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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Madison Park Academy Primary

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Madison Park Academy Primary



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

## **2026-27 School Plan for Student Achievement (SPSA)**

**School:** Madison Park Academy Primary  
**CDS Code:** 1612596002182  
**Principal:** Shalonda Tillman  
**Date of this revision:** 3/26/26

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:

<b>Contact:</b> Shalonda Tillman	<b>Position:</b> Principal
<b>Address:</b> 470 El Paseo Drive Oakland, CA 94603	<b>Telephone:</b> 510-636-7919
	<b>Email:</b> shalonda.tillman@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on:* 3/26/2026  
*The District Governing Board approved this revision of the SPSA on:* 6/24/2026

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

**2026-27 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:** 3/26/2026

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:**

<p><u>Shalonda Tillman</u> <i>Principal</i></p>	<p><u>Shalonda Tillman</u> Signature</p>	<p><u>3/26/2026</u> Date</p>
<p><u>Maria Inzunza</u> <i>SSC Chairperson</i></p>	<p><u>Maria Inzunza</u> Signature</p>	<p><u>3/26/26</u> Date</p>
<p><u>SELLS Representative (optional)</u></p>	<p>_____ Signature</p>	<p>_____ Date</p>
<p><u>Monica Thomas</u> <i>Network Superintendent</i></p>	<p><u>Monica Thomas</u> Signature</p>	<p><u>03/26/2026</u> Date</p>
<p><u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i></p>	<p><u>Lisa Spielman</u> Signature</p>	<p><u>3/26/26</u> Date</p>

## 2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
9/10/2025	Faculty	Reviewed SPSA goals and strategies
10/23/2025	Other	Discussed proposed expenditures and priorities, Collected input for next year's SPSA draft
1/21/2026	Faculty, ILT	Collected input for next year's SPSA draft, Discussed proposed expenditures and priorities
1/22/2026	SSC & SELLS	Conducted mid-year or final SPSA review
2/11/2026	Faculty, ILT	

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$132,160.00
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	\$757,104.93

### 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 Resource 3010	\$129,800
Title I Parent & Family Engagement Resource 3010	\$2,360
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$132,160</b>

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
<b>\$757,104.93</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$22,700
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$244,157
Proposition 28 (Arts & Music in Schools) Resource 6770	\$73,870
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$624,945</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Madison Park Academy Primary</b>		<b>School ID: 154</b>
<b>CDS Code: 1612596002182</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**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, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.6%	18.7%	73.0%	2.1%	1.7%	17.8%	98.8%	52.3%	0.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.4%	2.1%	0.4%	0.0%	0.4%	0.4%	98.8%	15.8%	83.5%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2027, 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
<b>Identified School Need:</b>	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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	40.0%	28.6%	13.9%	55%	60%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	57.9%	51.3%	42.3%	73%	83%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	66.7%	37.8%	47.1%	81%	91%
English Language Arts Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-59.8	-61.3	-70.8	-29.00	-60.5
SBAC ELA Participation	All Students	96.6%	99.0%	92.6%	95.0%	100.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	60.4%	70.1%	58.9%	52.8%	70.0%
Mathematics/Science Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	-64.1	-70.3	-66.6	-34.1	-40.60%
SBAC Math Participation	All Students	96.2%	96.2%	91.8%	95.0%	100.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	8.0%	20.0%	16.7%	25.0%	25.0%
California Science Test (CAST) Participation	All Students	45.5%	89.3%	93.8%	95.0%	100.0%

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

<b>School Goal:</b>	By May of 2027 - 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
<b>Identified School Need:</b>	- 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-100.3	-122.7	-151.9	-29.0	-19.0
SBAC ELA Distance from Standard Met	African American Students	-75.1	-90.1	-114.3	-35.1	-25.1
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	40.0%	58.8%	68.2%	70.4%	80.0%
SBAC Math Distance from Standard Met	Special Education Students	-82.1	-123.3	-155.5	-34.1	-24.1
SBAC Math Distance from Standard Met	African American Students	-80.9	-87.9	-144.8	-65.9	-55.9

**Reclassification Measures & Targets** *\*Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	13.5%	12.1%	11.0%	26.5%	36.5%
LTEL Reclassification	Long-Term English Learners	40.0%	25.0%	0.0%	50.0%	60.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b>						
<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%					
<b>Identified School Need:</b>	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	2026-27 New Target
Student Connectedness to School	All Students	76.5%	75.5%	77.3%	90.0%	93.0%
Out-of-School Suspensions	All Students	1.8%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	African American Students	1.6%	0.0%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	0.0%	0.0%	0.0%
Chronic Absenteeism	All Students	79.4%	53.8%	45.5%	50.0%	40.0%
Chronic Absenteeism	African American Students	69.8%	55.3%	62.5%	50.0%	45.0%

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>						
<b>School Goal:</b>	By May 2027, 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.					
<b>Identified School Need:</b>	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.					
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	68.0%	69.2%	67.7%	90.0%	90.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1:</i>	By May 2027, 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	Students in K-5 increased 6.6 percentage points from 9.7% BOY to 16.3 mid-year in students on grade level in iReady ELA. Students in K-5 increased 7 percentage points from 2.7% BOY to 9.7 mid-year in students on grade level in iReady Math. Students with SpEd 0% to 18.2% mid on grade level (2nd grade). Continuing to fund a full-time prep teacher ensures that classroom teachers have protected, consistent prep time during the school day to engage in intellectual planning and collaboration. This time allows teachers to analyze student data, plan rigorous lessons, collaborate with colleagues, and prepare instructional materials that strengthen Tier 1 instruction. By providing dedicated prep coverage, teachers are better able to focus on instructional design and continuous improvement that supports student learning. SMART Boards will help students learn better in reading and math by making lessons more fun and hands-on. Teachers can use them to show examples, track progress, and give quick feedback. This helps all students stay engaged, grow faster, and do better on tests. Field trips will support students in accessing experiences that they would not have the opportunity to engage in otherwise. Providing access to technology and licenses for digital supplemental curricula supports this goal by increasing students' opportunities to engage in personalized, standards-aligned learning in both ELA and Math. With consistent access to platforms such as i-Ready and other digital learning tools, teachers can assign targeted practice, monitor student progress in real time, and adjust instruction based on student performance data. This increased access to differentiated learning and data-driven instruction supports K–5 students in building foundational literacy and math skills, helping increase the percentage of students on grade level, improve stretch and growth target attainment in i-Ready, and decrease the distance from standard on SBAC ELA and Math for grades 3–5.

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Students with SpEd 0% to 18.2% mid on grade level (2nd grade). African American students increased 8.3 percentage points from 13.9% BOY to 22.2% mid-year in students on grade level in iReady reading. African American students increased 3.3 percentage points from 2.3% BOY to 5.6% mid-year in students on grade level in iReady Math. African American students increased 0% BOY to 33% mid-year in students on grade level in iReady reading (2nd). African American students increased 30% BOY to 50% mid-year in students on grade level in iReady reading (3rd). African American students increased 0% BOY to 20% mid-year in students on grade level in iReady reading (5th). African American students increased 0% BOY to 20% mid-year in students on grade level in iReady Math (3rd). Continuing to partner with Children’s Rising through the Pathway to Math program strengthens core instruction by providing structured, engaging math learning experiences that build students’ confidence, problem-solving skills, and conceptual understanding. By increasing access to high-quality Tier 2 instruction and consistent exposure to rigorous math practices, Black/African American students, students with IEPs, and English Language Learners are better supported in developing foundational literacy and numeracy skills that transfer across subjects. As a result, these students will be better positioned to increase the percentage performing on grade level in i-Ready ELA and Math by 10% from end-of-year to end-of-year.</p>
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<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%  2. An annual suspension rate below 2%</p>	<p>Our school has made significant progress toward this goal, reducing chronic absenteeism by 10.4%, far exceeding the 3% target, and maintaining a 0% suspension rate, well below the 2% goal. We also increased our Special Education satisfactory attendance rate by 2.8%, reflecting stronger engagement among our highest-need students. These results are driven by a proactive, relationship-centered approach that includes daily attendance monitoring, timely family phone calls, home visits when needed, and targeted follow-up for students with moderate to severe chronic absenteeism, along with recognizing positive attendance during assemblies. To maintain a safe and supportive school climate, we prioritize restorative practices such as circles and student conferences to address behavior while keeping students connected to school. Our efforts are grounded in a strong culture built around our 4 P's—Pride, Perseverance, Purpose, and Possibilities—and a commitment to inclusion, ensuring that all students, including those in Special Education, receive consistent check-ins, family outreach, and full access to general education experiences and school-wide activities. Partnering with Destiny Arts Center supports this goal by providing engaging performing arts experiences that strengthen students' connection to school and foster a positive school climate. Through music, dance, and movement, students build confidence, develop social-emotional skills, and practice collaboration and self-expression, which increases their sense of belonging and motivation to attend school regularly. These enriching opportunities help improve student engagement, contributing to increased positive attendance, reduced chronic absenteeism, and lower suspension rates by promoting positive behavior and strong relationships within the school community.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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>	<p>All new teachers participated in monthly New Teacher Professional Development provided by the district. Each new teacher was placed on the observation cycle and continues to engage in ongoing discussions focused on instructional best practices. All new teachers were assigned a coach through the New Teacher Support Program and meet with their coach at least once or twice per week. Beginning in March, the school implemented differentiated professional development to provide targeted support based on individual teacher needs. New teachers have had opportunities to observe veteran teachers at the school site, as well as visit other sites to observe master teachers at their grade level, in collaboration with Network Support Leaders. Network Support Leaders have also provided instructional coaching aligned to effective teaching practices. The principal conducts monthly check-ins with new teachers to monitor progress on credentialing requirements and provide additional support as needed. Our TSA has been scheduling coaching meeting with all new teachers</p>

Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>We experienced four teacher vacancies, and although these positions have now been filled, the turnover created disruptions in instructional continuity. New teachers required time to develop effective classroom management systems, instructional routines, and curriculum implementation. In addition, as a new site leader, I am continuing to build capacity in designing and delivering highly targeted, data-driven professional development to strengthen instructional practices across the school. The delayed hiring of two out of three literacy tutors until late October/early November also limited early intervention support during a critical instructional window. Frequent staff absences due to illness and personal leave—often affecting one or more classrooms daily—have further interrupted consistent, high-quality instruction.</p> <p>Student attendance and family capacity for academic support also present significant barriers to accelerating achievement. Nearly 50% of our students are moderately or severely chronically absent, resulting in substantial lost instructional time. Additionally, many families report limited confidence and background knowledge to support foundational literacy and math skills at home. We are still building strong partnerships with families and developing their capacity as learning partners. To address this need, we are planning structured parent workshops next year focused on strategies to support reading and math at home. These challenges highlight the need for continued focus on instructional stability, attendance improvement, early intervention, and strengthened family engagement in order to meet our long-term growth targets.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Several challenges have impacted progress, particularly for our African American students, English Language Learners, and students with IEPs. Many of our students in these groups entered the year with significant unfinished learning and skill gaps in foundational literacy and mathematics, requiring intensive Tier 2 and Tier 3 support that has been difficult to provide consistently due to staffing transitions and competing service demands. Ensuring appropriate differentiation, language scaffolds, and specialized instruction within the core program has also been an area of growth as teachers continue building capacity to effectively meet a wide range of academic and linguistic needs. High rates of chronic absenteeism—nearly 50% of students moderately or severely chronically absent—have disproportionately affected these student groups, resulting in missed core instruction, intervention time, and specialized services. Additionally, many families, particularly those of English Language Learners and students with IEPs, face barriers such as language access, limited familiarity with the education system, or uncertainty about how to support academic skills at home, which impacts consistent learning support outside of school. These challenges highlight the need for continued focus on strengthening foundational instruction, expanding targeted interventions, improving attendance, increasing culturally and linguistically responsive practices, and building stronger family partnerships to accelerate outcomes for our priority student groups.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>Nearly 50% of our students are moderately or severely chronically absent, with higher rates among these priority groups due to barriers such as health concerns, transportation challenges, family instability, and competing family responsibilities. Some families, particularly those of English Language Learners and students with IEPs, face language barriers or limited familiarity with school systems, which can make consistent communication and engagement around attendance more difficult. Additionally, some students in these groups require increased social-emotional and behavioral supports; when those needs are not fully addressed, it can lead to disengagement, classroom challenges, and missed instructional time. While we prioritize restorative practices and alternatives to suspension, staff capacity to consistently implement proactive behavior supports and culturally responsive interventions is an ongoing area of growth. These challenges highlight the need for continued focus on strong family partnerships, targeted outreach, culturally responsive climate practices, early intervention for attendance concerns, and expanded social-emotional and behavioral supports to ensure our highest-need students remain engaged, present, and supported in school.</p>

<i>LCAP Goal 4:</i>	By May 2027, 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.	This year, we hired four new teachers who require intensive onboarding and support; although weekly coaching is in place, the implementation of new learning and strategies has been limited and requires more targeted follow-up and practice. Two of our four new teachers missed the beginning-of-year New Teacher PD, and our recent hires also missed the first cycle of central office professional learning, resulting in gaps in foundational knowledge of district expectations, instructional systems, and available supports. In addition, we did not establish a common system for documenting and monitoring coaching notes and teacher progress until midyear, and changes in coaching personnel disrupted continuity of support. As a new site leader, I am also continuing to develop and refine a clear and consistent observation and feedback protocol to ensure coaching is aligned, actionable, and focused on areas of greatest need. Furthermore, several new teachers are unclear about the credentialing process and how to engage with OUSD's credentialing supports and progress monitoring systems. These challenges highlight the need to strengthen early onboarding, ensure consistent coaching structures and documentation, increase engagement in district credentialing systems, and provide differentiated professional learning and wellness support to accelerate new teacher development and retention.
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## 2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Madison Park Academy Primary

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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, Madison Park Academy Primary has implemented several SPSA strategies to strengthen instruction, student engagement, and school climate. We increased dedicated time in the teacher schedule for planning and collaboration and partnered with instructional organizations to provide coaching on curriculum implementation, instructional practices, and classroom systems and structures. The school has also focused on consistent attendance monitoring, family outreach through phone calls and home visits, recognition of positive attendance, and the use of restorative practices such as circles and student conferences to support a positive school culture grounded in our 4 P's—Pride, Perseverance, Purpose, and Possibilities. Additionally, staffing adjustments were made during the year, including filling four teacher vacancies and hiring literacy tutors later in the fall to support student intervention needs.

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

The implemented strategies have contributed to positive academic and engagement outcomes at Madison Park Academy Primary. The percentage of K–5 students performing on grade level increased in iReady ELA from 9.7% to 16.3% and in Math from 2.7% to 9.7%, with additional growth among African American students and students receiving Special Education services, including an increase from 0% to 18.2% on grade level in 2nd grade reading. Attendance and school climate efforts also showed strong impact, with chronic absenteeism decreasing by 10.4%, a 0% suspension rate maintained, and a 2.8% increase in satisfactory attendance for Special Education students. These results reflect the effectiveness of strengthened instruction, targeted supports, family outreach, and a school culture grounded in our 4 P's—Pride, Perseverance, Purpose, and Possibilities.

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.

Based on this analysis, Madison Park Academy Primary will continue to strengthen instructional consistency, early intervention, and family engagement to accelerate progress toward our annual goals. Adjustments will include expanding targeted professional development and coaching focused on curriculum implementation, classroom systems, and data-driven instruction, strengthening early literacy and math intervention supports, and increasing structured opportunities for family workshops to build capacity for supporting learning at home. The school will also continue to refine systems for attendance monitoring, proactive outreach, and social-emotional supports to improve student engagement and reduce lost instructional time. These adjustments are reflected in the updated strategies and actions within the Academic Achievement, Attendance, and Family Engagement sections of the SPSA.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Interpreters and Interpreter devices</p>	<p>Student Connectedness to School</p>	<p>Providing translation ensures non-English-speaking families can understand school communication and actively support their child's education. It increases family engagement and ensures equitable access to important school information.</p>	<p>Did not use funds for this expenditure</p>	<p>Yes, we plan to continue this next year.</p>

<p>EEIP Teacher</p>	<p>Staff Participation in Foundational Professional Learning</p>	<p>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.</p>	<p>Teacher provides teachers with dedicated collaboration time in grade-level PLCs to internalize core curriculum across Math, Foundational Skills, Core Literacy, and D-ELD. During this time, teachers analyze student work, assessments, and data to plan targeted instruction and strengthen implementation of curriculum at the module, unit, and lesson level. In addition, the prep teacher pushes into classrooms to provide foundational reading intervention for students who need additional support, increasing access to targeted literacy instruction while strengthening overall instructional quality and student outcomes.</p>	<p>Yes, we plan to continue this next year</p>
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<p>Children Rising</p>	<p>i-Ready Math at or above Mid-Grade</p>	<p>Path2Math provides individualized math tutoring and support to help elementary students strengthen foundational math skills and reach grade-level proficiency.</p>	<p>Children's Rising Path2Math is positively impacting student learning and engagement. Mid-year i-Ready Math data shows participating students have made an average academic gain of about 25%, with many increasing their scale scores and progressing toward grade-level benchmarks. Tutors also report increased student confidence, perseverance, and willingness to attempt challenging math tasks. A small number of students showed limited progress due to attendance barriers or incomplete assessments, and students currently receive one tutoring session per week instead of the program's typical two, which may limit potential growth. Overall, the program is effectively supporting Tier 3 math intervention and improving student engagement and academic progress.</p>	<p>Yes, we plan to continue this next year</p>
<p>Destiny Arts</p>	<p>Chronic Absenteeism</p>	<p>Destiny Arts provides dance and movement-based arts programs that build students' confidence, creativity, and social-emotional skills while strengthening classroom community.</p>	<p>Students regularly participate in structured music and dance instruction, which promotes collaboration, creativity, and confidence. Teachers and staff report qualitative improvements in student participation, willingness to take positive risks, and overall engagement in school activities. While consistent participation can sometimes be impacted by scheduling or attendance, the program is strengthening school climate and supporting students' social-emotional growth.</p>	<p>Yes, we plan to continue this next year</p>

Smartboards	SBAC ELA Distance from Standard Met	SMART Boards will help students learn better in reading and math by making lessons more fun and hands-on. Teachers can use them to show examples, track progress, and give quick feedback. This helps all students stay engaged, grow faster, and do better on tests.	These boards were recently purchased	Yes, we plan to continue this next year

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Madison Park Academy Primary	<b>SCHOOL ID:</b> 154
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**3: SCHOOL STRATEGIES & ACTIVITIES** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	By May 2027, 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
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<b>Identified Need:</b>	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."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 implementation 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.**

<b>School Goal:</b>	By May of 2027 - 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
<b>Identified Need:</b>	- 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.**

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
<b>Identified Need:</b>	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, attedance 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 Possibility consistenly 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 2027, 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

<b>CONDITIONS FOR BLACK STUDENTS</b>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<a href="#"><i>ELL Progress Data</i></a>		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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 2026-27 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
The Afterschool Program is an important support that extends learning opportunities for students beyond the instructional day and aligns with our SPSA goals of improving academic achievement, increasing student engagement, and supporting positive attendance. The program provides additional academic support, enrichment activities, and a safe, structured environment that reinforces the skills students are developing during the school day. This funding supports the salaries of instructors and coordinators, as well as enrichment and extracurricular activities that help strengthen student learning and overall well-being.	\$134,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			ASES program will provide a variety of activities to encourage student engagement in sports and academics.	154-1
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.	\$47,410	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10115	Teacher Education Enhancement	0.40			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.	154-2
Providing school supplies for the prep teacher ensures students are engaged in structured, high-quality instruction during prep time, allowing teachers to consistently participate in grade-level PLCs. This dedicated collaboration time enables teachers to analyze student work and data and internalize core curriculum across Math, Foundational Skills, Core Literacy, and D-ELD. As a result, this support strengthens instructional planning, ensures effective use of PLC time, and improves overall student outcomes.	\$2,022	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			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
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.	\$11,852	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	10115		0.10			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.	154-4

**PROPOSED 2026-27 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
Providing school supplies for the prep teacher ensures students are engaged in structured, high-quality instruction during prep time, allowing teachers to consistently participate in grade-level PLCs. This dedicated collaboration time enables teachers to analyze student work and data and internalize core curriculum across Math, Foundational Skills, Core Literacy, and D-ELD. As a result, this support strengthens instructional planning, ensures effective use of PLC time, and improves overall student outcomes.	\$12,586	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies			0.00			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.	154-5
Teacher Salaries Stipends - 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.	\$4,710	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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.	154-6
This expenditure will pay for our Community Relations Assistant who will provide translation for monthly Principal's Cafe, support families during SART meetings in order to ensure that our families who speak Spanish feel safe, welcome and informed.	\$69,546	California Community Schools Partnership Program	2205	Classified Support Salaries		Community Relations Asst II	0.75			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, attedance meetings to develop an individualized support plan.	154-7
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.	\$91,048	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7904	Program Mgr Community School	0.50			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, attedance meetings to develop an individualized support plan.	154-8
Teacher Salaries Stipends - 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.	\$5,000	California Community Schools Partnership Program Carryover	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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.	154-9

**PROPOSED 2026-27 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
This expenditure will pay for our Community Relations Assistant who will provide translation for monthly Principal's Cafe, support families during SART meetings in order to ensure that our families who speak Spanish feel safe, welcome and informed.	\$23,182	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries		Community Relations Asst II	0.25			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.	154-10
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.	\$24,056	California Community Schools Partnership Program Carryover	2905	Other Classified Salaries	10116	Noon Supervisor	0.50			Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	154-11
This expenditure will pay for supplies that will support teachers to provide materials students need for writing, note taking and showcasing student work on the bulletin boards.	\$5,614	California Community Schools Partnership Program Carryover	4310	School Office Supplies			0.00			Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	154-12
This expenditure will provide a bus for students to attend field trips. The bus will provide transportation to and from school.	\$13,000	California Community Schools Partnership Program Carryover	5826	External Work Order Services			0.00			Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	154-13
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.	\$8,000	California Community Schools Partnership Program Carryover	5829	Admission Fees			0.00			Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	154-14
Safe Passages offers a high-quality afterschool program that is inclusive and supportive for all students. The program provides students with academic intervention and enrichment opportunities.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			ASES program will provide a variety of activities to encourage student engagement in sports and academics.	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 .	\$12,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	154-16

**PROPOSED 2026-27 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 - Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	\$6,000	LCFF Supplemental	4310	School Office Supplies			0.00			Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	154-17
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	\$4,700	LCFF Supplemental	4380	Uniforms			0.00			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.	154-18
TSA 11 mo - 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.	\$81,241	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10672	TSA 11Mon 12Pay	0.60			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.	154-19
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.	\$91,048	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7904	Program Mgr Community School	0.50			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.	154-20
TSA 11 mo - 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.	\$54,161	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10672	TSA 11Mon 12Pay	0.40			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.	154-21
Teacher Salaries Stipends - ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts .	\$9,014	Literacy Coaches & Reading Specialists Grant	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	154-22
Early Literacy Tutor - 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.	\$42,429	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries	10675	Early Literacy Reading Tutor	0.80			After 6 weeks Tier 1 support students who need additional acceleration will be assigned designated support groups.	154-23

**PROPOSED 2026-27 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
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.	\$6,896	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			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
VAPA Teacher will provide media arts lessons for TK-5th class weekly. Students will create presentations aligned to the theme for the core curriculums	\$56,662	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	6217	Teacher Education Enhancement	0.50			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
Funds will pay for a Library Tech. This will improve literacy outcomes by providing students access to diverse, curriculum-aligned reading materials, benefiting all students.	\$94,230	Measure G, Library Support	2205	Classified Support Salaries	9150	Library Technician	1.00			Teachers are committed to teaching and reinforcing core values. Teachers will teach and model Pride, Purpose, Perservance and Possibility consistently with students. Using SEL curriculum teachers will monitor students social emotion health.	154-26
VAPA Teacher will provide media arts lessons for TK-5th class weekly. Students will create presentations aligned to the theme for the core curriculums	\$59,262	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10115	Teacher Education Enhancement	0.50			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.	154-27
This expenditure will be for teachers who lead and support family workshops for attendance, reclassification, reading and math.	\$930	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation			0.00		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.	154-28

**PROPOSED 2026-27 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
Parent Workshops-Providing monthly family workshops led by teachers through extended contracts creates meaningful opportunities for families to engage with the school and advocate for their children's success. These workshops support an anti-racist approach by elevating family voice, honoring diverse cultures, languages, and family structures, and intentionally removing barriers to participation. Through consistent relationship-building, this work helps ensure that every student and family develops a strong connection with at least one staff member who supports their success.	\$930	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		i-Ready Reading at or above Mid-Grade	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.	154-29
Meeting refreshments - Families will have individual affinity spaces based on chosen racial identities.	\$500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	Families will have individual affinity spaces based on chosen racial identities.	154-30
Prep Teacher - 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)	\$56,662	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6217	Teacher Education Enhancement	0.50		SBAC ELA Distance from Standard Met	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.	154-31
Purchasing school supplies ensures all students have access to materials, increasing time on task and reducing instructional disruptions. This supports stronger student engagement and connectedness to school by enabling full participation in classroom activities and school-wide events. Supplies also support the implementation of at least two exhibitions of learning, promoting student ownership and celebration of progress. Evidence includes increased participation, improved assignment completion, and higher engagement during instruction and exhibitions.	\$20,000	Title I, Part A Schoolwide Program	4310	School Office Supplies			0.00		Student Connectedness to School	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	154-32

**PROPOSED 2026-27 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
New computers will improve access to digital instruction, allowing students to consistently use online programs, complete assessments, and engage in differentiated learning with fewer disruptions. Teachers report increased ability to monitor progress and use real-time data during PLCs. Evidence includes higher student usage of digital platforms, more consistent assessment completion, and improved access to data for instructional planning.	\$20,001	Title I, Part A Schoolwide Program	4420	Computer < \$5,000			0.00		i-Ready Reading at or above Mid-Grade	After 6 weeks Tier 1 support students who need additional acceleration will be assigned designated support groups.	154-33
Partnering with consultants such as Children's Rising through the Pathway to Math program and Destiny Arts Center for music and dance strengthens Tier 1 instruction by providing structured, culturally responsive learning experiences that increase student engagement and access to rigorous, high-quality instruction. These programs enrich the core instructional program and help ensure students receive strong foundational learning opportunities during the regular instructional day.	\$15,000	Title I, Part A Schoolwide Program	5825	Consultants			0.00		SBAC Math Distance from Standard Met	After 6 weeks Tier 1 support students who need additional acceleration will be assigned designated support groups.	154-34
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.	\$16,137	Title I, Part A Schoolwide Program	5826	External Work Order Services			0.00		Chronic Absenteeism		154-35
digital licenses for programs such as Raz-Kids will increase access to differentiated literacy instruction and improved student engagement in reading. Students practice at their individualized levels, resulting in increased time on task and targeted skill development. Teachers use real-time data to monitor progress and inform instruction during PLCs. Evidence includes increased student usage and completion rates, along with improvements in reading fluency and comprehension.	\$2,000	Title I, Part A Schoolwide Program	5846	Licensing Agreements			0.00		SBAC ELA Distance from Standard Met	Teachers are committed to teaching and reinforcing core values. Teachers will teach and model Pride, Purpose, Persistence and Possibility consistently with students. Using SEL curriculum teachers will monitor students social emotion health.	154-36





## **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

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 monthly 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 monthly 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
- Teachers complete/update a wellness tracker for students bi-weekly or monthly

### **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 and 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 and 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 the Madison Park Academy on August 13, 2025 and will be in effect for the period August 11, 2025 through May 28, 2026.

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

<u>Shalonda Tillman</u>	<u><i>Shalonda Tillman</i></u>	<u>8/28/25</u>
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

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



## **School-Parent Compact MPA Primary Tk-5 Elementary School 2025-26**

*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 2025-26 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 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 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 addition 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 EnglishLearners
  - School Site Council: Parents and Teachers working to improve overall school operations.
  - Virtual Field Trip volunteers
  - 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 the 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.

**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

**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

**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 8/13/25 and will be in effect for the period of the 2025-26 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 8/13/25.

Shalonda Tillman

*Shalonda Tillman*

8/28/25

**Principal’s Name**

**Principal’s Signature**

**Date**





Strategic Resource Planning (SRP)

**MPA Primary**  
**School Site Council Membership Roster**  
**2025-2026**

**SSC - Officers**

Chairperson:	Maria Inzunza
Vice Chairperson:	Sequoyah Coleman
Secretary:	De'zha Boynton

**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?)
Shalonda Tillman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
De'zha Boynton	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Kate Pottebaum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Jessica Hadid	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Maria Inzunza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Diamond Antone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Sequoyah Coleman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Renita Murphy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tanisha Brooks (Alternate)	<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"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	<b>4th Thursday @ 9:00 a.m.</b>
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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