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

Board Cover Memorandum

To Board of Education

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

Meeting Date August 13, 2025

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

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

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

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

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

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

Attachment(s)

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



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Madison Park Academy Primary
CDS Code: 1612596002182
Principal: Elaina Amos
Date of this revision: 5/22/2025

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

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

Contact: 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: 5/22/2025

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

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

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Madison Park Academy Primary

Site Number:

154

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

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

Date(s) plan was approved: 5/22/2025

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

☐ Flyers in students' home languages

☒ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Elaina Amos

Principal

Elaina Amos-Lewis

Signature

5/22/2025

Date

Shaqoyah Coleman

SSC Chairperson

Shaqoyah Coleman

Signature

5/22/25

Date

SELLS Representative (optional)

Signature

Date

Monica Thomas

Network Superintendent

Monica Thomas

Signature

5/23/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/23/25

Date

2025-26 SPSA ENGAGEMENT TIMELINE

Site Number:

154

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

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

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

Early Literacy Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$87,690.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$760,667.22

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$85,320
Title I, Part A Parent & Family Engagement (#3010)	\$2,370
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$87,690

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$760,667.22

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$24,400
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$325,000
Proposition 28 (Arts & Music in Schools #6770)	\$40,544
SUBTOTAL OF STATE & LOCAL FUNDING:	\$672,977

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Madison Park Academy Primary		School ID: 154
CDS Code: 1612596002182	SSC Approval Date:	Board Approval Date:
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.		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
This current school year 2019-20 we have had a teacher shortage; we have a kinder vacancy which is impacting all early literacy goals.		

School Demographics, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
47.8%	22.0%	64.9%	3.3%	2.9%	12.2%	98.4%	51.8%	2.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
52.2%	2.9%	1.6%	0.0%	0.0%	0.0%	98.4%	4.9%	85.5%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	40.0%	28.6%	not available until fall 2025	55.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	57.9%	51.3%	not available until fall 2025	73.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	66.7%	37.8%	not available until fall 2025	81.0%
English Language Arts Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-59.8	-61.3	not available until fall 2025	-29.0
SBAC ELA Participation	All Students	96.6%	99.0%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	60.4%	70.1%	not available until fall 2025	75.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-64.1	-70.3	not available until fall 2025	-34.1
SBAC Math Participation	All Students	96.2%	96.2%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	11.0%	7.8%	not available until fall 2025	50.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	8.0%	20.0%	not available until fall 2025	25.0%
California Science Test (CAST) Participation	All Students	45.5%	89.3%	not available until fall 2025	95.0%

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

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-100.3	-122.7	not available until fall 2025	-29.0
SBAC ELA Distance from Standard Met	African American Students	-75.1	-90.1	not available until fall 2025	-35.1
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	40.0%	58.8%	not available until fall 2025	65.0%
SBAC Math Distance from Standard Met	Special Education Students	-82.1	-123.3	not available until fall 2025	-34.1
SBAC Math Distance from Standard Met	African American Students	-80.9	-87.9	not available until fall 2025	-65.9

Reclassification Measures & Targets **Reference [Stages of ELD Data slides](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	13.5%	12.1%	not available until fall 2025	26.5%
LTEL Reclassification	Long-Term English Learners	40.0%	25.0%	not available until fall 2025	50.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	76.5%	75.5%	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	1.8%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	1.6%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	79.4%	53.8%	not available until fall 2025	50.0%
Chronic Absenteeism	African American Students	69.8%	55.3%	not available until fall 2025	50.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified School Need:	Specifically: <ul style="list-style-type: none"> - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	68.0%	69.2%	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<p>African American: went from 0% mid and above to 13% (0 to 4 students) (1st & 2nd grades)</p> <p>ELL: stayed the same mid and above at 3% (141 students are ELL) we did have a 3% increase on early/on grade level; have a decrease in 3 or more grade levels or more at 10% (31 students to 20 students) Grades: 2, 3, 4</p> <p>Students with SpEd 0% to 6% mid on grade level; went from 42% to 29% in 3 or more below (1st graders)</p>
LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<p>50% of the AA students in 4th and 5th grade students have met their annual growth mid year.</p> <p>50% of the 4th graders have changed placement based on mid year data. (Math and ELA)</p> <p>We increased early on grade level of AA students from 3 to 11%(5 students). We also increased the amount of AA students mid or above grade level from 0 to 13% (6 students) mid year ELA. We increased the amount of students early on grade level in Math from 0 to 6%. Our AA students on grade level for reading are in our K-2. For our students with IEPs we increased the amount of students on grade level from 0% to 4%.</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	We have decreased out chronic absentism by 6%. We have 0% suspensions. We have increased our SPED satisfactory percentage by 5%.
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	ILT is established and working collaboratively to make collective decisions. Our TSA has been scheduling coaching meeting with all new teachers (recent hire and 2nd year teaching).
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	We have had two teacher vacancies. Although, they have been filled it has caused a delay in consistent delivery of instruction due to the learning curve.

LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	<p>We still do not have any AA students currently on grade level in math. Although, students have increased their placement levels from 19% to 47% for students who are one year below.</p>
LCAP Goal 3:	<ol style="list-style-type: none"> <i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i> 	<p>Lack of understanding from families of the instruction and learning that happens in the classroom that cannot be replicated through packets and independent work.</p> <p>Lack of targeted outreach and support for families around attendance.</p> <p>Families desire to be welcomed back into the school building</p> <p>AA: We have decreased chronic absenteeism from 68 to 45% schoolwide, but still struggle specifically with our African American and Special Education Students. Our AA students went from 312% to 12% satisfactory attendance.</p>
LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>We have had to hire two new teachers this year. Although, they are receiving weekly coaching the implementation of skills has been minimum. They missed the first cycle of new teacher central PD. Our two recent hires are in need of more additional. We did not establish a common system for tracking coaching notes until mid year.</p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Madison Park Academy Primary

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

We have created a new schedule to include time for PLCs during the daytime. This has allowed teachers to plan out curriculum with a partner and check for grade level pacing and trends. From PLCs students have been assigned into reading or math acceleration groups during the day or afterschool. We have conducted professional development and walkthrough tools for math and ELA. K-5 are enrolled in SIPPS groups whether with the teacher or a tutor. We monitor mastery assessments monthly for trends and to modify strategies of implementation. We have hosted 3 family forwarded events already this year and have two more planned before the end of the year.

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

This year we have seen a increase in postive attendance, we also have seen an increase in parent participation in school activities. Although, our data is still not meeting our goal we have seen a 50% growth in student scores.

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 need to revisit basis again by using 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. In the last months of school we need to focus on priority standards and where they show up in our last modules. Especially in 3-5 where students are taking SBAC.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
5826 Field Trip Transportation	These funds were allocated to allow students to take field trips that enhanced their understanding of school content.	Student Connectedness to School	Students engage in different activities connected to their curriculum. Ex. Going to the rainforest exhibit to see frogs in person.	100% of the student surveyed said they enjoy going on field trips with their peers and family members.	We have moved the funding to a different allocation
Teacher STIP	This is for our Site Based STIP	Reading Inventory (RI) Growth of One Year or More	The Site Based STIP Sub position is was used this year to cover for classroom vacancies, staff outage, IEP teacher coverage and classroom coverage for coaching sessions.	Using the STIP Sub we have been able to decrease the amount of IEPs overdue by 50%. We have also been able to have teacher peer observations. The STIP sub helps students and families feel more comfortable when covering due to them being familiar with her.	The position will be discontinued due to budget changes.
2425 - Classified Overtime for Translation	Did not use	Did not use	Did not use	Did not use	Did not use

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

School:		Madison Park Academy Primary	SCHOOL ID:	154
3: SCHOOL STRATEGIES & ACTIVITIES			Click here for guidance on SPSA practices	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
Identified Need:		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	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.	All Students	Academic	Tier 1 - Universal
1-2	Teachers engage in regular collaboration time in grade level PLCs to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, student work, assessments, data, and instruction.	All Students	Academic	Tier 1 - Universal
1-3	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.	All Students	Academic	Tier 1 - Universal
1-4	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	All Students	SEL / Mental Health	Tier 1 - Universal
1-5	Monitor and support the implemenation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal

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

School Goal:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	<ul style="list-style-type: none"> - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed. School will monitor chronic absenteeism.	Special Education Students	Academic	Tier 2 - Supplemental
2-2	In ALL Block/SIPPS, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facility small-group instruction on phonics and phonoigcal awareness.	All Students	Academic	Tier 2 - Supplemental
2-3	Teachers progress monitoring with SIPPS mastery tests, iReady, Dibels, Unit and Modules assessments regularly. Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data and instruction.	All Students	Academic	Tier 1 - Universal
2-4	After 6 weeks Tier 1 support students who need additional acceleration will be assigned designated support groups.	All Students	Academic	Tier 2 - Supplemental
2-5	Access IEP completion data monthly prior to the end of the month. Ensure the participation of an LEA representative and general education teacher for each scheduled IEP. Create an IEP calendar at the onset of the year, develop a consistent system for scheduling IEPs at the school, and review monthly.	Special Education Students	Academic	Tier 3 - Intensified

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

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	School will host atleast 3 in person family centered events directly created from family and staff feedback. Also, teachers will actively build relationships with students and families by conducting wellness checks monthly. One of the events will be to host a whole school family field trip day.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	After noted Tier 1 support. Teachers, Families, Attendance Team, RJCSM, TSA and/or Fred Finch will refer students using a COST form to acceleration programs, SST meeting, attendance meetings to develop an individualized support plan.	All Students	Behavioral	Tier 3 - Intensified
3-3	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.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Teachers are committed to teaching and reinforcing core values. Teachers will teach and model Pride, Purpose, Perservance and Possiblity consistently with students. Using SEL curriculum teachers will monitor students social emotion health.	All Students	Behavioral	Tier 1 - Universal
3-5	Families will have individual affinity spaces based on choosen racial identities.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-6	ASES program will provide a variety of activities to encourage student engagement in sports and academics.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-7	School will monitor chronic absenteeism for African American studendents and implement interventions where and when necessary to address needs.	African American Students	SEL / Mental Health	Tier 2 - Supplemental

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

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 2 - Supplemental
4-3	Coordinate with Credentials and New Teacher Support and Development to support and monitor timely progress toward a clear credential for teachers currently working on emergency permits, intern credentials, and preliminary credentials.	All Students	Academic	Tier 1 - Universal
4-4	Teachers participate in Professional Development focused on Tier I strategies designed to enhance all students learning.	All Students	Academic	Tier 1 - Universal
4-5	Staff are celebrated 2 a year for their hardwork and dedication through food, gifts, and/or rewards.	All Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Develop partnerships with Black students and families using strategies such as wellness checks, home visits, progress reports, restorative circles, and family workshops.	African American	Academic	Tier 1 - Universal
5-2	Teachers will engage in professional development that works to disrupt deficit thinking by having them evaluate their own implicit bias, WSC characteristics and actively use anti-racist teaching practices.	African American	Behavioral	Tier 1 - Universal
5-3	Staff will outreach to Black families to ensure they are apart of the decision making teams SSC, Culture, Affintiy Spaces.	African American	SEL / Mental Health	Tier 1 - Universal
5-4	Ensure teacher conference time are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American	SEL / Mental Health	Tier 1 - Universal
5-5	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts .	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Teachers will use GLAD strategies to intergrate ELD: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, and language dives (Designated ELD) to support ALL students in language acquisition.	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	English Learner Students	Academic	Tier 1 - Universal
6-3	Provide PLC time at least once per month to analyze student language progress and plan next instructinoal moves.	English Learner Students	Academic	Tier 1 - Universal
6-4	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	\$115,000	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			ASES program will provide a variety of activities to encourage student engagement in sports and academics.	154-1
Consultants	\$18,033	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			ASES program will provide a variety of activities to encourage student engagement in sports and academics.	154-2
Prep Teacher - Teachers engage in regular collaboration time in grade level PLCs to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, student work, assessments, data, and instruction.	\$23,488	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10115	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.19997			Teachers engage in regular collaboration time in grade level PLCs to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, student work, assessments, data, and instruction.	154-3
This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field.	\$17,056	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			In ALL Block/SIPPS, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facilitate small-group instruction on phonics and phonological awareness.	154-4
Noon Supervisor - Noon Sup: A noon supervisor enhances recess by ensuring a safe, supportive environment, encouraging positive interactions, and fostering an inclusive atmosphere where all students can enjoy their playtime.	\$23,954	California Community Schools Partnership Program	2905	Other Classified Salaries	10116	Noon Supervisor	0.5			Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	154-5
Teacher Salaries Stipends - In ALL Block/SIPPS, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facilitate small-group instruction on phonics and phonological awareness.	\$11,881	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			In ALL Block/SIPPS, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facilitate small-group instruction on phonics and phonological awareness.	154-6
Case Manager - School will monitor chronic absenteeism for African American students and implement interventions where and when necessary to address needs.	\$49,967	California Community Schools Partnership Program	2405	Clerical Salaries	New Position 04	Case Manager	0.4			School will monitor chronic absenteeism for African American students and implement interventions where and when necessary to address needs.	154-7

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Materials and Supplies - 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.	\$15,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			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.	154-8
Equipment < \$5,000 - Translation devices	\$41,965	California Community Schools Partnership Program	4410	Equipment < \$5,000	n/a	n/a	n/a			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	154-9
Consultants - Maintain an anti-racist lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have at least 1 staff member they are connected to.	\$52,234	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Maintain an anti-racist lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have at least 1 staff member they are connected to.	154-10
Contracted Transportation - Transportation: Funding transportation is essential to ensure that all students have access to hands-on learning experiences, which are key to engaging different learning styles and connecting classroom lessons to real-world applications. By providing transportation, we can guarantee that every student, regardless of their circumstances, benefits from these enriching opportunities, fostering deeper understanding and academic success. Additionally, funding transportation helps eliminate logistical barriers that may prevent some students from participating, ensuring equitable access to educational experiences that enhance their engagement, social development, and academic growth.	\$30,000	California Community Schools Partnership Program	5880	Transportation (Contracted)	n/a	n/a	n/a			Maintain an anti-racist lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have at least 1 staff member they are connected to.	154-11

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Program Mgr Community School 11 - CSM: The Community School Manager (CSM) supports Collaborative Leadership work by coordinating partnerships and leveraging community resources and expertise to create a more holistic and supportive learning environment.	\$86,988	California Community Schools Partnership Program Carryover	2305	Classified Supervisors' and Administrators' Salaries	New Position 01	11-Month Community School Manager	0.5			After noted Tier 1 support. Teachers, Families, Attendance Team, RJCSM, TSA and/or Fred Finch will refer students using a COST form to acceleration programs, SST meeting, attendance meetings to develop an individualized support plan.	154-12
Field Trips - Admission fees - Field Trip Fees: Field trips increase student engagement by providing hands-on, real-world experiences that connect classroom lessons to practical applications, sparking curiosity and deepening students' understanding of the material. These experiences create excitement and motivate students to actively participate in learning.	\$13,012	California Community Schools Partnership Program Carryover	5829	Admission Fees	n/a	n/a	n/a			Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	154-13
Subagreements for Services - The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Maintain an anti-racist lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have at least 1 staff member they are connected to.	154-14
Consultants - The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Maintain an anti-racist lens. Commit to welcoming families as advocates for their children's success. Build inclusion for all cultures, languages, socioeconomic backgrounds and family structures. All students and families have at least 1 staff member they are connected to.	154-15
Teacher Salaries Stipends - ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts .	\$6,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts .	154-16
Materials and Supplies - Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	\$8,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	154-17

PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Meeting refreshments - Families will have individual affinity spaces based on choosen racial identities.	\$5,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a			Families will have individual affinity spaces based on choosen racial identities.	154-18
Uniforms - Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	\$2,000	LCFF Supplemental	4380	Uniforms	n/a	n/a	n/a			Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	154-19
Bus passes - 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.	\$3,400	LCFF Supplemental	5820	Bus Passes	n/a	n/a	n/a			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.	154-20
TSA 11 mo - Monitor and support the implemenation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	\$62,210	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.4			Monitor and support the implemenation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	154-21
Teacher Salaries Stipends - ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts .	\$2,635	Literacy Coaches & Reading Specialists Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts .	154-22
Early Literacy Tutor - Monitor and support the implemenation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	\$43,893	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries	New Position 05	Early Literacy Tutor	0.8			Monitor and support the implemenation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	154-23
Interprogram Support/costs - In ALL Block/SIPPS, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facility small-group instruction on phonics and phonoigcal awareness.	\$3,762	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			In ALL Block/SIPPS, teachers will differentiate reading instruction by engaging students in regular practice of Guided Reading and facility small-group instruction on phonics and phonoigcal awareness.	154-24

[illegible]

Title I, Part A School Parent and Family Engagement Policy

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

Madison Park Academy Primary

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:

- Offering parent support, asking parents how to be more inclusive of all families and developing and implementing successful strategies for improvement. Progress is monitored and resources are adjusted as needed.

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:

- Offering parent education resources that prepares them to partner with they school. CONvening regular COST Meeting and Case Management to monitor the progress of underperforming students.

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.

- School produces a weekly newsletter with up-to-date information about the school, special events, organizations, meetings, and parents tips; Teachers and administrators regularly use email and/or the school website to communicate with parents; Principal is present at ELAC/SSC meetings information about student achievement and to encourage partnership between home and school; Consistent messaging to parents that they are welcomed in the classroom. Include procedures for classroom visits in newsletters, flyers, auto-dial, and at all meetings throughout the school year.

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

- Convening midtrimester, trimester and semester parent meetings to discuss student progress; teachers distribute progress reports and develop and monitor individualized student plans.

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 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:

- School produces a weekly newsletter with up to date information about the school, special events, organizations, meetings, and parenting tips in student's home language

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:

- Consistently messaging parents that they are welcomed in the classroom; parents understand procedures for classroom visits in newsletters, flyers, auto dial, and at all meetings throughout the school year.
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary)
- We build our parents' capacity around the academic standards and results through Partner community events such as 3 Ls Family Extravaganza, Family Reading Night and Academic Awards Ceremonies
- We promote parents teacher partnership by holding academic conferences after the first two trimesters
- We also promote family health through our weekly Fresh Fruit and Vegetables and our school wide Wellness program and through health education by our Nurse

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:

- Binders with student work are compiled weekly for parent review and comment.
- Parents are regularly informed of how to support learning at home.
- School staff and teachers build the capacity of families to support what their students are learning at home through modeling instruction strategies and inviting their participation in classroom learning. Teachers regularly suggest activities that parents can do at home to support their student's learning that are tailored to the student's specific needs and goals. There is follow up and feedback
- Parents receive academic progress reports weekly. Parents are regularly informed of how to support learning at home
- Regular written and face to face communication with families of students having academic or behavior problems. Parents are personally connected to supports available
- There is follow up to evaluate growth.
- Formal conferences with every parent/caregiver at least twice a year. Meetings include the support staff that provides services for the child.
- For middle and high schools, programs and/or information are proactively available to and are used by families to help them make good decisions about their child's academic and career paths.

- Parents/families are trained to identify their children's academic improvement areas based on CCSS/SBAC scores, benchmark assessments, tests, report card grades, etc.

- Parents are given strategies to support their student's academic performance at home
- Parents/families are informed regarding English, Math, Social Studies, and Science grade level curriculum to support their children. School offers specific strategies needed to improve reading success.
- School provides opportunities for parents/families to learn about college careers and post secondary plans available to their children
-

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:

- Refers to Single Plan for Student Achievement (SPSA) plan throughout the

- year to ensure that all family engagement activities are tied to its implementation.
- Parent representatives, that represent the school and community, are on the school site council, improvement team, or other committees with decision making power and/or influence. The decisions made by these bodies represent the views and needs of all families
- Maintains trained parent leaders for committees from diverse racial ethnic socio economic, and other groups in the school.
- Sets clear and measurable goals for the FRC that are aligned with the school wide vision and goals and evaluates the family engagement program on a regular basis to inform program improvement.
- School has a diverse family engagement and leadership team that leads family engagement strategies at the school site
- Involves parents in organized, ongoing, and timely ways in the planning and improvement of school programs
- Has an active, parent organization that represents diverse racial, ethnic, socio economic, and other groups in the school, that monitors parent rights and responsibilities

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

- Establishing School Site Council and recruiting and parents electing parent representatives to meet and provide input (Monthly)
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary)
- Our full time Parent Liaison coordinates all outreach communication, and engagement efforts
- We build our parents' capacity around the academic standards and results through workshops and community events such as Parent Literacy Nights, Family Reading Night and Academic Awards Ceremonies
- We promote parents teacher partnership by holding academic conferences after the first two trimesters
- We also promote family health through our weekly Fresh Fruit and Vegetables and our school wide Wellness program and through health education by our Nurse
- Finally, we provide our parents many ways to get support for our school through our Parent Volunteer program

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:

- Establishing School Site Council and recruiting and parents electing parent representatives to meet and provide input (Monthly)
- We hold School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings (when necessary)

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:

- School provides a "one stop shop" at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours
- School determines families' needs and preferences for additional programs or services they need to support their children's achievement from data collected from at least 50% of the school's families. Families play a role in developing delivering programs and services
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school's goals
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

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

- School provides a "one stop shop" at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours
- School determines families' needs and preferences for additional programs or services they need to support their children's achievement from data collected from at least 50% of the school's families. Families play a role in developing delivering programs and services
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school's goals
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

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:

- School provides a "one-stop shop" at the school for family services through partnerships of school, counseling, health, recreation, job training and other agencies by providing a dedicated space for a Family Resource Center that operates during extended hours
- School determines families' needs and preferences for additional programs or services they need to support their children's achievement from data collected from at least 50% of the school's families. Families play a role in developing delivering programs and services
- The school knows what resources and assets exist in the community. The school partners with community based organizations in ways that are directly aligned to the school's goals
- School works with local businesses, industries, parks, museums, and other organizations on programs to enhance student skills, learning and offer after school programs for students

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

ADOPTION

This policy was jointly developed and adopted by (Madison Park Academy) on (10th day of October) and will be in effect for the period (August 12, 2024) through (May 27, 2025).

The school will distribute this policy to all parents on or before October 31, 2024 of the current school year.

Elaina Amos-Lewis

Name of Principal

Elaina Amos-Lewis

Signature of Principal

10/4/2024

Date



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

School-Parent Compact

MPA Primary Tk-5 Elementary School

2024-2025

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2024-25 school year.

School Responsibilities

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

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Foundational/Core English Language Instruction (SIPPS/EL Education 60 minutes daily)
 - Grade Level Math Instruction (Eureka Squared 60 minutes daily)
 - Personalized ELA/Math Instruction (iReady 30 minutes daily)
 - English Language Development instruction (ELD 30 minutes daily)
- 2. Hold family-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 family engagements activities (Back To School Field Day, IEP Night, Literacy/ Math Night, Celebrations of Learning)
 - *Focused Five: This year focus group - Students with IEPs, African American Students*
 - 1 Beginning of Year 1:1 Meeting (Family Data Conferences)
 - 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/ data 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 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.
 - 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 families.
- Monthly Wellness Checks
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Families 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

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 _____ and will be in effect for the period of the 2024-25 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 _____.

Elaina Amos-Lewis
Principal

Elaina Amos-Lewis
Signature

10/4/24
Date

Strategic Resource Planning (SRP)



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

MPA TK-5 ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Shaqoyah Coleman
Vice Chairperson:	Diamond Coleman
Secretary:	Ellie Poling

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"/>	
Shaione Simmons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Michelle Stokes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Ellie Poling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Diamond Coleman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Maria Inzunza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Shaqoyah Coleman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Ayanda Lumpkin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
	<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"/>	

SSC Meeting Schedule:

(Day/Month/Time)

4th Friday of each Month 9:00 a.m.

SSC Legal Requirements (EC Sections 65000-65001):

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

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