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Introduction Date	8/24/22
Enactment Number	22-1488
Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Martin Luther King Jr. Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Martin Luther King Jr. Elementary School.

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

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

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

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

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Martin Luther King Jr. Elementary School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Martin Luther King Jr. Elementary School
CDS Code: 1612596072235
Principal: Roma Groves-Waters
Date of this revision: 4/21/20

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

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

Contact: Roma Groves-Waters
Address: 960 10th Street
Oakland, CA 94607

Position: Principal
Telephone: 510-874-3381
Email: roma.groves@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/21/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Martin Luther King Jr. Elementary **Site Number:** 182

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on: 9/23/21; 10/19/21; 12/14/21; 1/6/22; 3/8/2022; & 4/21/22

Date(s) plan was approved: 4/21/2022

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

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

Signatures:

Roma Groves-Waters
Principal

Roma Groves-Waters
Signature

4/21/2022
Date

Burnetta Kelly
SSC Chairperson

Burnetta Kelly
Signature

4/26/2022
Date

Leroy Gaines
Network Superintendent

[Signature]
Signature

5.10.22
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

5/16/22
Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site:

Martin Luther King Jr. Elementary School

Site Number: 182

Date	Stakeholder Group	Engagement Description
12/14/2021	SSC & SELLS combined	Engaged SSC & SELLS in Budget and School Site Priorities
1/4/2022	Instructional Leadership Team	Reviewed, discussed, and organized instructional practices for the SPSA
1/6/2022	SSC & SELLS combined	Engaged SSC & SELLS in Budget and School Site Priorities for the SPSA
1/7/2022	Instructional Support Leadership Team	Reviewed, discussed, and organized instructional practices for the SPSA for Part 1 and Part 2
1/10/2022	All Staff & Faculty	Reviewed, discussed, and presented the 2022 - 2023 Budget priorities
1/18/2022	Instructional Leadership Team	Budget expenditure review for the 2022 - 2023 and aligned instructional practices for the 2022 - 2023 SPSA
2/8/2022	Instructional Leadership Team	SPSA review to strategies instructional strategies and actions per grade level.
2/10/2022	SSC & SELLS combined	Review and discuss SPSA priorities & activities for students, teachers, & parents
2/14/2022	All Staff & Faculty	Feedback session on the SPSA prioritites & strategies
2/22/2022	ILT Meeting	Wrote out the instructional strategies and evidence for Section 3
2/23/2022	Classified Staff	Review of the SPSA
3/1/2022	ILT Meeting	Reviewed and discussed each section and revising the plan to fit our data.
4/18/2022	Faculty Meeting	To review and discuss the SPSA final
4/21/2022	SSC & SELLS combined	Approve and finalize the SPSA

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$133,250.00
Total Federal Funds Provided to the School from the LEA for CSI	\$16,900.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$636,303.77

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$121,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$20,820.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,250.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$262,190.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,125.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$16,900.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$150,150.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$486,153.77	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$636,303.77
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Martin Luther King Jr. Elementary School

School ID: 182

School Description

Martin Luther King, Jr. (MLK) Elementary is a STEAM school with a strong focus on engineering and physical sciences. Our goal is to give our students exposure to science in kindergarten and to build upon that exposure through fifth grade in order to continue their interest and improve their ability to produce a high-quality scientific product. The purpose of STEM is for students to recognize and embrace the benefits of an education steeped in the sciences, and become readied for their career and college choices. Technology is a veritable pathway to positive lifelong access. AT MLK, we also provide students with opportunities to build and to showcase their science prowess; students are involved in myriad hands-on activities that help to build their content knowledge across the curriculum. . Our students will leave MLK understanding that science concepts are transferable and relatable to every subject. Through their exercises with hands-on learning, linked learning, and critical skill building, students will be equipped for the future. We will, with increased enrollment, continue to strive for academic excellence for our scholars, and be guided by our mission to empower students for college and career readiness. The students at Martin Luther King, Jr. Elementary are positioned to navigate academic and social-emotional challenges, everyday.

School Mission and Vision

MLK Mission: To empower, motivate, and inspire our students for leadership and academic success in Science, Technology, Engineering, and Math so that they are college and career ready.

MLK Vision: Our vision is put into action through community partnerships and programs that focus on Science, Technology, Engineering, and Math by having students fully engage in academic discourse, writing with evidence, and reading informational texts to prepare them to be college and career ready.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	34%	<i>not available until Fall 2022</i>	50%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	17%	<i>not available until Fall 2022</i>	25%

i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	4%	<i>not available until Fall 2022</i>	10%
English Language Arts Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-97.1	n/a	<i>not available until Fall 2022</i>	-77
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	4%	<i>not available until Fall 2022</i>	10%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-73.6	n/a	<i>not available until Fall 2022</i>	-53
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	8%
CAST (Science) at or above Standard	All Students	0%	n/a	<i>not available until Fall 2022</i>	5%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
Academic Measures & Annual Targets for Focal Student Groups					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-171.3	n/a	<i>not available until Fall 2022</i>	-149.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-102.3	n/a	<i>not available until Fall 2022</i>	-80.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	5%	<i>not available until Fall 2022</i>	12%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-154.9	n/a	<i>not available until Fall 2022</i>	-134.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-73.5	n/a	<i>not available until Fall 2022</i>	-53.0

Reclassification Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	4%	0%	<i>not available until Fall 2022</i>	6%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	0%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	71%	70%	<i>not available until Fall 2022</i>	75%
Out-of-School Suspensions	All Students	1%	n/a	<i>not available until Fall 2022</i>	1%
Out-of-School Suspensions	African American Students	2%	n/a	<i>not available until Fall 2022</i>	1%
Out-of-School Suspensions	Special Education Students	1%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	33%	34%	<i>not available until Fall 2022</i>	30%
Chronic Absenteeism	African American Students	38%	46%	<i>not available until Fall 2022</i>	32%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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LCAP Goal 1: College/Career Readiness

iReady Spring Diagnostic 2020-21 Reading:
5th Grade: 7% Early on, 8.8% 1 Grade below, 33.3% 2 Grades Below, 43.9% 3 or more grades below, 7% did not take; **4th Grade:** 9.8% Mid or Above, 5.9% Early on, 25.5% 1 Grade Below; 11.8% 2 Grades Below, 41.2% 3 or more grades below; 5.9% did not take ; **3rd Grade:** 1.8% Mid or Above, 18.2% Early on, 14.5% 1 Grade below, 30.9% 2 Grades below, 18.2% 3 or more grades below, 16.4% did not take; **2nd Grade:** 4.3% Mid or Above, 11.6% Early on, 39.1% 1 Grade level below, 33.3% 2 Grades below, 2.9% 3 or more grades below, 8.7% did not take; **1st Grade:** 17.2% Mid or Above, 6.9% Early on, 55.2 % 1 Grade below, 6.9% 2 or more grades below, 13.8% did not take; **Kindergarten:** 34.4% Mid or Above, 18.8% Early on, 28.1% 1 Grade below, 18.8% did not take; **iReady Spring Diagnostic 2020-21 Math: 5th Grade:** 1.8% Mid or Above, 3.5% Early on, 22.8% 1 Grade below, 21.1% 2 Grades Below, 38.6% 3 or more grades below, 12.3% did not take; **4th Grade:** 3.9% Mid or Above, 5.9% Early on, 29.4% 1 Grade Below, 25.5% 2 Grades below, 25.5% 3 or more grades below, 9.8% did not take; **3rd Grade:** 1.8% Mid or Above, 7.1% Early on, 26.8% 1 Grade below, 25% 2 Grades below, 21.4% 3 or more grades below, 17.9% did not take, **2nd Grade:** 5.8% Mid or Above, 5.8% Early on, 39.1% 1 Grade below, 33.3% 2 Grades below, 4.3% 3 or more grades below, 11.6% did not take; **1st Grade:** 15.5% Mid or Above, 8.6% Early on, 37.9% 1 Grade below, 17.2% 2 Grades below, 20.7% did not take; **Kindergarten:** 34.3% Mid or Above, 14.3% Early on, 28.6% 1 Grade below, 22.9% did not take

Kindergarten - systematic instruction on phonemic awareness, letter recognition and phonics. **1st Grade** - consistent focus on phonics and reading comprehension. **K-2** SIPPS instruction with fidelity with SIPPS Mastery tests to monitor progress. **2nd-5th** students got pulled for LLI intervention by school staff and if in-person instruction is possible, literacy tutors, volunteers, and other agencies. **3rd-5th** students are mostly familiar with their teachers and are savvy in using online learning platforms like google classroom. **All K-5** instruction are conducted virtually throughout the year where students have access to learning platforms like Seesaw, Google Classroom, Epic, OUSD Sora Library, iReady Reading and Math, ST Math, Khan Academy and Eureka Math to support their learning and practice with math skills and reading. Most students are equipped with chromebooks and/or internet hotspots to use for online learning through the loaner program at site and Oakland Undivided program on a one-to-one basis. Students are also afforded computers to keep and/or to have loaned, through one of our partner's, Oakland Undivided.

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Focal students are 1 and 2 grades below students: 3rd Grade: 45.4% Reading, 41.8% Math; 4th Grade 33.3% Reading, 45.1% Math; and 5th Grade 17.9% Reading, 37.5% Math. These students receive Tier 1 and Tier 2 (small-group instruction) supports from their teachers. Those students who are more than 2 years below benchmark also receive Tier 3 intervention by STIP Subs and TSAs.</p>	<p>Students identified for Tier III intervention receive intensive support with constant progress monitoring to keep track of their growth and mastery. Most of the students receiving Tier III intervention do not exit out of the intervention until they have demonstrated sufficient mastery.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>MLK has maintained a Student Engagement log to keep track of contacts with parents/families. Attendance team meets weekly to discuss student absenteeism and members call/text/email parents/families weekly to remind parents to send students home. COST team meets weekly to discuss how to support students/families who need help academically and emotionally. The Community Service Manager also connects with outside agencies to provide food bags and other incentives for families to send students to school as well as meeting their financial needs during the pandemic.</p>	<p>Weekly attendance meeting, SART and SARB meetings. COST meetings and the work of the CSM, as well as strategies are in place to help monitor and address this student and family challenge.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Staff is empowered to share concerns, and present issues through Faculty Council and the "open-door" policy of Administration.</p>	<p>Teachers may experience fatigue, especially as the struggle to engage students when the pandemic persists, they also feel supported by the administration and site teacher leaders, PLC meetings, and professional development.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

LCAP Goal 1: College/Career Readiness

Students taking iReady Reading (to replace SBAC) but not meeting the standards are: 3rd grade 81.9%, 4th grade 84.4% and 5th grade 93% and 91.1% for 3rd grade math, 90.2% for 4th grade math and 94.8% for 5th grade math. Based on student population, African American males are the highest number of students below benchmark: 100% in both 3rd grade reading and math; 79% in 4th grade reading, 89.4% in math; while 93.7% of 5th grade African Americans scored below benchmark in both iReady reading and math. MLK has not reclassified any English Language Learners this 2020-21 school years. Special education students will also be a focal group so that we can continuously be mainstreaming students who qualify. There needs to be training for how to bridge the gap on General Education and Special Education. Daily interventions in Reading and Math for our focal identified Tier 3 students: ELL, Newcomers, Below Basic Students and near proficient students are consistent.

African American Boys are the lowest scoring students in the school. The causes are lack of fathers and academic support in the home. There is a lot of defiance and feelings of not being heard among the African American males. The boys have stated that they feel that adults at school don't believe them when they state a concern. In general, African American parents are busy working and rely on afterschool program to provide the support. Since there is limited academic in-person support provided by the afterschool program staff, African American students are at a loss to catch up academically. Due to the limited instructional time provided virtually, most teachers focused on Reading and math so ELD was basically not taught. Therefore MLK did not reclassify any EL students this year. Even though 4th and 5th graders enjoy using the SERP WordGen to learn vocabulary, engage in reading, writing, and academic discussions but improvement has yet to be seen. The other root cause is that MLK gets quite a number of newcomers throughout the year. However, most of the newcomers do not receive similar language support at home to practice English though we have a newcomer class provided by a STIP sub remotely. Though we adopted the SEL program - Caring School Communities but due to distance learning and lack of materials, the SEL program has not been implemented with fidelity. During distance learning, a lot of the students simply did not attend the virtual class due to a variety of reasons. The absenteeism seriously impacted student participation and learning.

<i>LCAP Goal 2: Focal Student Supports</i>	Chronic absenteeism, especially during the pandemic, presents a greater challenge to supporting students.	The pandemic, especially the Omicron surge, as well as the low and inconsistent family engagement is the greatest obstacle for providing family support.
<i>LCAP Goal 3: Student/Family Supports</i>	Chronic absenteeism continues to present a challenge for supporting students. The Omicron surge only aggravated the situation. Strategies are in place and are monitored to address this student and family challenge.	Low and inconsistent family engagement is often the obstacle for providing family support.
<i>LCAP Goal 4: Staff Supports</i>	The challenge with the teachers' PD is that some teachers do not attend the PDs consistently. Most teachers do not complete the feedback forms regarding how to make the PD better or simply as a proof of attending the asynchronous PD. Teachers during in-person instruction had a high absentee rate, especially during the Omicron surge. Teachers did not call in subs in a timely manner causing the STIP subs unable to do interventions with the students that need it the most. Even teachers put in the system their absence early, substitutes are not available to cover classes. The majority of the teachers are not disaggregating their classroom data to address the student needs appropriately. In each grade level, there are more than 50% of the students not reading on grade level. The absenteeism due to the pandemic made it even worse. However, each grade level participates in weekly guided PLCs, site and district learning walks, site and district PDs, coaching for teachers/staff, grade level planning sessions, ILT, PBIS, monthly staff meeting, and weekly communication with staff via staff bulletin, texts, phone calls, and email exchanges.	The challenges with the staff/teachers is that they are not using student data enough to drive their daily instruction. Some classified staff feel like the majority of the teachers do not appreciate their contributions to the staff. There is a lot of blaming of who is not doing what. There is not enough trust and collaboration with each other among staff. Teachers need to be trained to mainstream more SDC students. Special Education teachers need to sit in the General Education classes before making a decision on placement for a Special Ed. student. There should be more collaboration with Special Education teachers and General Education teachers. These teachers need to work together on curriculum and having the students work together and team teach. Teachers collaborate to ensure fidelity of instruction and continuity among grade level content. Teachers and staff meet regularly in staff meetings and other planning sessions to maintain the mission and vision of MLK Elementary, and to provide students with the optimum experience as learners.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

MLK has 7 Special Education classes, 1 Resource Specialist Teacher for grades TK - 4th, 1 part time Resource Specialist for 5th grade only, and over 60 students with Speech Services. Out of the 7 Special Education Classes 5 teachers do not have Special Education credentials. There are too many Special needs classes without a lot of support. MLK has an 401 students but only 2 Noon Duty Supervisors. One Noon Duty Supervisor is given to us and the other one is paid by the school. We need more support to help us manage the students at lunch time and recess. MLKs Chronic Absentism rate has been historically high because of all of the issues that families have with their children's chronic illnesses like asthma. We need a full time nurse. There are a lot of discipline issues at MLK. There are students with a lot of anger issues that need support with counselors. MLK needs more school site counselors and a Restorative Justice Coach to help with the discipline issues at the school. Students need support that will help them regulate their anger. MLK needs a full time Community Manager that will lead with partnerships, COST Team, Attendance Team, and Family Engagements for the school.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Martin Luther King Jr. Elementary
School: School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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.

All the practices mentioned in implementation are performed via collaboration and agreement reached on biweekly meetings of the ILT. These strategies have become practices adopted by staff and faculty of MLK. The leadership has provided necessary professional development to support teachers in using the SEL program and EL Education. The leadership also provides PLC and teacher planning time to support the extensive planning needed by EL Education. The lack of coverage for two SPED teachers and general teacher absences have impacted the provision of intervention and PLC meeting time. The COVID cases has also caused classrooms to be put in full or modified quarantine, which also impacts student and staff attendance.

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

The data in iReady Reading Diagnostics generally indicates the growth in reading among students.

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.

No changes are decided at this juncture.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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<p>This is the Stip Sub position. The Stip Sub will conduct Interventions for below basic students in reading. She will also provide newcomers ELD and other ELLs ELD lessons. The curriculum the Stip Subs will use are Systematic ELD kits and Leveled Literacy Intervention. We will use the data from these platforms to see the growth and development of the ELD (for reclassification) and students who are 2 or more reading levels below.</p>	<p>ELL Reclassification</p>	<p>This Stip Sub will provide Newcomers English language acquisition class and ELLs ELD classes. Her focus is to support as many ELLs as possible to get reclassified to be proficient in English. She also provides reading intervention as iReady Reading diagnostic is used as one of the determining factors to be reclassified. She is also the ELPAC test examiner so she can have first hand information about the trend and how students are doing in summative ELPAC.</p>	<p>The Stip Sub was able to pull some students from time to time to provide reading intervention. She also administered the ELPAC summative assessment if she did not provide substitute coverage in classrooms. What was not working was the Stip Sub was requested to cover classes all the time as no other OUSD substitutes came even teacher absences had been recorded days and weeks ahead of time, especially during the pandemic.</p>	<p>We believe that the Stip Sub position is necessary as she will help reclassify more ELLs as we had only reclassified a few students for the last few school years. She is also needed to provide reading intervention to students as over 50% of our students are not reading at grade level.</p>
<p>This is the Stip Sub position. The Stip Sub will conduct Interventions for below basic students in both reading and math. The curriculum the Stip Subs will use Do the Math and Leveled Literacy Intervention. We will use the data from these platforms to see the growth and development of the ELD (for reclassification) and students who are 2 or more reading and math levels below.</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>This Stip Sub will provide reading and math intervention as iReady Reading diagnostic is used as one of the determining factors to be reclassified. She is also the ELPAC test examiner so she can have first hand information about the trend and how students are doing in summative ELPAC.</p>	<p>The Stip Sub was able to pull some students from time to time to provide math pilot program. She also administered the ELPAC summative assessment if she did not provide substitute coverage in classrooms. What was not working was the Stip Sub was requested to cover classes all the time as no other OUSD substitutes came even teacher absences had been recorded days and weeks ahead of time, especially during the pandemic.</p>	<p>We believe that the Stip Sub position is necessary as she will help reclassify more ELLs as we had only reclassified a few students for the last few school years. She is also needed to provide reading intervention to students as over 50% of our students are not reading at grade level.</p>
<p>Instructional Supplies</p>	<p>College/Career Readiness</p>	<p>To help teachers to buy instructional materials to conduct their lessons</p>	<p>Instructional supplies and materials support the staff, students, and teachers in receiving resources that support student achievement.</p>	<p>Instructional materials and supplies will be readily available by inventory sheet completion to all student achievement endeavors for teachers and staff to have resources. This is a resource for student achievement.</p>
<p>Contracted Translation Services</p>	<p>ELL Reclassification</p>	<p>To help support parents in language support</p>	<p>Having translation services supports the families that need this resource for understanding their child's education.</p>	<p>This is a resource for families and staff to be able to communicate effectively.</p>

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Martin Luther King Jr. Elementary School

School ID: 182

3: SCHOOL STRATEGIES & ACTIONS

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

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:	Caring School - SEL/MTSS Program - Create a schoolwide plan using SEL practices which include PBIS as the Framework to promote the social emotional needs of students and the academic success of all students.
School Theory of Change:	If MLK uses the Caring School SEL Program to address and implement cultural, attendance, discipline, and student leadership, then we will have provided each student monthly cultural family engagements, a resource for chronic absences, and restorative justice practices that honor student's learning.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will use the Caring School Curriculum weekly to ensure the SEL component of this goal. Teachers implement explicit instruction that focuses on emotional competencies that connect across students' identity, experience, and is inclusive of student voice.	Use Caring School Curriculum school wide as a the foundation of the SEL program to help the school reduce suspensions, conflicts and attendance.	Lesson Plans for grade level/teachers using the Caring School Curriculum.	Chronic absenteeism continues to present a challenge for supporting studnets. The Omicron surge only aggravated the situation. Strategies are in place and are monitored to address this student and family challenge.	Tier 1
1-2	All teachers will conduct Community Circles to reinforce SEL strategies for students to feel engaged and connected in learning.	Conduct school wide weekly and monthly assemblies to incentivize students for Perfect, Most Improved and Academic Growthin F&P, SRI and Math.	All classes will conduct Community Circles from 8:30-8:45 am as evidenced by walkthroughs and on the Instructional Schedules, Monthly assemblies documented by giving certificates and academic prizes to the students.	Students are performing below grade level and are identified for Tier II and Tier II intervention.	Tier 1

1-3	All teachers will make weekly calls/communication with parent regarding their Attendance, Behavior, & Academic Progress by either using Class Dojo, Talking Points, Google Classroom, and/or grade level/class newsletters.	Conduct weekly Attendance Team Meetings to review the data, reach out to parents, and offer supports to the parents.	Teachers will document calls on a weekly google drive folder. The Attendance Team will have evidence of notes/minutes, SART/SARB meeting documentation, agendas, and sign in sheets.	Chronic absenteeism continues to present a challenge for supporting students. The Omicron surge only aggravated the situation. Strategies are in place and are monitored to address this student and family challenge.	Tier 1
1-4	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Teachers will do this by Zoom Meetings, Family Engagement Nights, Face to Face Meetings, Parent Teacher Conferences, text messages, and email.	Partner with Community Based Organizations like BACR Afterschool Program, Oakland Natives Give Back, Children Rising, and Lend a Hand Foundation for support for parents and students in Attendance, Academics, and family supplies.	Family Engagement Meetings - We will have at least one family event a month to engage families. We will have 2 one week Parent Teacher Conference meetings with teachers.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1

1-5	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experiences by using Academic Discussions.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans .	The COST team will meet bi-weekly to address student behavior & academic referrals from teachers. We will hold SSTs with the parent student, teachers, and COST to review and discuss a plan of success for the students academically and behaviorally. Leadership will review data and implement MTSS for Chronic Absence, COST, and PBIS to ensure a positive school culture and climate. We will progress monitor our data every 6 weeks to determine effectiveness and make adjustments where needed.	Students are performing below grade level and are identified for Tier II and Tier III intervention.	Tier 3
1-6	Teachers implement weekly community meetings to review and discuss with students the Caring School Model.	Provide multi - tiered levels of academic and social emotional supports (MTSS) to all students using a Response to Instruction (RTI) model to accelerate student learning.	Use Parent Square, Parent Zoom Conference Meetings, Teacher Conferences, emails, texting, and Parent Newsletters to communicate with parents for engagement and continuity of school priorities.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 3

1-7	Community Assistant Bilingual Liaison to support parents in Arabic and Spanish to support parents with school site information. School Culture and Climate leader with the PBIS team will use data informed cycles of inquiry using the Caring School Communities curriculum to lead students in setting and monitoring their own goals and provide individual feedback to students to build agency, motivation, and independence with all students.	School leadership uses academic and culture data from the PBIS Walkthroughs to progress monitor the data to identify focal students, as well as to provide targeted interventions to improve teaching and student learning for all.	Teachers will document calls on a weekly google drive folder. The Attendance Team will have evidence of notes/minutes, SART/SARB meeting documentation, agendas, and sign in sheets.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1
1-8	Teachers will collaborate with the BACR's After School Program to coordinate student homework, Common Core Assignments, and SEL Caring School curriculum.	Leadership will collaborate and work with BARC After School Program to teach and learn the SEL curriculum.	BACR After School Program Coordinate will coordinate activities and parent-engagement meetings that support the Caring School curriculum.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION	
School Priority:	Math & Science
School Theory of Change:	If MLK implements instruction in Math based on the Common Core grade level aspects of rigor of the standards, backwards map and to plan and align learning, conduct regular cycles of inquiry to plan instruction, teachers utilize resources in OUSD Math website, Math Core Curriculum Guide and research based strategies like Numbered Talks, 3 Reads, Math/Science workshop, then students will receive aligned, common-core standards based instruction which allows them to master standards. This includes implementing explicit lesson design steps, along with complex tasks that support deeper learning (i.e. collaboration, communication, critical thinking, problem solving and academic mindsets). This addresses the shifts related to focus, coherence, and rigor.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Know and understand grade level standards and major focus for math instruction.	Develop Math Standards Institute for grade levels at beginning of the year to unpack the Math and Science Standards.	Students will be able to explain their reasonings in solving math problems and concepts using MCL protocol. Students will be able to identify errors and justify their thinking in their Math Journals, exit tickets, workbook, and teacher-created assessments.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1
2-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Use the Teachers Math Planning of the standards and aligned EL Education program as an evidence guide. Teacher created lesson plans to address the needs of groups or individual students.	Students are performing below grade level and are identified for Tier II and Tier III intervention.	Tier 2
2-3	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Teacher created assessments in Math & Science. Exit Tickets, quick quizzes, curriculum guide tasks, and other assessments to be determined as needed.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1

2-4	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	Guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards.	Grade level academic plans submitted to the principal. Math discussions and posted anchor charts both procedural and content-specific, as well as the Standards for Mathematical practices.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1
2-5	Implement a lesson design model in math and science, incorporate the mathematical practices: use and connect mathematical practices: use and connect mathematical representations, build procedural fluency and conceptual understanding, support productive struggle.	Coaching-- Observe and provide feedback to teachers, focusing on the student learning outcome and the quality of the task.	Develop and manage data-driven professional learning and assessment plans that improve student learning and teaching practice.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1
2-6	Incorporate spiral review and fun Math games while implementing SEL curriculum to review prior knowledge while building culture.	Grade Level PLCs - plan and implement math review, keeping in mind culture routines and procedures. Screen reader support enabled.	Math discussions and posted anchor charts both procedural and content-specific, as well as the Standards for Mathematical Practice.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1
2-7	Participate in weekly grade level meetings to discuss trends in learning/skills needed for mastery and strategies to teach those skills.	Provide time and tools for data analysis during PLCs during the day. Kindergarten to Fifth grade will have PLCs during the day. This is to provide extra PLC planning time in math.	Use an analysis tool for tracking trends and planning to reteach.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1

2-8	Implement small group instruction to focus learning for student growth, acceleration and understanding of math concepts and skills.	Create professional learning plan with ILT that includes relevant professional development on small group instruction in Math using the Math Workshop model.	Conduct observation and feedback. Appropriate components for each curriculum, appropriate number of workbooks, correct amount of chromebooks. Allocate time for Math in the professional learning plan for group.	Students are performing below grade level and are identified for Tier II and Tier III intervention.	Tier 2
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority:	Reading Complex Texts, Writing with Evidence, and Language Dives
School Theory of Change:	If we use complex, grade level texts in all grades and content areas (science, social studies, & ELA) with quality, standards- aligned instruction using Lucy Calkins reading workshop, text dependent questions, complex text reading (in the form of Close Reading, Interactive Reading & Shared Reading), then students will build independence, and mastery of grade level standards, and show growth as measured by F & P, SRI, and SBAC ELA. If teachers will provide daily writing lesson using the Lucy Calkins Writing Units of Study, then students will show improvement in writing as well as reading as reflected on on-demand writing, SRI, F & P, & SBAC ELA indicators. If students talk about texts using text evidence and academic language, then students will show growth in understanding the complex texts and be able to communicate more effectively in speaking and writing as measured by ELD standards, on-demand writing, SRI, F & P, and SBAC ELA.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Implement a Readers/Writers Workshop model during part of the ELA block; Guided Reading; K-2 teachers teach SIPPS with fidelity and monitor progress with SIPPS Mastery Tests.	Guide teams to collaboratively analyze the content, language, and literacy demands of complex texts and tasks.	One level of growth of reading as measured by iReady. We will use the data as evidence.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1

3-2	Engage students in Academic Discussions and Meaningful Discourse, across content areas, with student-led active voice, peer-to-peer dialog, and metacognition. Use of structures from Jeff Zwiers "Academic Conversations".	Observe and provide feedback to teachers on classroom practice focusing on effective use of the language and literacy teaching practices and the use of equity focused observation tools.	Academic Conferences for teachers after every Assessment. SIPPS Mastery tests progress monitoring, student regrouping, and discussion.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1
3-3	Integrate technology through the use of blended and personalized learning platforms (i.e. i-Ready, Freckle, Newsela, ELA, and Imagine Learning.)	Provide ongoing professional development on personalized learning platforms focusing specifically on how to pull and analyze data from the platforms to drive instruction.	PLCs agendas with clear next steps, notes, planning templates and follow up plans. Hire two STIP subs to provide classroom coverage for teachers to collaborate, to conduct peer observations, and to conduct inquiry cycles.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1

<i>District Strategy: Cultivating</i> CONDITIONS FOR ADULT PROFESSIONAL LEARNING					
School Priority:		Results Focused Differentiated Professional Learning & Collaboration			
School Theory of Change:		If teachers engage in PLCs weekly focusing on the 4 essential questions, use data to drive their instruction, have coaching support, build capacity through inquiry based Professional Learning, reflect on their practice, analyze student learning, then our teachers and leaders would build collective efficacy and transform results for students.			
Related Goal(s):		Our staff are high quality, stable, and reflective of Oakland's rich diversity.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

4-1	Use Common Formative Assessments on a consistent basis as part of grade level collaboration in all content areas	Display school wide data and achievements in a prominent place and update the data throughout the year	Grade level and individual Academic Conferences to review, discuss, and plan next steps for student learning and instructional strategies.	Students are performing below grade level and are identified for Tier II and Tier III intervention.	Tier 2
4-2	Analyze Common Formative Assessments and adjust instruction to meet the needs of students	Celebrate student achievement through regular (at least monthly) assemblies	Monthly assemblies and certificates to students who have made 1 level or more of growth on any assessment.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1
4-3	Ensure that students are aware of the performance expectations on formative assessments and receive timely feedback on their progress	Implement a system for collecting/documenting, analyzing, reflecting upon and acting upon the data of all district-level assessments	Goal setting forms for every student.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1
4-4	Meet with students during class time to set goals and monitor progress towards meeting those goals on a regular basis	Train teams in Assessment Literacy, teams will then analyze data and make instructional decisions during PLCs.	Academic Conferences with students by the teachers	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1

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

School Priority: Use reading instructional strategies to support black students in growing 1 level or more as measured by iReady in Reading an

School Theory of Change:		If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students... then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.			
Related Goals:		All students graduate college, career, and community ready. increase in i-Ready Standards Mastery and Diagnostic proficiency Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
Students to be served by these actions:		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	Observations, Participate in central PD, Reading fluency for AA students, Proficiency rates on local and state assessments	Chronic absenteeism, especially during the pandemic, presents a greater challenge to supporting students.	Tier 1
5-2	Teachers progress monitor the learning of AA students towards meeting the learning target.	Provide professional development on high leverage teaching strategies	Task of focal AA students, informal or formal Learning Walk data, PD	Chronic absenteeism, especially during the pandemic, presents a greater challenge to supporting students.	Tier 1
5-3	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies	Task of focal AA students, informal or formal Learning Walk data, PD	Chronic absenteeism continues to present a challenge for supporting students. The Omicron surge only aggravated the situation. Strategies are in place and are monitored to address this student and family challenge.	Tier 1

5-4	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled.	Task of focal AA students, informal or formal Learning Walk data, PD	Chronic absenteeism continues to present a challenge for supporting students. The Omicron surge only aggravated the situation. Strategies are in place and are monitored to address this student and family challenge.	Tier 1
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	EL Reclassification				
School Theory of Change:	If we focus on the English Learner students who score 1 year below grade level on the SRI and provide targeted intervention and support, then we will be able to reclassify more English Learners.				
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	Ensure at least 30 minutes daily of designated ELD and integrated ELD throughout the day.	Student work, improved scores in i-Ready Reading diagnostics and Standards Mastery Tests, and more ELLs being reclassified.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1

6-2	Use recommended supplementary materials and move towards lessons derived from content using ELD Framework Practices (e.g. sentence unpacking, text reconstruction).	Provide integrated professional learning and resources which support the teaching of language and literacy across all content areas.	Lesson plans, evidence of routines to build relationships	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1
6-3	Teachers prepare students to participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Teachers assess students word knowledge using a list of high-frequency words.	Continue to support ELLs with language supports to engage in deeper discussions around the meaning and function texts. Guide grade level teams to collaboratively analyze the content, cognitive, language and literacy demands of complex texts and tasks.	Academic discussions - progress monitor using iReady phonemic awareness and phonics. Extension: ask students if they recognize the work, define, make an association, and use it in a sentence.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1
6-4	Teachers utilize questioning strategies (e.g. text dependent questions) that require the use of evidence and elaboration. This also includes the use of GLAD/SADIE strategies to support integrated ELD.	Provide allocated PLC time to compile ELL strategies. PLCs appoint a lead to create a document with ELL strategies for teachers to reference throughout the lesson/unit.	Evidence of print-rich environment including anchor charts, sentence stems, realia, visual aids, word wall for students to access. Google document created and shared with teachers for reference.	Students are prepared for options of college and career readiness through strong pedagogy, grade-level proficiency is a challenge as students work to master content.	Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King Jr. Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Partner with Community Based Organizations like BACR Afterschool Program, Oakland Natives Give Back, Children Rising, and Lend a Hand Foundation for support for parents and students in Attendance, Academics, and family supplies.	182-1
10-Month Teacher on Special Assignment (TSA)	\$139,713	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	2047	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	182-2
10-Month Teacher on Special Assignment (TSA)	\$0	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8990	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-3
10-Month Teacher on Special Assignment (TSA)	\$147,125	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7138	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans .	182-4
Bilingual Teacher	\$0	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8734	Teacher Bilingual	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Provide multi - tiered levels of academic and social emotional supports (MTSS) to all students using a Response to Instruction (RTI) model to accelerate student learning.	182-5
Books other Textbooks	\$277	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Meet with students during class time to set goals and monitor progress towards meeting those goals on a regular basis	182-6
Case Manager	\$53,175	One-Time COVID Funding	2405	Clerical Salaries	7792	Case Manager 20	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans .	182-7

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King Jr. Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Children Rising	\$8,125	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-8
Copier Maintenance	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experiences by using Academic Discussions.	182-9
Excel Consulting	\$6,900	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-10
Extended Contracts for ILT	\$10,000	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-11
Extended Contracts for Teachers	\$10,000	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	182-12
Lakeshore Instructional Supplies	\$14,394	Title I: Basic	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	182-13
Library Technician	\$71,723	Measure G: Library	2205	Classified Support Salaries	8550	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Meet with students during class time to set goals and monitor progress towards meeting those goals on a regular basis	182-14

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King Jr. Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Noon Supervisor	\$15,143	LCFF Supplemental	2905	Other Classified Salaries	8591	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement a Readers/Writers Workshop model during part of the ELA block; Guided Reading; K-2 teachers teach SIPPS with fidelity and monitor progress with SIPPS Mastery Tests.	182-15
Prep/Enrichment Teacher	\$23,616	LCFF Supplemental	1105	Certificated Teachers' Salaries	4270	Teacher Education Enhancement	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Engage students in Academic Discussions and Meaningful Discourse, across content areas, with student-led active voice, peer-to-peer dialog, and metacognition. Use of structures from Jeff Zwiers "Academic Conversations".	182-16
School Supplies	\$10,820	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide multi - tiered levels of academic and social emotional supports (MTSS) to all students using a Response to Instruction (RTI) model to accelerate student learning.	182-17
Substitute Teacher Incentive Plan (STIP) Teacher	\$76,305	LCFF Supplemental	1105	Certificated Teachers' Salaries	0981	STIP Teacher	0.90	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Teachers will do this by Zoom Meetings, Family Engagement Nights, Face to Face Meetings, Parent Teacher Conferences, text messages, and email.	182-18
Substitute Teacher Incentive Plan (STIP) Teacher	\$95,834	Title I: Basic	1105	Certificated Teachers' Salaries	6477	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Implement a Readers/Writers Workshop model during part of the ELA block; Guided Reading; K-2 teachers teach SIPPS with fidelity and monitor progress with SIPPS Mastery Tests.	182-19
Substitute Teacher Incentive Plan (STIP) Teacher	\$1,648	Title I: Basic	1105	Certificated Teachers' Salaries	0981	STIP Teacher	0.10	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	182-20

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King Jr. Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Translation Services	\$3,250	Title I: Parent Participation	5830	Contracted Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	All teachers will make weekly calls/communication with parent regarding their Attendance, Behavior, & Academic Progress by either using Class Dojo, Talking Points, Google Classroom, and/or grade level/class newsletters.	182-21
After School Program Contract	\$111,964	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	182-22
Vacant	\$39,394	One-Time COVID Funding	2105	Classified Instructional Aide Salaries	8730	n/a	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Meet with students during class time to set goals and monitor progress towards meeting those goals on a regular basis	182-23



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.

2021 - 2022 School Parent and Family Engagement Policy

MARTIN LUTHER KING, JR. ELEMENTARY SCHOOL

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

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

- Annual Title I Meeting
- Parent Teacher Conferences twice Year
- Parent Workshops once a month
- School Site Council Meetings
- SELLS Meetings
- Bi - Monthly Principal Meetings with Parents

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

- Having Mandatory Parent Teacher Conferences

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 Site Council Meeting
- Emails -
- Parent Square, Robo Calls, School Messenger, & Talking Points
- Parent Newsletters
- School Website - in progress
- Google Classroom, Seesaw, and other Distance Learning Programs in grades 3rd, 4th, & 5th.

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

- Flyers by email, Parent Square, & School Messenger
- Robo Call
- Text messaging - Talking Points
- Emailing Parents

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-Teacher Conferences.
- Parent Conferences virtually.
- Phone calls
- Emails

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:

- Translating School Site Council Meeting in Spanish and Arabic
- Translating SELLS Meeting in Spanish and Arabic

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:

- **Following the OUSD Volunteer Process.**

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:

- **Providing Parent Workshops.**

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:

- **Parent-Teacher Conferences**
- **PTA Meetings work in progress**
- **Principal Meetings on Zoom.**

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:

- **School Site Council Meeting**
- **SELLS Meetings**
- **PTA**

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:

- **Annual Title I Meeting**
- **School Site Council Meetings**
- **SELLS Meetings**
- **Parent-Teacher Conferences.**

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:

- **SELLS Meeting.**

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

- Monthly Family Engagement Nights with the 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:

- Parent Meetings on Zoom.

Adoption

This policy was adopted by the **(Martin Luther King, Jr. Elementary)** School Site Council **by September 23, 2021)** and will be in effect for the period of August 10, 2021 through May 25, 2022.

The school will distribute this policy to all parents on or before September 14, 2021.

Signature of Principal

Mrs. Roma Groves - Waters

Date: August 30, 2021

Please attach the School-Parent Compact to this document.



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

School - Student-Parent Compact

Martin Luther King, Jr. Elementary School

2021 - 2022

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 2021 - 2022 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.**

Teachers will teach the Common Core Standards daily.

Provide Quality Learning to all students using the district curriculum

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

Parent Teacher Conferences

Provide weekly feedback to parents virtually regarding the students work

- 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.**

First 6 Weeks of School Progress Reports will be sent home to parents

Report Cards will be sent home every trimester.

Parent Teachers Conferences are mandatory for all Report Cards except the last one in May 2021.

4) Provide parents reasonable access to staff.

Parents can call, email, and set up an appointment to meet with any staff. You can set up a virtual meeting to do so.

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.

Parents can observe their child's class with 24 hours notice to the teacher first. This can be done with a written notice, email, text message, or phone call.

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

Parent Workshops

Class Dojo, Google Classroom, Seesaw, and other learning platforms that will help parents with how to access the work of their child.

Principal Parent bi-weekly meetings

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.

The Family Engagement Department will come to a Faculty Meeting to review how to work with parents.

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.

Parents will receive meeting invites in their home languages of Spanish and Arabic from the school.

Teacher Responsibilities

Teachers will respond to parents within 24 hours. Teachers will call, text, and email parents. Teachers will set up virtual meetings to address parent and student concerns. Teachers will make sure that all students are fully engaged in learning, showing evidence of student work.

Examples:

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

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

Parent Responsibilities

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

- Volunteer in my child's classroom if possible. *At least 10 hours a school year.*
- Participate in decisions related to the education of my child. *Daily*
- Promote positive use of my child's extracurricular time. *[by limiting television watching or video games, ensuring 30 minutes of reading, and promoting regular exercise time.*
- *Parents will make sure that all students are fully engaged in the student work and turn in their weekly homework.*

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.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was **adopted by Martin Luther King, Jr. Elementary School on August 30, 2021,** and will be in effect for the period of August 9, 2021, to May 28, 2021.

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 October 31, 2021.**

Signature of Principal

Mrs. Roma Groves - Waters

Date: August 30, 2021 at Annual Title I Meeting and School Site Council Meeting September 14, 2021.

Martin Luther King, Jr. Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

MLK ELEMENTARY SCHOOL
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Burnetta Kelly
Vice Chairperson:	Abreha Asmeerat
Secretary:	Jen Darmstadt - Holm

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?)
Roma Groves - Waters, Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Burnetta Kelly	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Elizabeth Yu	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marcel Miffin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Chrystal Tunstall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jen Darmstadt - Holm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Abreha Asmeerat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Jasmine Lincoln	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Kimberly Judkins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Lesly Heard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	Every 2nd Tuesday of the month.
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SSC Legal Requirements (EC Sections 65000-65001):

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

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