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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 Primary

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

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

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

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

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

Attachment(s)

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



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Madison Park Academy Primary
CDS Code: 1612596002182
Principal: Elaina Amos
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: Elaina Amos

Position: Principal

Address: 470 El Paseo Drive
Oakland, CA 94603

Telephone: 510-636-7919

Email: elaina.amos@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/31/2023

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 Primary **Site Number:** 154

- | | | |
|--|--|--|
| <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: 5/31/2023

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

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

Elaina Amos <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	<i>Elaina Amos</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/31/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date
Maria Fragoso <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	<i>Maria Fragoso</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/31/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date
Monica Thomas <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	<i>Monica Thomas</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	6/5/23 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	6/5/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date

2023-24 SPSA ENGAGEMENT TIMELINE

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

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

Date	Stakeholder Group	Engagement Description
1/30/23	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/6/2023	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/28/2023	Student Site Council	Review budget priorities and share rationale and overview of site plan.
3/1/2023	Faculty & SSC combined	Review budget including planned strategies & activities for 2020-2021. Documented feedback for ILT review.

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded 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	\$97,990.00
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	\$445,131.43

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)	\$89,625	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$15,720	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,390	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$200,175	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$5,975	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)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$97,990	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$347,141	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$445,131
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 Primary

School ID: 154

School Description

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

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

School Mission and Vision

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

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
53.4%	46.6%	51.9%	8.7%	2.3%	0.4%	97.0%	12.0%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
20.3%	2.3%	63.2%	1.9%	0.0%	7.1%	0.0%	2.6%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: Increase by 20 percentage points number of students reading at grade level 2-5 according to iReady Diagnostic and SBAC.
85% of students K-1 reading at grade level according to iReady Diagnostic and SIPPS Mastery assessments.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	27.8%	7.7%	<i>not available until Fall 2023</i>	50.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	19.5%	6.8%	<i>not available until Fall 2023</i>	50.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	20.6%	12.2%	<i>not available until Fall 2023</i>	50.0%

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	-59.8	n/a	-75.4	<i>not available until Fall 2023</i>	-27.8
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	10.5%	8.7%	<i>not available until Fall 2023</i>	20.0%

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	-73.9	n/a	-85.1	<i>not available until Fall 2023</i>	-27.8
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	7.3%	<i>not available until Fall 2023</i>	30.0%
CAST (Science) at or above Standard	All Students	6.8%	n/a	10.0%	<i>not available until Fall 2023</i>	14.0%

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

School Goal for Targeted Supports for Focal Student Groups: Focal groups will acceleration in Reading and Math through small group instruction as measured by iReady, and SBAC. Also 50% of students will reclassify by the End of the Year.

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	-103.4	n/a	-146.8	<i>not available until Fall 2023</i>	-56.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-66.4	n/a	-87.7	<i>not available until Fall 2023</i>	-36.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	5.3%	21.4%	<i>not available until Fall 2023</i>	13.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-120.1	n/a	-158.6	<i>not available until Fall 2023</i>	-71.4
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-79.5	n/a	-111.2	<i>not available until Fall 2023</i>	-46.9

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	5.4%	2.1%	11.8%	<i>not available until Fall 2023</i>	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	50.0%

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

School Goal for Student & Family Engagement: Decreased Chronic Absensteesm by 50% (7 % total) and increase student connectivity according CHKS.

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	78.3%	72.7%	0.0%	<i>not available until Fall 2023</i>	90.0%
Out-of-School Suspensions	All Students	0.7%	n/a	1.4%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	1.3%	n/a	1.4%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	2.2%	n/a	1.4%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	16.7%	29.6%	66.1%	<i>not available until Fall 2023</i>	13.0%
Chronic Absenteeism	African American Students	19.1%	38.0%	62.7%	<i>not available until Fall 2023</i>	8.0%

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

School Goal for High-Quality Staff: MPA Primary will create a supportive environment by hosting effective professional development, coaching and observation, and celebratory occasions that maintain 90% staff retention. MPA Primary will focus on creating a school where all Staff respond positively to CHKS survey that they feel our school promotes trust and collegiality.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	66.7%	66.7%	67.6%	<i>not available until Fall 2023</i>	90.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Standards Aligned Curriculum; Standards aligned planning and execution, students have repeated exposure to standards aligned online assessments and content. Teachers are consistently implementing EL Education and SIPPS.	Observation/Feedback has shown that teachers are consistently implementing EL Education and SIPPS as part of their daily schedules, along with tools for assessment and conferring. Most teachers assessing at district benchmarks: DIBELS, SRI, iReady Standard Mastery using this data to drive instruction and others daily conferring for small group teach points.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Students have access to leveled reading, science notebooking, small group instruction and acceleration from partners: Reading Partners, extended day Late Bird Intervention. According AA student have increased grade proficiency by 10% based on the iReady mid year diagnostic. Also, our Special Education students have increased proficiency	Students are developing solid skills for agency, authority, and ownership in workshop time for ELA and Mathematics. Students who are struggling are immediately identified based on BOY assessments for reading and mathematics for acceleration programs: Reading Partners, Late Bird Intervention. Teachers are also developing strong instructional models for independence using Aggressive Monitoring and conferring laps in all content areas.
<i>LCAP Goal 3: Student & Family Engagement</i>	Weekly Attendance, COST, and Family Success Meetings with the specified teams. SSTs are put into place immediately for students with chronic and moderate absences. Attendance awards for classes at the First Friday assemblies.	The Attendance Team meets bi weekly to discuss and implement plans for students who have chronic and moderate absences. The Attendance Team completes home visits, makes Family Success Meetings, and is always updating teachers and families about the state of a student's attendance. Every teacher is aware of what it means to have satisfactory attendance (75%) and the class with the highest satisfactory attendance is awarded the <i>Valuing Our Instructional Minutes</i> award at the First Friday assembly.

<i>LCAP Goal 4: Staff Supports</i>	Teachers and students are also developing methods for collecting and reflecting on the data in real-time, using it formatively, and not waiting for the summative assessment to make adjustments in instruction.	Teachers and students have just started to analyze formative data collected through an intense focus on the teaching and learning process in ELA and Mathematics. Using this same process schoolwide in protected PLC time, teachers are learning and implementing best practices for adjusting instruction, collecting and sharing data, and reflecting on next steps. Staff have just begun to analyze data and discussing how equity / race and power pushed or stagered student progress in schoolwide design thinking challenges focused on Students with Individualized Learning Plans, Pacific Islander and African American students. Parents need 1:1 connections with a person on staff who is knowledgeable in instruction and additional support systems.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	We need additional supports in mathematics for students who need help with their foundational skills. We have a number of students that need additional support and practice with fact fluency.	We currently do not have any partnerships with organizations that specialize in math. Also, we are short staff this year and do not have additional teachers that can teacher math acceleration.

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>Students who are identified as chronically absent tend to be less engaged. Many have missed foundational literacy learning and the teacher does not have the time or support to immediately backtrack and catch them up to speed.</p>	<p>Since the pandemic, attendance has dropped. Students often miss school when sick, or a family member is sick. With constant COVID, RSV, and flu surges, our students and families are more likely to miss school. Since those who are chronically absent have inconsistent attendance, it is hard for teachers to backtrack all the days missed to address unfinished learning. Having a CSM helps build/main the relationship between teachers and families. It also will help families feel more welcomed into the school and hopeful have student attend school more. Students who are chronically absent also have shown to score lower in their ELA assessment specifically around phonics, phological awareness, high frequency words and comprehension. The first 3 categories are heavily focused on in TK-2 but need additional time and support in 3-5. Teachers may benefit from professional development around accelerating learning, addressing unfinished learning without reducing rigor or grade-level content. Having a TSA would help because they can facilitate the coaching conversations and professional development.</p>
<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Although, we are increasing the number of families attending. We still have specific family populations we are trying to advertise out for and bring to events.</p>	<p>Family engagement varies depending on the family. Some have transportation conflicts, work conflicts and etc. We will continue to reach out and talk with families who have not attended to determine what we could do on our end to increase attendance for these specific family populations.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Time will always be a challenge. While we have PLC times built in, teachers often have to meet outside of their contracted hours to collaborate and plan. While we have always had strong relationships with families, we could do a better job at monitoring or tracking how often we are communicating and how we are relaying that information to the CSM, office staff, etc.</p>	<p>With the new math curriculum a lot of time is spent collaborating and familiarizing with the new content. As a school site we have high expectations. Teachers collaborate on 6 week plans, all contents and then have grade level PLCs to discuss other topics. Our teachers love collaborating, however the Wednesday planning time often feels short. In regards to monitoring communication, this is something the ILT will have to brainstorm. We do not want it to feel like just another spreadsheet or a burden on our teachers. This is somethign we will revisit for the upcoming 2023-2024 school year.</p>

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

School: Madison Park Academy Primary

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.

This year's SPSA has gone well. We have been working on and creating a sustainable system for focusing on the high impact standards for ELA in grade K-5. In Grades K-5 we are returning to our implementation of a recursive cycle of choosing and planning and assessing for a high impact standard using the SIPPS, iReady, and EL Education curriculum. The curriculum analysis helps drive the work done in our afterschool teacher led skills classes. Students who are attending multiple acceleration programs are showing atleast one year of growth.

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

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

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

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

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/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?
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11-Month Teacher on Special Assignment (TSA)	SBAC ELA Distance from Standard Met	Provide coaching and observation to all teaching staff. Review data for all classes to create action plans that will accelerate student growth.	The coaching and feedback is working really well. The TSA coaches 4 new teachers, and 2 Early Lit Tutors. 100% of teachers expressed they enjoyed the weekly feedback around classroom structures and the detailed planning sessions. 100% of teachers and staff have reported growing as educators in their ability to review data reports and create plans for daily data collection that accelerate students overall yearly growth.	I would continue our TSA position.
CONTRACTS (READING PARTNERS)	Reading Inventory (RI) Growth of One Year or More	RP provides 1:1 literacy support to our students. This program focuses on increasing students reading fluency and efficacy during each session.	Currently, Reading Partners digital platform is working for our students. 70% of students enrolled in R.P and who consistently attend have shown more confidence in their reading. However, we have some students who have been in Reading Partners for multiple years and still have not shown growth. The remaining 30% that have not grown need new acceleration programs.	An evaluation will need to be complete for all students currently enrolled in MPA. This will help determine which students should be prioritized for next year's enrollment.
Et/Ot for translation	Student Connectedness to School	Classified Staff worked overtime to translate at afternoon meetings, weekend family engagement events.	50% of families appreciate translation services from a familiar faces. We have been able to increase the number of family data conferences from 2 to 4 per year.	I will continue the Classified Staff overtime.
TECHNOLOGY	On Track to Graduate: 9th Grade	This was not purchased this year due to district supplying	Cannot be evaluated due to it not being purchased this school year.	See other box

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

School: Madison Park Academy Primary

School ID: 154

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Mathematics - Curricular Planning and Lesson Facilitation

School Theory of Change:

WE PERSERVE THROUGH COMPLEX PROBLEMS BY THINKING CRITICALLY
 If we implement an anti-racist learning culture where student learning drives all decision making, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then every policy of the school ensures that everyone thrives and ALL teachers consistently implement the math curriculum in protected time for Math Core and Math Workshop time with integrity and consistently then students will show increased academic mastery growth on iReady Standards Mastery for Math, SBAC Math Performance Tasks, and the SBAC Math Summative Assessment.

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	Teachers learn and implement the Primary 3 Math Core Practices: Math Talk, 3 Reads, and Aggressive Monitoring in daily lessons thus cultivating positive math identities & agency, increasing student talk, & provide rich, grade appropriate lessons that prioritized conceptual understanding, procedural skill & fluency, and application.	PD Principal and TSA observe and provide specific timely feedback on implementation of the 3 Core Practices Principal and TSA implement a coaching cycle to support teacher capacity building of the 3 Core Practices Principal and TSA meet with each teacher for quarterly data meetings.	PLC schedules Student Assessment data		

1-2	Teachers engage in regular collaboration time in grade level PLCs to look at math standards, student work, assessments, data, and instruction.	Focus observation and feedback on the Instructional Core with particular attention to Task from the TSA and Admin. Ensure common planning time for grade levels in Math; Continue to develop a deep understanding of the Instructional Core, eliciting support at the Network level, and using appropriate observation tools that look first at task and content.	PLC schedules Student Assessment data		Tier 1
1-3	TK teachers use Creative Curriculum Teachers backwards plan using district required assessments and pacing guides	Schools provide a schedule for daily math instruction and weekly planning time for each grade level	GOLD assessments (TK only) School Instructional Schedules End of Unit assessments. i-Ready assessment data IAB assessment data		Tier 1
1-4	Use the MPA-P Intellectual Prep tool to create corrective instruction action plans based on identified trends and student misconceptions, identify why students may not have learned the concept, and plan what data will be collected.	"Explicitly train teachers in planning for standards mastery in unit and daily lesson plans. Provide regular planning time for each grade level. Principal and TSA meet with each teacher for quarterly data meetings. "	PD Deliverables Teacher IPP Tools Lesson and Unit plans Informal and Formal Learning Walks Student work Improved iReady proficiency		Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Priority:	Language and Literacy (EL Education/Benchmark Complex Text Focused & Foundational Skills Focused)
School Theory of Change:	WE MAKE POSSIBILITIES BY MASTERING CORE ACADEMIC CONTENT If we implement an anti-racist learning culture where student learning drives all decision making, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then every policy of the school ensures that everyone thrives and ALL teachers implement EL Education modules (including K-2 Labs and Skills; and 3-5 ALL block) with integrity, students receive systematic phonological awareness/phonics instruction then students will demonstrate increasing proficiency on assessments such as the RI, Interim Assessments, Unit Assessments, and SBAC ELA.
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	Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence.	<p>Provide PD curriculum implementation, observation & feedback on classroom practice</p> <p>Ensure teachers participate in PD on protocols and conversation cues</p> <p>Provide weekly PLC to analyze student language progress and plan</p> <p>ILT plan PD</p>	Student making meaning around the text, students actively having academic discussions during reading and before writing, lesson plans, observation tracker, coaching		Tier 1
2-2	In ALL Block, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facility small-group instruction of Language Dives.	<p>Provide PD on language dives</p> <p>Provide PD on guided reading</p> <p>Calibrate around using running records to inform guided reading instruction</p>	Guided reading schedule, observation tracker, lesson plans, coaching. Students transfer academic discussion ideas and language into writing for the end of unit performance task		Tier 2
2-3	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum	<p>Schools purchasing missing curricula</p> <p>Provide Professional/coaching development for new teachers</p> <p>Observation/Feedback focused on curriculum implementation and SIPPS</p>	SIPPS Mastery Test iReady Phonics data * For DL schools, include ASR Phonics data		Tier 1
2-4	Teachers progress monitoring with SIPPS mastery tests and regularly analyzing data.	Schools conducting regular data analysis in PLC and regular data meetings	SIPPS Mastery Test progress		Tier 2
2-5	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at standards, student work, curriculum embedded assessments, data, and instruction.	PLC schedules. Students increased participation (percentage) per assessment.		Tier 1

2-6	TK Teachers will implement the newly adopted curriculum to fidelity. They will engage multilingual learners in developing oral language and beginning phonological awareness skills across all content areas that support the whole child through an SEL and trauma informed lens.	Principal and TSA implement a coaching cycle to support teacher capacity building of high leverage practices.	Classroom observation and feedback cycles Implementation of adopted and aligned core TK curriculum, assessment, and report cards.		Tier 1
2-7	Teachers create a culture of evidence by holding expectations that all students can and will use evidence from text to support their claims and ideas.	Principal and TSA implement a coaching cycle to support teacher capacity building of high leverage practices.	Informal or Formal Learning Walk Data Observations from Instructional Coach		Tier 1
2-8	Teachers center conversation around the text, use strategic questioning to support learning for ALL students and use protocols and conversation cues to engage in meaning making.	Principal, TSA and Leadership Team provide PD that is inquiry base Principal, TSA and Leadership Team observe and provide specific, timely feedback on the implementation of TDQs and academic discussions protocols.	Informal or Formal Learning Walk Data Observations from Instructional Coach		Tier 1
2-9	Students will receive out of class support in reading in from 3Ls, Academic Mentors, and Reading Partners.				

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

School Priority:	
School Theory of Change:	WE ARE THE PRIDE OF PRIMARY. If we develop a culture where everyone in the school and the greater community acts upon the belief that all students are capable of learning at high levels, by ensuring our students engage in grade-level, standards-aligned learning, then all students will have greater opportunities and the necessary supports to be successful.
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	Teachers, families, the Attendance Team, RJCSM, TSA and Fred Finch will partner with families to develop attendance and instructional plans for chronically absent students; with additional planning and individualized outreach to community partners for homeless families.	School leadership will utilize the COST process to develop the attendance and academic plans. RJCSM will coordinate with all partners and school resources for at-home instructional practices in English Language Arts and Math, such as Sight Word Lists and Math Fact Fluency cards, and create welcoming circles for new students.	Reduce chronic absenteeism Meeting Agendas Attendance and Instructional Plans	Decreased Chronic Absensteesm by 50% (7 % total) and increase student connectivity according CHKS.	Tier 2
3-2	Teachers, families, the Fred Finch, and RJ CSM will partner to create individualized student sucess plans: course of action when emotions are triggered and reflection spaces. Staff will pull Students with Success Plans in quarterly empathy interviews / focus group discussion and communicate with staff how connected students are feeling and what immediate needs can be addressed to encourage students to express their feelings clearly and with staff to design responsive cultural interventions. These students will also be partnered with a critical friend, a peer, that will aid them in using their social emotional tools.	School leadership will utilize the COST meetings and planned individualized meetings to create behavioral plans aligned with social emotional models, such as PBIS and Restorative Justice. The RJ CSM will train all school staff on how to use circles in all spaces, this person will also train the students on how to be a good critical friend.	Meeting Agendas PBIS Learning Walk Restorative Circle PDs	Decreased Chronic Absensteesm by 50% (7 % total) and increase student connectivity according CHKS.	Tier 3

3-3	Teachers and TSA will use minimum days to schedule Family Success Meetings in the Fall and Spring to provide feedback to parents about students' academic progress.	Meet with COST Team weekly to support families/ planning based on site suspension, absence and URF data in support of classroom teacher needs to support students of concern. Family support log, resource handbook to aid families, site counselors, and ILT to support new and veteran teachers with student discipline and management structures in classrooms and common areas.	Family Success Meeting 6 week progress monitoring	Increase by 20 percentage points number of students reading at grade level 2-5 according to iReady Diagnostic and SBAC. 85% of students K-1 reading at grade level according to iReady Diagnostic and SIPPS Mastery assessments.	Tier 3
3-4	Maintain an anti-racist lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have atleast 1 staff member they are connected to.	Address issues of bias and race and build cultural competency to serve diverse students through ongoing professional learning, coaching, workshops/conferences and dialogue for teachers and staff	PD agendas/slides	MPA Primary will create a supportive enviornment by hosting effective professional development, coaching and observation, and celebratory occasions that maintain 90% staff retention. MPA Primary will focus on creating a school where all Staff respond positivly to CHKS survey that they feel our school promotes trust and collegiality.	Tier 1

3-5	Teachers actively build relationships with students and families. Teachers use practices including wellness checks. Teachers are committed to teaching and reinforcing core values (R). Teachers will teach and model Pride, Purpose, Perservance and Possibility consistently with students. Teachers will refer students using a COST form and will implement tier 1 structures.	Leadership will provide planning time during first cycle of inquiry so teachers can plan and review expectations. Support around implementation core values so that there is coherence and shared understanding. Leadership will provide observation and feedback connected to core values throughout the year but especially in the first 6 week of school. Leader ensures there is a clearly communicatd system of interventions .	Students Interview 4P's BOY Lessons PBIS Learning Walks	Decreased Chronic Absensteesm by 50% (7 % total) and increase student connectivity according CHKS.	Tier 1
3-6	School will host atleast 3 in person family centered events directly created from family and staff feedback.		Family Surveys Family Paricipation %	Decreased Chronic Absensteesm by 50% (7 % total) and increase student connectivity according CHKS.	

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

School Priority:	Ensure 100% of teachers and other school staff receive strong professional learning in core curriculum and instructional priorities
School Theory of Change:	WE MAKE POSSIBILITIES WITH A LEARNER MINDSET If we implement an anti-racist learning culture where assessing how bias impact student learning through progress monitoring, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within themselves then ALL teachers will plan/teach highly rigorous grade level appropriate lessons.
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?
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4-1	Use the MPA-P Intellectual Prep tool to create corrective instruction action plans based on identified trends and student misconceptions, identify why students may not have learned the concept, and plan what data will be collected.	83	Unit and Lesson Plans PD Observations from Principal and TSA		Tier 1
4-2	Teachers, the Special Education Department, and families will partner closely with each other to align best practices for Students with Disabilities. Special Education Team will attend all professional learnings delivered on site for teachers in all content areas. Enrichment teachers partner closely with Resource Specialist to provide technological supports, such as Text to Speech.	Resource Specialist attends all COST meetings to develop the instructional and/or behavioral plans for students. Resource Specialist is observed by the Principal to receive instructional feedback. Coaching and development for the Academic Mentors in pulling small groups, planning lessons, and managing behaviors.	Meeting Agendas PD for Academic Mentors		Tier 2
4-3	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze students work, ensure rigorous instructional tasks and common assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an expectations for an effective professional learning community.	Calendared PLC Times and agendas Scheduled learning walks and peer observations Observation tools Growth on PLC rubric		Tier 1
4-4	Peer Observation of staff who are succeeding in a specific area	Provide teacher coverage for observation using STIP Sub. Work with			Tier 2

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

School Priority:	All Black students feel safe and sense of belonging at school. All Black Students are physically and emotionally healthy, academically prepared and families/students are empowered and engaged daily.
School Theory of Change:	WE NURTURE AN ANTI-RACIST LEARNING CULTURE IN ALL. If we implement an anti-racist learning culture where assessing how our own implicit bias impact student learning through progress monitoring, adults have a learner mindset and are working intentionally and collaboratively across differences to identify and interrupt racial oppression and white supremacy culture within ourselves, then ALL Teachers will plan and teach highly rigorous, grade appropriate lessons.
Related Goals:	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	Develop partnerships with Black students and families using strategies such as wellness checks, home visits, progress reports, restorative circles, and family workshops.	Build structures such as (family data conferences, school visits, workshops, black family circles) and targeted support to fevelop partnerships are embedded in the schoolwide calendar and PD to foster a sense of belonging for all Black students and families. Engage voices of Black students, families and staff to and share best practices to improve partnerships and programming.			
5-2	Teachers will engage in professional development that works to disrupt deficit thinking by having them evaluate their own implict bias, WSC characteristics and actively use anti-racist teaching practices.	Facilitate professional learning spaces for staff to learn about white supremacy culture aspects, implict bias and anti-racism teaching practices to develop school wide norms for disrupting deficit thinking a and use culturally responsive strategies during instruction.			

5-3	Teach and create schoolwide norms for language of commitment that engage all stakeholders in data inquiry to improve the learning for Black students.	Build a culture of trust and commitment and commitment that enable adults to engage in evidence-based collaboration			
5-4	Teachers progress monitor the learning of Black Students toward meeting the learning target and set goals with Black families; analyze in grade span professional learning communities formative assessments and other data to differentiate instruction for Black Students.	Provide regular collaboration time for teachers to analyze data and provide professional development on high leverage teaching strategies.			

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	All ELL students will receive quality Integrated ELD across all content areas throughout the school day, and 30 minutes of quality
School Theory of Change:	WE DEVELOP STRONG LANGUAGE LITERACY IN ALL STUDENTS. If teachers consistently implement high quality, daily Designated ELD using EL Education Language Dives and incorporate intergrated ELD strategies during ELA, Math and in all content area instruction, then all students will advance in their language and literacy development as demonstrated by the ELPAC and accerlerated growth on literacy assessments.
Related Goals:	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	Teachers teach daily designated ELD daily	Establish time for designated ELD in daily schedule ILT and Whole Staff PD ELL data dive at least 2x a year to evaluate and adjust language program and instruction Provide professional development for designated and intergrated ELD classroom curriculum and practices	Informal and Formal ELL Walkthroughs with ELLMA PD Daily schedules Observation and Feedback		Tier 1
6-2	Intergrated Supports for ELL, ETELS with visual supports for conversation.				
6-3	Teachers will create daily language targets to support students learning around vocabulary aquisition	Provide foundational professional development and spaces for on-going professional learning on asset-based practices.	PD Walkthrough		Tier 1
6-4	Conduct deep data analysis, observe EL experience including analysis of ELPAC scores and shadow student interviews to a create action plan.	Grade spans will shadow each other students to collect data on daily interactions of ELLs.	Informal and Formal ELL Walkthroughs with ELLMA PD Daily schedules Observation and Feedback		Tier 1

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 154

School: Madison Park Academy Primary

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Afterschool contract over \$25K	\$106,246	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	Maintain an anti-racist lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have atleast 1 staff member they are connected to.	154-1
Afterschool 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	Maintain an anti-racist lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have atleast 1 staff member they are connected to.	154-2
12-Month Community School Manager	\$45,678	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7904	12-Month Community School Manager	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	School leadership will utilize the COST meetings and planned individualized meetings to create behavioral plans aligned with social emotional models, such as PBIS and Restorative Justice. The RJ CSM will train all school staff on how to use circles in all spaces, this person will also train the students on how to be a good critical friend.	154-3

To be allocated in Fall 2023.	\$179,322	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Teachers, families, the Fred Finch, and RJ CSM will partner to create individualized student success plans: course of action when emotions are triggered and reflection spaces. Staff will pull Students with Success Plans in quarterly empathy interviews / focus group discussion and communicate with staff how connected students are feeling and what immediate needs can be addressed to encourage students to express their feelings clearly and with staff to design responsive cultural interventions. These students will also be partnered with a critical friend, a peer, that will aid them in using their social emotional tools.	154-4
Professional Development Contracts	\$15,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction.	154-5
STIP Teacher	\$96,123	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	9262	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Provide regular collaboration time for teachers to analyze data and provide professional development on high leverage teaching strategies.	154-6
Early Literacy Tutor	\$31,531	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8949	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Leadership will provide planning time during first cycle of inquiry so teachers can plan and review expectations. Support around implementation core values so that there is coherence and shared understanding. Leadership will provide observation and feedback connected to core values throughout the year but especially in the first 6 week of school. Leader ensures there is a clearly communicated system of interventions.	154-7
Early Literacy Tutor	\$32,160	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	4806	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Facilitate professional learning spaces for staff to learn about white supremacy culture aspects, implicit bias and anti-racism teaching practices to develop school wide norms for disrupting deficit thinking and use culturally responsive strategies during instruction.	154-8

Classified Overtime	\$1,500	LCFF Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers, families, the Attendance Team, RJCSM, TSA and Fred Finch will partner with families to develop attendance and instructional plans for chronically absent students; with additional planning and individualized outreach to community partners for homeless families.	154-9
Office Supplies	\$10,220	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	"Explicitly train teachers in planning for standards mastery in unit and daily lesson plans. Provide regular planning time for each grade level. Principal and TSA meet with each teacher for quarterly data meetings. "	154-10
Uniforms	\$2,000	LCFF Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will provide planning time during first cycle of inquiry so teachers can plan and review expectations. Support around implementation core values so that there is coherence and shared understanding. Leadership will provide observation and feedback connected to core values throughout the year but especially in the first 6 week of school. Leader ensures there is a clearly communicated system of interventions .	154-11
Copy Machine Maintainece	\$2,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence.	154-12
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$45,995	LCFF Supplemental	1105	Certificated Teachers' Salaries	6217	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.35	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an expectations for an effective professional learning community.	154-13
Extended Contracts	\$15,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 9th Grade	In ALL Block, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facility small-group instruction of Language Dives.	154-14

Culture Keeper	\$82,216	LCFF Supplemental	2205	Classified Support Salaries	New	Culture Keeper	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers, families, the Attendance Team, RJCSM, TSA and Fred Finch will partner with families to develop attendance and instructional plans for chronically absent students; with additional planning and individualized outreach to community partners for homeless families.	154-15
12-Month Community School Manager	\$18,271	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7904	12-Month Community School Manager	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Teachers, families, the Attendance Team, RJCSM, TSA and Fred Finch will partner with families to develop attendance and instructional plans for chronically absent students; with additional planning and individualized outreach to community partners for homeless families.	154-16
Classroom Supplies	\$16,705	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Use the MPA-P Intellectual Prep tool to create corrective instruction action plans based on identified trends and student misconceptions, identify why students may not have learned the concept, and plan what data will be collected.	154-17
Uniforms	\$500	LCFF Supplemental	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers, families, the Fred Finch, and RJ CSM will partner to create individualized student success plans: course of action when emotions are triggered and reflection spaces. Staff will pull Students with Success Plans in quarterly empathy interviews / focus group discussion and communicate with staff how connected students are feeling and what immediate needs can be addressed to encourage students to express their feelings clearly and with staff to design responsive cultural interventions. These students will also be partnered with a critical friend, a peer, that will aid them in using their social emotional tools.	154-18
To be allocated in Fall 2023.	\$3,915	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	N/A	154-19

Contracts	\$10,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Build structures such as (family data conferences, school visits, workshops, black family circles) and targeted support to develop partnerships are embedded in the schoolwide calendar and PD to foster a sense of belonging for all Black students and families. Engage voices of Black students, families and staff to and share best practices to improve partnerships and programming.	154-20
Online Licences	\$7,573	LCFF Supplemental	5846	Licensing Agreements	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	Use the MPA-P Intellectual Prep tool to create corrective instruction action plans based on identified trends and student misconceptions, identify why students may not have learned the concept, and plan what data will be collected.	154-21
10-Month Classroom Teacher on Special Assignment (TSA)	\$110,586	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	8357	10-Month Classroom Teacher on Special Assignment (TSA)	0.80	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Principal and TSA implement a coaching cycle to support teacher capacity building of high leverage practices.	154-22
Library Technician	\$78,367	Measure G, Library Support	2205	Classified Support Salaries	9150	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers center conversation around the text, use strategic questioning to support learning for ALL students and use protocols and conversation cues to engage in meaning making.	154-23
Early Literacy Tutor	\$4,464	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	4806	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	In ALL Block, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facility small-group instruction of Language Dives.	154-24
Early Literacy Tutor	\$4,504	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8949	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Use the MPA-P Intellectual Prep tool to create corrective instruction action plans based on identified trends and student misconceptions, identify why students may not have learned the concept, and plan what data will be collected.	154-25
Early Literacy Tutor	\$18,480	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	3390	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum	154-26

To be allocated in Fall 2023.	\$2,390	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Teachers actively build relationships with students and families. Teachers use practices including wellness checks. Teachers are committed to teaching and reinforcing core values (R). Teachers will teach and model Pride, Purpose, Perserance and Possibility consistently with students. Teachers will refer students using a COST form and will implement tier 1 structures.	154-27
10-Month Classroom Teacher on Special Assignment (TSA)	\$27,646	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	8357	10-Month Classroom Teacher on Special Assignment (TSA)	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction.	154-28
12-Month Community School Manager	\$45,678	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	7904	12-Month Community School Manager	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers, families, the Fred Finch, and RJ CSM will partner to create individualized student success plans: course of action when emotions are triggered and reflection spaces. Staff will pull Students with Success Plans in quarterly empathy interviews / focus group discussion and communicate with staff how connected students are feeling and what immediate needs can be addressed to encourage students to express their feelings clearly and with staff to design responsive cultural interventions. These students will also be partnered with a critical friend, a peer, that will aid them in using their social emotional tools.	154-29

To be allocated in Fall 2023.	\$13,301	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Teachers, families, the Fred Finch, and RJ CSM will partner to create individualized student success plans: course of action when emotions are triggered and reflection spaces. Staff will pull Students with Success Plans in quarterly empathy interviews / focus group discussion and communicate with staff how connected students are feeling and what immediate needs can be addressed to encourage students to express their feelings clearly and with staff to design responsive cultural interventions. These students will also be partnered with a critical friend, a peer, that will aid them in using their social emotional tools.	154-30
Online Licenses	\$3,000	Title I, Part A Schoolwide Program	5846	Licensing Agreements	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	Progress monitor iReady, and SIPPS School Goals and Mission Completion Tracking Reports. Train teachers on how to monitor students' real-time work on iReady and Clever. Track student progress with the academic milestones to create School Goals.	154-31
To be allocated in Fall 2023.	\$5,975	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Teachers, families, the Fred Finch, and RJ CSM will partner to create individualized student success plans: course of action when emotions are triggered and reflection spaces. Staff will pull Students with Success Plans in quarterly empathy interviews / focus group discussion and communicate with staff how connected students are feeling and what immediate needs can be addressed to encourage students to express their feelings clearly and with staff to design responsive cultural interventions. These students will also be partnered with a critical friend, a peer, that will aid them in using their social emotional tools.	154-32

Early Literacy Tutor	\$18,480	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	3390	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	TK Teachers will implement the newly adopted curriculum to fidelity. They will engage multilingual learners in developing oral language and beginning phonological awareness skills across all content areas that support the whole child through an SEL and trauma informed lens.	154-33
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**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

MPA Primary TK-5 Elementary School

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

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

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

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

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

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

practices families can do at home together.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

The school communicates to families about the school's Title I, Part A programs by: Title I, Part A is communicated at Back to School Night on August 31st with a video and slide presentation from Ms. Amos-Lewis, translated by Mrs. Liz.

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Family Engagements

- Parents are invited into class to learn beside their students
- Coffee with the Principal
- Virtual Family Nights (Math and Science Nights); and
- Coming this year - Family Math + Reading Class.

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

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

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

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

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

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

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

by:

- We gather input and feedback from parents through school wide polls sent on Parent Square
- Direct communication with families through the Family School Liaison, and
- Surveys given through students' classes.
- Families can also communicate directly with any member of the leadership team and their students' teachers through Talking Points

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

Adoption

This policy was adopted by the MPA Primary Elementary on August 31, 2022 and will be in effect for the period August 31, 2022 through May 26, 2023

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

Name of Principal Elaina Amos

Signature of Principal



Date August 31, 2022



School-Parent Compact

MPA Primary Tk-5 Elementary School

2022-2023

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.**
 - Balanced Literacy Instruction
 - Blended Learning in Math (Zearn)
 - English Language Development instruction

- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - MPA Primary is committed to frequent 2-way communication with families about student learning. In addition to informal meetings by parent/teacher request, we offer 5 mandatory family engagements called our *Wisdom Family Workshops*.
 - *Focused Five: This year focus group - Students with IEPs*
 - 1 Beginning of Year 1:1 Meeting (Virtual Home Visit)
 - 2 Report Card 1:1 Data Meetings
 - 2 Success Team Meetings for ALL Families in Need

- 3. Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - During MPA Primary's Academic SST(s), staff will share updates on progress, and how to monitor and improve achievement. Teachers will send out weekly progress reports.

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

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

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

Teacher Responsibilities

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

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

Parent Responsibilities

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

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

Student Responsibilities:

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

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

This Compact was adopted by the MPA Primary Elementary on August 31, 2022 and will be in effect for the period of the 2022-23 School year).

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before August 31, 2022.

Signature of

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

Principal



Escuela y los padres

MPA primaria Tk-5 Escuela Primaria

2021-2022

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

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

Responsabilidades de

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

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

4. Proporcionar a los padres un acceso razonable al personal.

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

5. Proporcionar todos los padres y miembros de la familia, incluyendo los que tienen una habilidad limitada en Inglés y aquellos con discapacidades, con oportunidades para ser voluntarios y participar en la clase de su hijo, y para observar las actividades del aula.

- **Por ejemplo, en MPA Primary, ofrecemos muchas formas para que las familias se involucren en nuestra comunidad de aprendizaje:**
 - Horario de atención del director / AP: el director informa sobre las funciones de toda la escuela en un foro abierto para los padres.
 - VENDE: Los padres y el personal colaboran para mejorar las tasas de reclasificación de nuestro Aprendizices de Inglés
 - Consejo Escolar de: Padres y maestros que trabajan para mejorar las operaciones escolares en general. ○excursiones Voluntarios devirtuales / grupos pequeños / anfitriones de salas de
 - descanso Talleres para padres / comunidad

6. Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.

- Durante las reuniones de SST de MPA Primary, los padres reciben materiales y capacitación sobre formas de apoyar a sus hijos. en casa. El personal comparte el nivel de lectura del estudiante, junto con unamidad de año y fin de año meta de lectura a.

7. Educar a los miembros del personal sobre el valor de las contribuciones de los padres y los miembros de la familia y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales.

- Todos los miembros del personal participan en el desarrollo profesional que describe las expectativas de MPA Primary para la participación familiar, así como el tiempo de planificación para los eventos de participación familiar.

8. Asegurar una comunicación significativa y regular entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.

- El personal de MPA Primary utiliza la Parent Square aplicación, que traduce el mensaje al idioma del hogar del estudiante. Además, los maestros de MPA Primary envían comunicaciones mensuales a las familias.
- Boletines informativos semanales a través de SMORE que traducen todos los mensajes al idioma del hogar de los estudiantes.

Responsabilidades del maestro

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

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

Responsabilidades para padres

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

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

Responsabilidades del estudiante:

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

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

Este Pacto fue adoptado por la Primaria Primaria MPA el agosto 31 de 2022, y estará en vigor durante el período del 2022-23 año escolar).

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participen en el programa Título I, Parte A, el agosto 31 de 2022.

Firma del



director



Strategic Resource Planning (SRP)

MPA (Primary) ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Maria Fragoso
Vice Chairperson:	Shante Abner
Secretary:	Lauren Brown

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Elaina Amos-Lewis	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shay Simmons*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Michelle Ramos-Stokes*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lauren Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Shante Abner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Dorothy Courtney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Antilose Tafsi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Maria Fragoso	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	3rd Friday of the Month
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members