ELLs.	215-36
To be allocated in Fall 2023.	\$20,163	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	All teachers will implement a college and career readiness assignment or project once per semester. Teachers will have access to professional development related to college and career readiness, A-G completion, and definitions of on-track to graduate. These resources will be able to impact teaching practice and understanding of impact of grading in the classroom and communicate with families clearly about expectations.	215-37
Social Worker	\$74,277	Salesforce Principal Innovation Fund	1205	Certificated Pupil Support Salaries	7925	Social Worker	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Supporting with data tracking of students with case management support.	215-38

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$36,268	Salesforce Principal Innovation Fund	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	PD: Create a focused, coherent, long-term professional development plan that supports teachers to create language learning objectives for content areas and prioritizes oral academic language and literacy development of ELLS.	215-39
Stipend (OT) Classified- Translation	\$3,430	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	All advisors make contact with their students' families at least twice/year	215-40
To be allocated in Fall 2023.	\$3,000	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Case management focused specifically on black students	215-41
11-Month Classroom Teacher on Special Assignment (TSA)	\$57,828	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	4616	11-Month Classroom Teacher on Special Assignment (TSA)	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	Coaching: Provide weekly coaching sessions for teachers to unpack tasks and texts for language demands in order to inform language objectives for ELLs.	215-42
11-Month Classroom Teacher on Special Assignment (TSA)	\$174,934	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	6123	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Coaching: Provide weekly coaching sessions for teachers to unpack tasks and texts for language demands in order to inform language objectives for ELLs.	215-43
To be allocated in Fall 2023.	\$8,362	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Support this club with funding and allow them to plan activities for advisory for the whole school.	215-44
Academic Mentor	\$16,075	Title IV, Part A Student Support & Academic Enrichment	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	The Future Center team will conduct 1:1 meetings with all senior students about their college and career readiness plans.	215-45



Title I, Part A School Parent and Family Engagement Policy

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

Madison Park Academy 6-12

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:

- Providing access to student's grades through JupiterEd, which also automatically emails grades to families on a weekly basis.
- Hosting student-led family conferences twice a year.
- Grading assignments by proficiency level in reference to standards, with opportunities to revise grades upon request.

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

- Hosting parent meetings, workshops, and community events.
- Offering a robust support system addressing mental, social-emotional, and physical health needs and case management.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Inviting parents to attend the School Site Council meetings.
- Including the Family Involvement Policy and Home-School Compact in the MPA handbook.

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

- Presenting Title I information at back to school nights, and parent & SSC meetings.

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

- Distributing the MPA Handbook to families, Teacher syllabi, and student-led family 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:

- ParentSquare, robocalls, and flyers as is appropriate.

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:

- Letting any teacher or office staff know you are interested and when you are available.

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:

- Reviewing a student's performance, challenges, and goals during student-led family 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:

- Offering professional development on engaging and supporting families
- Soliciting feedback from parents during regular parent meetings
- Inviting parents to attend and speak during staff meetings when appropriate to the topic.

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

- Reaching out to teachers by phone, email, Jupiter, or ParentSquare, to converse about your student or set up a meeting for more serious concerns.

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:

- Invitation to attend and participate in the School Site Council’s 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:

- Providing translation services and making accommodations based on individual needs.

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

- Staffing a full-time parent liaison, the community manager to support parent engagement with the school and their child’s education.

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 parent meetings and workshops on topics based on the needs and aspirations heard from parent and community input.

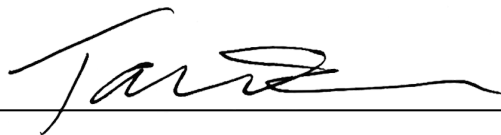
If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was jointly developed and adopted by Madison Park Academy’s School Site Council on November 10, 2022, and will be in effect thereafter through May 25, 2023.

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

Tanisha Garrett
10, 2022



November

Principal’s Name

Signature of Principal

Date



MPA School-Parent Compact 2022-23

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 2022-23 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.**
 - Instilling the MPA way with values of Pride, Purpose, Perseverance, and Possibilities.
 - Students are learning grade-level content aligned to Common Core standards. Students are graded based upon a proficiency scale that encourages growth mindset and opportunities to reassess proficiency.
 - Each student has an advisory class which focuses on building community and involvement in school culture. Each student sets personal and academic goals with their advisor, and reviews them during student-led family conferences.
 - For personal support, MPA offers services such as mindfulness workshops, mentoring with elder students, Restorative Justice, and Counseling.
 - For academic support, MPA offers after school tutoring programs, intervention and credit recovery classes.

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

This compact is given to families during orientation and is in the MPA handbook. Students also review their expectations in advisory.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Families are automatically emailed grades on a weekly basis from our JupiterEd gradebook. Families are also invited to sign in to see live grades and communicate with teachers. We reach out to every parent to attend a student-led family conference in the fall and spring semesters.

- 4) Provide parents reasonable access to staff.**

Parents are introduced to staff at back to school night. They are also able to message any staff through JupiterEd. Teachers provide contact information to families in their syllabi or other communications.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

Translation services are provided at major events, such as parent meetings, back to school night, and project expos, and at smaller meetings as staffing allows.

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

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

- 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.**

Our climate and culture team and professional development encourages an asset-based approach to our work, valuing parents and family members as partners in the education of our students.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

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

Parent Responsibilities

We believe that parents & family are the child's first and most important teachers. We will encourage learning and success in school. As a parent, I will support my child's learning in the following ways:

- Bring and pick up my child on time every day.
- Read or hear all school rules and expectations of respect, and follow them
- Talk with my child about his/her school activities every day.
- Promote positive use of my child's extracurricular time.
 - Have my child read at least 30 minutes every day. (books, newspapers, blogs, magazines—*not* social media)
 - Monitor and provide healthy limits to the amount of time my child spends with technology for entertainment.
 - Make sure that my child gets enough sleep and has a healthy diet.
 - Provide a quiet place and time for my child to do schoolwork, and we will ensure the work is returned to school..
- Participate in decisions related to the education of my child.
- Promptly respond to messages from Madison Park Academy.
- Help my child's school however we can.
- Attend back to school night, parent conferences, open house, and other school events whenever possible.
- Volunteer at the school site or in my child's classroom if possible.
- Contact the school whenever we have concerns. Make an effort to be aware of my child's grades through "Jupiter." (I can contact their advisor for login information, but I should check for grades emailed to me every week)
- If my contact information (phone, email, address, etc) changes I will update the school by contacting the office or attendance clerk. Please do this within a week of your change so you do not miss important communications.

Teacher Responsibilities

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

TEACHER DUH's

- Be on time
- Be respectful, Be encouraging, Be empathetic
- Be creative and imaginative
- Be patient
- Be yourself and be honest- Keep it real! We want to get to know you.
- Be prepared with your lessons and be organized
- Be friendly, and welcoming- get to know students!
- Make learning FUN
- Make the topic of lessons relevant to students

Do's and Duhs for High School Students

DO's

- Do Respect (you get what you give)
- Do have fun (within limits)
- Do you (be yourself)
- Do be open to new things (like a new program or class)
- Do be inspired and inspirational
- Do be imaginative and creative
- Do be responsible, watch your language, be in control
- Do be a leader (take the first step)
- Do be accepting of others
- Do share
- Do be kind to the space (pick up after yourself)
- Read at home for 30 minutes every day (books, newspapers, blogs, magazines—*not* social media)

DUHs

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

Do's and Duhs for Middle School Students

DO's

- Do Respect (you get what you give)
- Do have fun (within limits)
- Do you (be yourself)
- Do be open to new things (like a new program or class)
- Do be inspired and inspirational
- Do be imaginative and creative
- Do be responsible, watch your language, be in control
- Do be a leader (take the first step)
- Do be accepting of others
- Do share
- Do be kind to the space (pick up after yourself)
- Read at home for 30 minutes every day (books, newspapers, blogs, magazines—*not* social media)

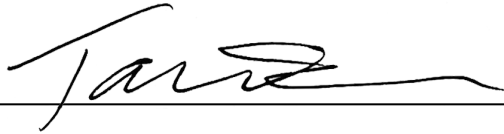
DUH's

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

This policy was jointly developed and adopted by Madison Park Academy's School Site Council on November 18, 2021, and will be in effect thereafter through May 25, 2023.

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, 2022.

Tanisha Garrett
8, 2022



September

Principal's Name

Signature of Principal

Date



Strategic Resource Planning (SRP)

MADISON PARK ACADEMY
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Marina Munoz
Vice Chairperson:	Victor Acevez
Secretary:	Henry Grunau

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Tanisha Garrett	✓					1
Trina Brown		✓				1
Hank Grunau		✓				1
Peatro Knight		✓				1
Karl Langer-Croager		✓				1
Francisco Alvarado			✓			1
Vanessa Gutierrez				✓		1
Marina Muñoz				✓		1
Tiffany McDermott				✓		1
Victor Acevez					✓	1
Jesus Gijon					✓	1
Bella Vazquez					✓	1

SSC Meeting Schedule: (Day/Month/Time)	2nd Thursday at 4pm over zoom https://ousd.zoom.us/j/82748537799
--	--

SSC Legal Requirements (EC Sections 65000-65001):

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

