

Board Office Use: Legislative File Info.	
File ID Number	26-1351
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



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 Upper Campus

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Madison Park Academy Upper Campus.

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 Upper Campus

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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: 4/30/2026

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:

Bianca Lorenz
Principal


Signature

4/30/2026
Date

Petrona Acabal Mejia
SSC Chairperson

Petrona Acabal
Signature

4/30/2026
Date

SELLS Representative (optional)

Signature

Date

Vanessa Sifuentes
Network Superintendent

Vanessa Sifuentes
Signature

04/24/2026
Date

Lisa Spielman
Director, Strategic Resource Planning


Signature

4/17/26
Date

2026-27 SPSA ENGAGEMENT TIMELINE**School Site:** Madison Park Academy Upper Campus **Site Number:**

215

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/28/2026	SSC & SELLS	Reviewed data and identified school needs, Reflected on progress and challenges
1/20/2026	Admin Team	Reflected on instructional practices and supports, Collected input for next year's SPSA draft, Reflected on p
1/20/2026	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	\$346,080.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,075,372.92

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	\$339,900
Title I Parent & Family Engagement Resource 3010	\$6,180
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$346,080

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,075,372.92

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$60,100
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$141,609
Community Schools Grant (CCSPP) Resource 6332	\$239,143
Proposition 28 (Arts & Music in Schools) Resource 6770	\$138,441
SUBTOTAL OF STATE & LOCAL FUNDING:	\$729,293

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

1A: ABOUT THE SCHOOL

School Name: Madison Park Academy Upper Campus		School ID: 215
CDS Code: 1612596066450	SSC Approval Date:	Board Approval Date:

School Mission and Vision

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

MPA TK-12 students shall experience a full service educational journey that cultivates resilience, develops innovative design agents of change that both reflect on and evaluate choices, while instilling the value of Pride, Purpose, Perverserance, Possibilities.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Targeted Support & Improvement for the following groups: English Learners

The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.4%	11.0%	82.0%	2.2%	0.7%	17.0%	99.4%	40.2%	22.6%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.6%	0.9%	1.3%	0.2%	0.2%	0.0%	98.5%	13.6%	86.9%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2027, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 45% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
Identified School Need:	Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

English Language Arts Measures & Targets

Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	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	All Students	-80.0	-94.8	-104.3	-65.0	-55.0
SBAC ELA Participation	All Students	90.9%	95.9%	90.8%	95.0%	96.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	34.5%	35.6%	40.1%	52.8%	60.0%

Mathematics/Science Measures & Targets

Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-157.0	-165.0	-163.9	-125.0	-105.0
SBAC Math Participation	All Students	92.9%	92.9%	90.8%	95.0%	96.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	10.1%	8.9%	6.5%	11.7%	13.0%
California Science Test (CAST) Participation	All Students	89.1%	95.2%	88.4%	95.0%	96.0%

Graduation Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Four-Five Year Cohort Graduation Rate	All Students	87.2%	88.5%	87.6%	93.0%	95.0%
On Track to Graduate: 9th Grade	All Students	72.3%	66.3%	52.2%	78.0%	82.0%
On Track to Graduate: 11th Grade	All Students	50.0%	68.0%	54.9%	65.0%	70.0%
A-G Completion	All Students	32.1%	62.1%	70.1%	45.0%	75.0%
College/Career Readiness	All Students	61.7%	66.7%	64.9%	75.0%	80.0%

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

School Goal: By the end of 26-27, the out-of-school suspension rate for African American students will decrease to 8% by measured by the CA dashboard, to promote a safe, welcome, and engaging campus.

Identified School Need: Our African American students are suspended at a disproportionate rate. This has had a significant impact on school culture as well as AA outcomes.

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	-170.8	-155.5	-176.9	-65.0	-40.0
SBAC ELA Distance from Standard Met	African American Students	-73.0	-95.1	-156.1	-65.0	-40.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	89.0%	70.7%	63.7%	70.4%	72.0%
SBAC Math Distance from Standard Met	Special Education Students	-217.2	-242.7	-226.9	-125.0	-125.0
SBAC Math Distance from Standard Met	African American Students	-182.7	-167.9	-214.3	-165.0	-145.0

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	17.1%	15.2%	12.2%	23.0%	20.0%
LTEL Reclassification	Long-Term English Learners	22.9%	19.4%	16.2%	28.0%	25.0%

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

School Goal: By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.3% to 30%.

Identified School Need: We need to develop a stronger communication system with families. Students and staff are all aligned with utilizing restorative practices in the community.

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	49.6%	42.1%	35.6%	60.0%	70%
Out-of-School Suspensions	All Students	10.2%	11.3%	11.7%	8.0%	5.0%
Out-of-School Suspensions	African American Students	29.1%	17.8%	22.0%	8.0%	5.0%
Out-of-School Suspensions	Special Education Students	16.0%	11.6%	20.9%	8.0%	5.0%
Chronic Absenteeism	All Students	71.4%	48.3%	49.3%	30.0%	15.0%
Chronic Absenteeism	African American Students	78.8%	60.8%	64.6%	30.0%	15.0%

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

School Goal: By the end of 26-27, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10% measured by the school staff survey given every semester.

Identified School Need: Help increase new teacher supports with curriculum and class management. Administration engaging with staff when needs arise.

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	63.9%	63.7%	64.1%	75.0%	80.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By June 2027, students will demonstrate increased literacy and math proficiency as measured by:</p> <p>Metric 1) 45% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</p>	<p>For 26-27 SPSA from 1/5/26 PD:</p> <p>We see some positive trends in our mid-year iReady data. Across our school site, 43% of the HS students that completed iReady, and 46% of MS students that completed iReady met or beat their mid-year growth goals. This is based on 87% HS participation and 94% MS participation.</p> <p>MS Academic ELD classes are leveled by SIPPS needs, and SIPPS instruction is happening on a regular basis in those classes. In Study Skills, any student reading 3 or more years below grade level is doing a requisite number of minutes on Lexia. Our two TSAs also pull small groups of students who need very targeted phonics instruction and use SIPP or SPIRE. Additionally, in department and whole-school professional development, we've worked to build teacher capacity around student talk through cycles of inquiry. The Humanities Department is focusing on implementation of Writing Revolution strategies which increases students' ability to produce and comprehend complex sentences. Between our two TSAs, 80% of the math department, 70% of the SPED department, and 85% of the Humanities department receives regular coaching to support implementation of strong classroom routines and standards-aligned instruction.</p> <p>Additionally, 25-26 is the first year that all HS ELA teachers are teaching Fish Tank units. Grades 9-11 are teaching exclusively Fish Tank. Grade 12 is piloting two Fish Tank units this year and is planning on teaching the 3 priority units next year in addition to Capstone.</p> <p>This year, we have x Blueprint Fellows providing small group remedial math instruction to xyz # middle and high school students.</p>

<i>LCAP Goal 2:</i>	By the end of 26-27, the out-of-school suspension rate for African American students will decrease to 8% by measured by the CA dashboard, to promote a safe, welcome, and engaging campus.	We are continuing to prioritize ways to have positive engagement and celebrating students for their academic engagement and commitment. We utilize the Minga platform to highlight student engagement with our 4Ps in and out of the classroom, which families are also informed of via messaging. We acknowledge student attendance and academic achievements for Honor Roll. Our Culture & Climate teamwork to uplift student voice and create community through regularly scheduled events throughout the year, such as Spirit Week, Community Days, and March Madness. We utilize our afterschool partnership to allow us to build into our events, academic support, sports, extracurricular offerings, and relationship with families.
<i>LCAP Goal 3:</i>	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.3% to 30%.	Our attendance team meets weekly to review attendance data, contact families, and provide resources to support our students to attend school. We partner with different community organizations to help build relationships with students and families. Our CSM conducts home visits for students whose attendance is decreasing. Additionally, we have SART meetings and assign students a case manager to support students and their attendance.
<i>LCAP Goal 4:</i>	By the end of 26-27, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10% measured by the school staff survey given every semester.	We have three TSAs that support new teachers. High school teachers have common grade level prep time and middle school has an increase in minimum days to provide more common grade level time. Additionally we have increased opportunities for professional development for teachers and resources to grow in their practice through the 2 year Light Award which funded our partnership with the Lead By Learning Team. We utilize our Educator Effectiveness Grant to schedule release days with teachers for planning and instructional support. We also use the fact that we have three TSAs and that they will get an on site coach to help support them in their teaching practice to help get teachers to accept our offer.

Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p>By June 2027, students will demonstrate increased literacy and math proficiency as measured by:</p> <p>Metric 1) 45% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments</p>	<p>Teachers, especially our early-career teachers, need support in scaffolding their instruction to serve English Learners and newcomers in mainstream classes, and designing instructional interventions to support students who do not qualify for SIPPS interventions (i.e. have mastered decoding) but still read below grade level. We know based on classroom walkthroughs that many of our teachers still need support to consistently plan and execute a daily content language objective and implement intentional student talk practices. We also want to continue to prioritize curriculum implementation to ensure teachers are covering all relevant standards throughout the year and delivering high quality Tier 1 instruction. Our math teachers struggle to plan and execute rigorous, grade-level appropriate lessons that also provide the foundational skill review students may need.</p> <p>Madison Park Academy 6-12 will allocate Title I funding to support several key instructional and college-readiness initiatives. These expenditures include Certificated Teachers on Special Assignment (TSA) to support student literacy achievement and teacher instructional practice, as well as a College and Career Readiness Specialist to support access for students in grades 6-12. Additionally, funding will be allocated to extended contracts, enabling staff to provide targeted support to focal student groups. The school will also invest in software that facilitates classroom learning and field trips designed to support learning in Core Subjects while promoting college and career exploration. The Madison Park Upper School Site Council will vote on the expenditure of any unallocated Title I funds to further support student achievement in this goal.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By the end of 26-27, the out-of-school suspension rate for African American students will decrease to 8% by measured by the CA dashboard, to promote a safe, welcome, and engaging campus.</p>	<p>We need to continue prioritizing having a position that focuses on culture and climate specifically for student body. This designated person supports consistent focus of effort around building the student experience in and out of the classroom. They support student acknowledgement/voice and relationship building with all. We've approached this role differently in the past couple years (i.e., RJ and TSA), but have not been able to have the position filled for a full year. Since we have a newer teaching staff, they struggle with classroom management which increases behavior problems. This role also supports building strong classroom management and experiences for staff and students.</p>

<i>LCAP Goal 3:</i>	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.3% to 30%.	We struggle to find the best mode of contact with families and parents. We continue to utilize many platforms to connect home, but it doesn't seem to always be effective since not all families know how to access technology/communication tools and updated information to be able to contact. Additionally, we continue to find a challenge in being able to fully translate for all of our families. Title I Parent Education funding is dedicated to enhancing family engagement and participation in the school community. These funds will be used for Classified Staff Overtime to support translation, engagement, and participation in after-school meetings and events. Furthermore, the budget covers Family Workshops designed to support family engagement and student achievement, along with the development of a Family Center Library to support reading and family involvement. Any remaining Title I Parent ED funds will be allocated toward further supporting these family engagement goals.
<i>LCAP Goal 4:</i>	By the end of 26-27, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10% measured by the school staff survey given every semester.	Unfortunately, the candidate pool is not very strong. It is hard to find candidates because of the salary teachers are offered. Another challenge is that teachers want other teachers to collaborate with that teach the same subject. Since we are a small school, we only typically have one teacher per subject and grade.

ATSI & TSI Target Student Groups and Metrics						
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26	2026-27
		Baseline	Outcome	Outcome	Target	Target
ELA	English Learners	-151.90	-150.00	-130.7	-110	-110
Math	English Learners	-196.90	-207.90	-186.1	-125	-125
Chronic Absenteeism	English Learners	73.7%	53.5%	54.10%	20.0%	20.0%
Suspension	English Learners	11.1%	13.2%	13.80%	5.0%	5.0%

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Madison Park Academy Upper Campus

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.

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

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

The TSA's are very supportive of new teachers to help decrease our turnover. Coaches meet with their assigned teacher bi-weekly to provide feedback on observations and support with lesson planning. TSA's support with professional development focused on literacy.

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

We want to continue funding one of the TSA positions because we have seen data that supports that the Literacy TSA is increasing our students ability to read. The TSA pulls students out for SIPPS and plans monthly PD's around literacy.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Classified overtime will support key initiatives aimed at improving academic outcomes and fostering family engagement for ELL and SpEd students.</p>	<p>Student Connectedness to School</p>	<p>These funds will enable staff to coordinate family conferences, providing tailored strategies to address student needs; host inclusive family events to educate and involve families in school resources and programs; and deliver targeted academic support through personalized interventions for focal students. By addressing barriers to learning and strengthening school-family partnerships, these activities align with Title I objectives to promote equity and enhance student achievement</p>	<p>Providing time and space for staff to connect with families is essential in building a positive school community. We have seen an increase in sense of belonging for students due to the initial relationships we are building with families.</p>	<p>We will continue to provide extended contracts to classified staff because we have noticed the difference in our school community.</p>
<p>Field trips</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>These funds supported field trips for students to deepen their learning outside of the classroom</p>	<p>Providing opportunities for students to apply their learning beyond the classroom has increased engagement and standard mastery.</p>	<p>Due to budget shifts, field trips will be reduced.</p>

<p>Consultant for English classes</p>	<p>Student Connectedness to School</p>	<p>This year we paid a consultant to teach English classes to our parents who were interested in learning English. This expenditure supports family engagement and opportunities for families to be at the school site more. This support parents being involved with their child's educational journey.</p>	<p>Increased family engagement and participation</p>	<p>We will continue this expenditure to continue to build strong partnerships with families.</p>
<p>This expenditure pays for one of our TSAs to provide instructional coaching to teachers.</p>	<p>Reading Inventory (RI) Multiple Years Below Grade Level</p>	<p>These funds ensure that all new teachers at MPA have instructional coaching and support that include weekly meetings, observations, and reflections. This helps teachers develop their own practice and feel supported.</p>	<p>We have increased retention with new teachers due to the instructional support that they receive at MPA</p>	<p>We will continue this expenditure to ensure that teachers' instructional practice continues to improve</p>
<p>Certificated extended contracts will support key initiatives aimed at improving academic outcomes and fostering family engagement for ELL and SpEd students.</p>	<p>Staff Participation in Foundational Professional Learning</p>	<p>These funds will enable staff to coordinate family conferences, providing tailored strategies to address student needs; host inclusive family events to educate and involve families in school resources and programs; and deliver targeted academic support through personalized interventions for focal students. By addressing barriers to learning and strengthening school-family partnerships, these activities align with Title I objectives to promote equity and enhance student achievement</p>	<p>Providing time and space for teachers to connect with families is essential in building a positive school community. We have seen an increase in sense of belonging for students due to the initial relationships we are building with families.</p>	<p>We will continue to provide extended contracts to teachers because we have noticed the difference in our school community.</p>

<p>We are currently paying for Peardeck and IXL, which are two programs to supplement teacher instruction to provide scaffolds and foundational skill support for students.</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Both programs support with scaffolds and foundational skill development and practice.</p>	<p>Teachers who utilize Peardeck see increased engagement, utilize more formative assessments, and see growth in standard mastery. IXL has been an intervention to support students who have gaps in their basic math skills and this program supports students' practice in meeting grade-level standards.</p>	<p>We will continue these expenditures as they have positive outcomes on student learning</p>
---	---	--	---	---

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

School:	Madison Park Academy Upper Campus	SCHOOL ID:	219
----------------	-----------------------------------	-------------------	-----

3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
--	---

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

School Goal:	By June 2027, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 45% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments
---------------------	---

Identified Need:	Our students need to demonstrate mastery in literacy and math in order to be college and career ready.
-------------------------	--

#	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	We will have SIPP intervention in all MS ELD classes, our Literacy TSAs pull out the highest needs MS students for phonics pull outs, Lexia in all Study Skills classes (per Central SPED's recommendations); there is one HS phonics pull out.	All Students	Academic	Tier 1 - Universal
1-2	We will have two full time Literacy TSAs who will plan and develop curriculum, instruction, and coaching for teachers to implement literacy strategies.	All Students	Academic	Tier 1 - Universal
1-3	Teacher professional development will engage with cycles of inquiry focused on student writing	All Students	Academic	Tier 1 - Universal
1-4	Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	All Students	Academic	Tier 1 - Universal
1-5	Teachers will receive observations every marking period to support instructional practices related to student writing	All Students	Academic	Tier 1 - Universal

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

School Goal:		By the end of 26-27, the out-of-school suspension rate for African American students will decrease to 8% by measured by the CA dashboard, to promote a safe, welcome, and engaging campus.		
Identified Need:		Our African American students are suspended at a disproportionate rate. This has had a significant impact on school culture as well as AA outcomes.		
#	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	We offer an African American Achievement class in high school to support engagement, attendance, and joy at school for our African American students	African American	Academic	Tier 1 - Universal
2-2	Our Tier 3 team will focus on the needs of Black students and make it a priority to create a positive school culture for them.	African American	Behavioral + Academic	Tier 1 - Universal
2-3	Community Relations and CSM will build partnerships with organizations to support the development of systems and structures to decrease suspensions	African American	Behavioral	Tier 1 - Universal
2-4	Minga will be utilized to track positive behaviors and provide positive incentives through the Minga store	African American	Academic	Tier 1 - Universal

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

School Goal:		By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 48.3% to 30%.		
Identified Need:		We need to develop a stronger communication system with families. Students and staff are all aligned with utilizing restorative practices in the community.		
#	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	We will have a bilingual community relations position to support with parent contact/communication around attendance.	All Students	Behavioral	Tier 2 - Supplemental
3-2	We will have monthly attendance celebrations.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	We will have an additional literacy TSA to support student academic engagement.	All Students	Behavioral, Academic	Tier 1 - Universal
3-4	We will have MS family conferences 2x/year.	All Students	SEL, Behavioral, Academic	Tier 1 - Universal

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

School Goal: By the end of 26-27, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10% measured by the school staff survey given every semester.

Identified Need: Help increase new teacher supports with curriculum and class management. Administration engaging with staff when needs arise.

#	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	Teachers will receive weekly coaching and observations from one of our three TSAs to help with classroom management and curriculum development. Having new teachers observe veteran teachers to get ideas.	All Students	Academic	Tier 1 - Universal
4-2	Culture and Climate team will plan events for first year teachers.	All Students	Behavioral	Tier 1 - Universal
4-3	Administration will communicate with first year teachers about opportunities in the district to attend professional development tailored to the needs of first year teachers.	All Students	SEL / Mental Health	Tier 1 - Universal
4-4	PD will focus on supporting new teachers with classroom management.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Community partnerships with organizations to provide safe spaces and case management for Black students	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	Teachers will host Black Student Union during school and have after school activities for students.	African American	Behavioral	Tier 2 - Supplemental
5-3	Field trips specifically to visit HBCUs and colleges with active BSUs	African American	Academic	Tier 2 - Supplemental

--	--	--	--	--

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		ELL Progress Data		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	ELD teachers will differentiate class activities to include SIPPS, Tier 2 vocabulary, and reading intervention skills.	English Learner Students	Academic	Tier 1 - Universal
6-2	Teachers will create daily language objectives aligned to content objectives to support language and literacy development of ELLs.	English Learner Students	Academic	Tier 1 - Universal
6-3	School will monitor behavior and intervention strategies to support English Learner out of school suspensions.	English Learner Students	Academic	Tier 2 - Supplemental
6-4	Instructional team will review and implement intervention strategies for ELL students to improve ELPI scores on CA Dashboard.	English Learner Students	Behavioral	Tier 2 - Supplemental
6-5	Teachers will receive observations every marking period to support instructional practices related to student writing	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
These stipends will pay for teachers to offer academic support to provide students with extended time to master key concepts in class. Students who are at-risk of failing will receive these supports. Stipends will also pay for teachers to lead and host clubs or organizations to increase engagement, participation, and attendance at school.	\$25,000	After School Education & Safety (ASES)	1120	Certificated Teachers' Salaries: Stipends			0.00			Teachers will host Black Student Union during school and have after school activities for students.	215-1
We will have a partnership with Oakland Genesis and Youth Beat after school to provide sports opportunities and to learn music production.	\$116,609	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Teachers will host Black Student Union during school and have after school activities for students.	215-2
This funding will pay for a middle school digital media arts teacher to provide middle school students with an additional elective option.	\$95,807	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	2474	Teacher Structured Eng Immersn	1.00			Teachers will create daily language objectives aligned to content objectives to support language and literacy development of ELLs.	215-3
Stipends will be provided to provide after school programming related to digital media to students	\$2,634	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends			0.00			Teachers will create daily language objectives aligned to content objectives to support language and literacy development of ELLs.	215-4
Supplies will be needed for the digital media arts class and will serve all students enrolled in the course.	\$20,000	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			PD will focus on supporting new teachers with classroom management.	215-5
Consultants will allow the digital arts teacher to partner with outside organizations to provide supplemental project-based learning to apply skills. All students enrolled in the course will benefit by having the opportunity to apply their learning.	\$20,000	Arts & Music in Schools (Proposition 28)	5825	Consultants			0.00			Teacher professional development will engage with cycles of inquiry focused on student writing	215-6
This position supports ELL reclassification by offering newcomer students additional language development support.	\$20,690	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2820	Teacher Structured Eng Immersn	0.20		ELL Reclassification	ELD teachers will differentiate class activities to include SIPPS, Tier 2 vocabulary, and reading intervention skills.	215-7
Teachers are paid extended contracts to host family conferences for all students. This allows for families to be informed of their child's progress through the year and build stronger connections to support students towards on track to graduate status. We will target our highest need students.	\$20,000	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends			0.00			We will have MS family conferences 2x/year.	215-8

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Our social worker will work very closely with students and teachers to ensure their basic needs are met so the students can focus on academics in class.	\$58,718	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	7925	Social Worker	0.35			School will monitor behavior and intervention strategies to support English Learner out of school suspensions.	215-9
This role will be focused on increasing student engagement by developing strong relationships and academic interventions for students who are experiencing barriers to success. This role will support teacher retention because this role can support with Tier 1 behaviors and attendance in the classroom.	\$78,265	California Community Schools Partnership Program	2205	Classified Support Salaries	0815	Community Relations Ast II Bil	1.00			We will have a bilingual community relations position to support with parent contact/communication around attendance.	215-10
Professional Development for Staff to learn how to create safe learning environments for adults and students for example like implementing restorative practices in the classroom. Creating a community that is welcoming to all is important. Ex. Teaching Well and That Art Party. Classes for staff to learn Spanish to improve communication with students and families. And translation services for teachers/staff for communication with families.	\$38,637	California Community Schools Partnership Program	5825	Consultants			0.00			Instructional team will review and implement intervention strategies for ELL students to improve ELPPI scores on CA Dashboard.	215-11
We will provide funding for professional transportation services to facilitate off-site educational field trips, ensuring students have safe and reliable access to diverse learning environments beyond the classroom. These excursions improve student outcomes by connecting theoretical curriculum to real-world applications, which significantly boosts academic engagement and long-term knowledge retention for all participating students.	\$6,880	California Community Schools Partnership Program	5826	External Work Order Services			0.00			Field trips specifically to visit HBCUs and colleges with active BSUs	215-12
These funds will cover substitute costs for teachers to participate in field trips, engage in observations, have release days for planning, and receive instructional support to improve the instruction and culture of the school.	\$14,925	California Community Schools Partnership Program Carryover	1150	Certificated Teachers: Substitutes			0.00			Field trips specifically to visit HBCUs and colleges with active BSUs	215-13
This role is responsible for supporting high school students in career and college readiness including field trips, post secondary planning and application process	\$6,718	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	7740	Spec College/Career Readiness	0.05			We will have MS family conferences 2x/year.	215-14

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
We will provide funding for professional transportation services to facilitate off-site educational field trips, ensuring students have safe and reliable access to diverse learning environments beyond the classroom. These excursions improve student outcomes by connecting theoretical curriculum to real-world applications, which significantly boosts academic engagement and long-term knowledge retention for all participating students.	\$15,000	California Community Schools Partnership Program Carryover	5826	External Work Order Services			0.00			Community partnerships with organizations to provide safe spaces and case management for Black students	215-15
This role is responsible for supporting high school students in career and college readiness including field trips, post secondary planning and application process	\$26,871	College & Career Access Pathways Grant	2205	Classified Support Salaries	7740	Spec College/Career Readiness	0.20			Community Relations and CSM will build partnerships with organizations to support the development of systems and structures to decrease suspensions	215-16
Materials including books, software and hardware for the Media courses, and other course materials to enable Dual Enrollment courses to be taught in an experiential and rigorous way aligned with the student learning outcomes of the college.	\$70	College & Career Access Pathways Grant	4310	School Office Supplies			0.00			We offer an African American Achievement class in high school to support engagement, attendance, and joy at school for our African American students	215-17
Textbooks are needed for dual enrollment programming to provide students with college courses to increase college and career readiness.	\$3,393	College & Career Access Pathways Grant	4100	Textbooks			0.00			Instructional team will review and implement intervention strategies for ELL students to improve ELPI scores on CA Dashboard.	215-18
Support the implementation of the dual enrollment programming at the site to ensure all students have access, students with IEPs have support, ELLs are provided scaffolds, and communications with families is consistent and transparent.	\$1,981	College & Career Access Pathways Grant	7310	Interprogram Support/costs			0.00			School will monitor behavior and intervention strategies to support English Learner out of school suspensions.	215-19
Partnership with BACR to ensure they are partnering with organizations to provide services for students to improve academics.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Teachers will host Black Student Union during school and have after school activities for students.	215-20
This role is responsible for supporting high school students in career and college readiness including field trips, post secondary planning and application process	\$80,613	Golden State Pathways Program	2205	Classified Support Salaries	7740	Spec College/Career Readiness	0.60			Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	215-21

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Materials including books, software and hardware for the Media courses, and other course materials to enable Dual Enrollment courses to be taught in an experiential and rigorous way aligned with the student learning outcomes of the college.	\$913	Golden State Pathways Program	4310	School Office Supplies			0.00			Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	215-22
Support for our language navigator program to grow the literacy of ELL.	\$4,031	Golden State Pathways Program	5825	Consultants			0.00			Community Relations and CSM will build partnerships with organizations to support the development of systems and structures to decrease suspensions	215-23
For support staff to translate meetings that we have with families to build more positive relationships.	\$10,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime			0.00			Community partnerships with organizations to provide safe spaces and case management for Black students	215-24
Provide supplies (marker, paper, pencils, etc) for students in their classes to support engagement.	\$9,100	LCFF Supplemental	4310	School Office Supplies			0.00			Minga will be utilized to track positive behaviors and provide positive incentives through the Minga store	215-25
Creates a positive culture and climate for students. We will purchase sweatshirts, hoodies, and shirts for MS students to wear.	\$20,000	LCFF Supplemental	4380	Uniforms			0.00			Culture and Climate team will plan events for first year teachers.	215-26
We will provide funding for professional transportation services to facilitate off-site educational field trips, ensuring students have safe and reliable access to diverse learning environments beyond the classroom. These excursions improve student outcomes by connecting theoretical curriculum to real-world applications, which significantly boosts academic engagement and long-term knowledge retention for all participating students.	\$21,000	LCFF Supplemental	5826	External Work Order Services			0.00			Field trips specifically to visit HBCUs and colleges with active BSUs	215-27
Literacy TSA that ensures that we increase the number of students that are reading below grade level.	\$150,357	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10723	TSA 11Mon 12Pay	1.00			Teachers will receive weekly coaching and observations from one of our three TSAs to help with classroom management and curriculum development. Having new teachers observe veteran teachers to get ideas.	215-28
CSM works closely with partners and service providers by assigning them students during COST meetings. Additionally, is a mental health therapist and does check ins with students.	\$154,524	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	3969	Program Mgr Community School	0.75			Our Tier 3 team will focus on the needs of Black students and make it a priority to create a positive school culture for them.	215-29

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Salary for a librarian to provide library services to students, staff, and families to increase literacy and language development for all students.	\$93,563	Measure G, Library Support	2205	Classified Support Salaries	8594	Library Technician	1.00			ELD teachers will differentiate class activities to include SIPPS, Tier 2 vocabulary, and reading intervention skills.	215-30
Our social worker will work very closely with students and teachers to ensure their basic needs are met so the students can focus on academics in class.	\$109,048	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1205	Certificated Pupil Support Salaries	7925	Social Worker	0.65			School will monitor behavior and intervention strategies to support English Learner out of school suspensions.	215-31
To pay for media equipment- cameras, macbooks for our Media Arts class to prepare students for our high school media arts program.	\$2,875	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies			0.00			School will monitor behavior and intervention strategies to support English Learner out of school suspensions.	215-32
Teacher salary for intermediate media pathway course to provide students with a three-course pathway sequence to be college and career ready.	\$88,502	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	9961	Teacher Structured Eng Immersn	0.80			Teachers will create daily language objectives aligned to content objectives to support language and literacy development of ELLs.	215-33
Teacher salary for advanced media pathway course to provide students with a three-course pathway sequence to be college and career ready.	\$59,058	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	10126	Teacher Structured Eng Immersn	0.50			Teachers will create daily language objectives aligned to content objectives to support language and literacy development of ELLs.	215-34
This role is responsible for supporting high school students in career and college readiness including field trips, post secondary planning and application process	\$20,153	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	7740	Spec College/Career Readiness	0.15			Community partnerships with organizations to provide safe spaces and case management for Black students	215-35
Extended Contract for Media Pathway Director focused on building infrastructure and systems across the school site to positively impact pathway development, duties include curriculum and pathway development, instructional coaching and design, connecting with partners, managing Measure N supplies, and other pathway related tasks. The outcomes of this role include increase media enrollment in the pathway sequence, increase pass rate and course sequence completion, increase cohort collaboration, and increase graduation rates for all students and specifically our focal students.	\$95,042	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	2472	Coach College/Career Pathways	0.50			Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	215-36

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 215

School: Madison Park Academy Upper Campus

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Process purchasing of Measure H supplies and equipment to ensure that students have everything they need to be successful in the pathway.	\$50,313	Measure H: College & Career Readiness for All	2405	Clerical Salaries	10525	Administrative Assist I Bil	0.40			Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	215-37
We will provide funding for professional transportation services to facilitate off-site educational field trips, ensuring students have safe and reliable access to diverse learning environments beyond the classroom. These excursions improve student outcomes by connecting theoretical curriculum to real-world applications, which significantly boosts academic engagement and long-term knowledge retention for all participating students.	\$6,531	Measure H: College & Career Readiness for All	5826	External Work Order Services			0.00			Field trips specifically to visit HBCUs and colleges with active BSUs	215-38
For support staff to translate meetings that we have with families to build more positive relationships.	\$5,000	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime			0.00		Student Connectedness to School	Community partnerships with organizations to provide safe spaces and case management for Black students	215-39
It will pay for a partnership that will have family workshops to support their students with literacy at home.	\$1,180	Title I, Part A Parent & Family Engagement	5825	Consultants			0.00		Chronic Absenteeism	We will have monthly attendance celebrations.	215-40
Literacy TSA that ensures that we increase the number of students that are reading below grade level.	\$142,740	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	10722	TSA 11Mon 12Pay	0.80		i-Ready Reading at or above Mid-Grade	We will have two full time Literacy TSAs who will plan and develop curriculum, instruction, and coaching for teachers to implement literacy strategies.	215-41
Literacy TSA that ensures that we increase the number of students that are reading below grade level.	\$80,720	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	11466	TSA 10Pay	0.80		Reading Inventory (RI) Growth of One Year or More	We will have an additional literacy TSA to support student academic engagement.	215-42
Certificated extended contracts will support key initiatives aimed at improving academic outcomes and fostering family engagement for ELL and SpEd students.	\$20,000	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends			0.00		SBAC ELA Distance from Standard Met	Teacher professional development will engage with cycles of inquiry focused on student writing	215-43
Pay for staff to support with enrichment activities that include field trips and the development of academic skills.	\$4,435	Title I, Part A Schoolwide Program	2225	Classified Support Salaries: Overtime			0.00		Chronic Absenteeism	Community partnerships with organizations to provide safe spaces and case management for Black students	215-44
CSM works closely with partners and service providers by assigning them students during COST meetings. Additionally, is a mental health therapist and does check ins with students.	\$51,508	Title I, Part A Schoolwide Program	2305	Classified Supervisors' and Administrators' Salaries	3969	Program Mgr Community School	0.25		Chronic Absenteeism	Community Relations and CSM will build partnerships with organizations to support the development of systems and structures to decrease suspensions	215-45



Title I, Part A School Parent and Family Engagement Policy

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

Madison Park Academy

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:

- Families have access to grades online through Aeries, and can communicate with teachers through ParentSquare. We reach out to every parent to attend a student-led family conference in the fall and spring semesters.
- Grading assignments by proficiency level in reference to standards, with opportunities to revise grades upon request.

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

- Parents are introduced to staff at back to school night. They are also able to message any staff through Parent Square. Teachers provide contact information to families in their syllabi or other communications.
- Offering a robust support system addressing mental, social-emotional, and physical health needs and case management.

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Families are able to communicate with staff through ParentSquare, which offers convenient translation services over text. Translation services are planned for in community events, and available upon request. Our CSM and Family Liaison give out flyers to families before and after school.

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

- The school uses Parent Square as a primary tool for communication.
- Presenting Title I information at back to school nights, and parent & SSC meetings.

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

- Parent meetings, back to school night, and project expos, and scheduled smaller meetings. The school uses Parent Square as a primary tool for communication.

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:

- Parent meetings, back to school night, and project expos, and scheduled smaller meetings. The school uses Parent Square as a primary tool for communication. We also send letters to parents in the mail.

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:

- Communicating through Parent Square, the marquee in the front of school, and passing out flyers before and after school.
- Families can volunteer by attending field trips, participating in school events, lunch activities, and helping in the family center.

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:

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

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:

- Our climate and culture team and professional development encourages an asset-based approach to our work, valuing parents and family members as partners in the education of our students.
- Offering professional development on engaging and supporting families
- Soliciting feedback from parents during regular parent meetings
- Inviting parents to attend and speak during staff meetings when appropriate to the topic.

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

- Families are invited to attend conferences that are held for an entire week with their child's advisor, where they can learn about their classes and how to help them with their education.

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:

- Inviting parents to the SSC meetings and creating space in the Family Center for families to provide feedback on how the school can become better for their student.

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

- Providing spaces that are accessible for ALL people regardless of these things. We are a very small community and welcome everyone with open arms.

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

- Providing access to the school site and encouraging families to schedule meetings with teachers and the principal.

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:

- Communicating to parents the resources that are available during registration. Building relationships between our CSM and Family Liaison.
- Hosting parent meetings and workshops on topics based on the needs and aspirations heard from parent and community input.

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on 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 6-12 on August 25, 2025 and will be in effect for the period from August 11, 2025 to through May 29, 2026.

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

Tanisha Garrett

Tanisha Garrett

August 25, 2025

Name of Principal

Signature of Principal

Date

[Please link the School-Parent Compact to this document.](#)



School-Parent Compact

Madison Park 6-12

2025-2026

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

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a) This compact is given to families digitally on Parent Square. Students also review their expectations in advisory.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - a) Families have access to grades online, and can communicate with teachers through ParentSquare. We reach out to every parent to attend a student-led family conference in the fall and spring semesters.
- 4) Provide parents reasonable access to staff.
 - a) Parents are introduced to staff at back to school night. They are also able to message any staff through Parent Square. Teachers provide contact information to families in their syllabi or other communications.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
 - a) Translation services are provided at major events, such as parent meetings, back to school night, and project expos, field trips and at smaller meetings as staffing allows.
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
 - a) Middle school families are invited to attend two conferences with their child's advisor, and high school families are invited to attend one conference, where they can learn about their classes and how to help them with their education.
 - b) Provide support for families on how they can encourage their children to read and complete homework.
- 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.
 - a) Our climate and culture team and professional development encourages an asset-based approach to our work, valuing parents and family members as partners in the education of our students.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
 - a) Families are able to communicate with staff through parentsquare, which offers convenient translation services over text. Translation services are planned for in community events, and available upon request.

TEACHER RESPONSIBILITIES

- Check your bias on how you treat students. Do not make assumptions or favor students. All students are unique and deserve to be treated as individuals. We are not the same as our other relatives and siblings.
- Have patience with students. Do not give up on them. We need staff who have our back and are always rooting for us.

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

PARENT RESPONSIBILITIES

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

- 1) Volunteer in my child's classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child's extracurricular time.
 - a) Have my child read at least 30 minutes every day. (books, newspapers, blogs, magazines—not social media)
 - b) Monitor and provide healthy limits to the amount of time my child spends with technology for entertainment.
 - c) Make sure that my child gets enough sleep and has a healthy diet.
 - d) Provide a quiet place and time for my child to do schoolwork, and we will ensure the work is returned to school.
- 4) Bring and pick up my child on time every day.
- 5) For communications with your child, contact the front office to pass on information whenever possible. When they see your text in class, they also see many other notifications which can distract them and other students from learning.
- 6) Read or hear all school rules and expectations of respect, and follow them.
- 7) Talk with my child about his/her school activities every day.
- 8) Promptly respond to messages from Madison Park Academy.
- 9) Help my child's school however we can.

- 10) Attend back to school night, parent conferences, open house, and other school events whenever possible.
- 11) Contact the school whenever we have concerns. Make an effort to be aware of my child's grades through "Aeries." (I can contact their advisor for login information, but I should check for grades emailed to me every week)
- 12) If my contact information (phone, email, address, etc) changes I will update the school by contacting the office or attendance clerk. Please do this within a week of your change so you do not miss important communications.

STUDENT RESPONSIBILITIES

Do's and Duhs for High School Students

DO's

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

DUHs

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

- Please silence phones and electronics when asked respectfully by staff.
- Do eat and drink during passing periods, breaks, and lunch. Put food and drink away during class. And pick up after yourself.
- Be yourself and show your style. Do respect yourself and others in how you dress.

Do's and Duhs for Middle School Students

DO's

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

DUH's

- We want to lift each other up, and keep each other safe. Do not use, possess, or sell alcohol or drugs at MPA.
- We aim for healthy relationships that are connected and loving while respecting everyone's boundaries. Do not engage in any sexual activity or intimate touching at MPA.
- MPA is a place of safety, belonging and possibility. Weapons (guns, knives, tasers) of any kind will not be tolerated.
- Do respect each other's property. If it does not belong to you, don't take it.
- MPA is for YOU. Take care of it- do not mark up, destroy, or harm anything in the MPA building or grounds.
- Phones should be on silent and put away during class. If you have important communications to handle, ask your teacher for permission first. This communication shows that you have a responsible mindset about your phone and value learning time.
- We want MPA to be a safe place for everyone. Respect people's dignity and your own.
- Do not intimidate people with your words, gestures, or body language. Don't hate, use slurs of any kind or foul language. Don't be messy by spreading rumors or starting fights.
- Help us build a community that promotes openness and comfort and accountability for everyone. If you are asked respectfully by staff to follow directions, please do so.
- We are committed to everyone's emotional, physical and relational health. Do not make threats of violence or harm of any kind at MPA.

- We welcome and include everyone at MPA. MPA is a neutral zone. Gang, turf, and color representation is not welcome here.
- Please silence phones and electronics when asked respectfully by staff.
- Do eat and drink during passing periods, breaks, and lunch. Put food and drink away during class. And pick up after yourself.

This Compact was jointly developed and adopted by Madison Park Academy 6-12 on August 25, 2025 and will be in effect for the period of August 12, 2025 to through May 29, 2026.

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

Tanisha Garrett

Name of Principal

Tanisha Garret

Signature of Principal

08/25/2025

Date

[Please link the Parent and Family Engagement Policy to this document.](#)



Strategic Resource Planning (SRP)

Madison Park Academy
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Petrona
Vice Chairperson:	Tiffany Mcdermott
Secretary:	Brianna Wilkinson

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Tanisha Garrett	x					
Karlie Robinson		x				2
Louisa Ancic		x				1
Narghes Muzaffery		x				2
Brianna Wilkinson			x			2
Petrona					x	2
Veronica					x	1
Madeline					x	1
Marina Munoz				x		1
Tiffany Mcdermott				x		1

SSC Meeting Schedule: (Day/Month/Time)	Last Thursday of every month at 3:50 on Zoom
--	--

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
2 Parents/Community Members
3 Student (at least)