

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Martin Luther King, Jr. Elementary School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Martin Luther King, Jr. Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Martin Luther King, Jr. Elementary School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: M L King Jr Elementary

6072235

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

- A: School Culture (including Meaningful Student Engagement)
- B: Health & Wellness
- C: Interrupting Chronic Absence (Attendance)

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE CONTEXT

Martin Luther King, Jr. Elementary School is a vibrant and lively place for learning. Students from diverse backgrounds attend MLK. Parents and community members take dignity in supporting the students in achieving academic excellence. 80% of the students are African American, 15% of the student are from Arabic countries, and 5% of the students are Chinese and Latino. MLK is a STEM school that focuses on Engineering. Engineering is our focus along with the Physical Sciences. We believe that our students like to build. Our focus will help students to learn all they can with hands - on activities and lessons that build their content knowledge across the curriculum. MLK is now the home of the Science Technology Engineering Program. We host the Summer Engineering Camp for Kids. Sponsored by the National Association of Black Engineers. Students from all of the West Oakland Schools attend this camp. The goal is to make integrate Science, Technology, Engineering, and Math in across the curriculum. Students will leave MLK understanding all the concepts in Science that are apart of the world. MLK's goal with STEM is to be apart of a corridor that relates to what we have been building up from kindergarten in the Sciences. The purpose of STEM is for students to have more access to Hands-On Learning, Linked Learning, and Critical Skills. Student need to be able to use all of their skills in Technology because it is the pathway to higher education and jobs. MLK is unique in that is was built in 1971 as a Kindergarten to Third grade school. Currently, the school has grown into an a Pre- K to 5th grade. The school has a peculiar design. The layout of the building is called pods. Each pod hosts two to three grade levels. The pods A and B have 8 classrooms with an open space in the middle that is surrounded by see through windows. You can see through each classroom. The C -Pod has 4 classrooms with a bathroom in each room. The school has a cafetorium that can be turned into a cafeteria and auditorium. There is a stage with unique lights and a sound system with microphones and amplifiers. The cafetorium can hold about 500 people. Inside the cafetorium is our music room, SDC Pre-K class, and one of our Parent rooms. The Parent room has new computers and is a space that parents meet weekly. Now, MLK has a Child Development Center and Pre-K program that goes all the way up to Fifth grade. MLK is unique because of its resources that it provides families and students. We have a School Psychologist, Speech Pathologist, Resource Specialist

Teacher, and Social Worker Interns. The Coordinated Services Team meets weekly with the Principal to support parents and students with interventions that improve student learning. This team is known as the Coordinated Services Team. Student Success Teams are conducted weekly to address interventions for students. MLK is supported by Community Based Organizations. Clorox has been one of the main supporters of the school since the 1980s. Clorox conducts an annual school supply delivery and Game Day for students. Nestle Company conducts the Junior Achievement Day and supports with student and teacher supplies. Oakland Technology Exchange supplies computers and a free program for parents to get a computer. The Faith Based Network works with students through an interactive Reading Program that helps is apart of the Balanced Literacy Program at MLK to support students reading on grade level. UC Berkeley has mentors that work with students to build character and academic strength. Cal Trans works with MLK with Science Fridays. Now, Cal Trans is one of MLKs biggest supporters for the STEM Program. MLK has resources that support student and parent learning. Parent Teacher Association that is state recognized. The PTA meets with parents weekly to discuss ways to help with student progress and growth. There is a Computer literacy class for adults that meets 4 days a week. For students, there is an Inter

VISION

MLK is a community based school that positively transforms the lives of its students through high social and academic expectations for all students and teachers. MLK empowers all students, parents, and staff to become life long learners via a culturally and linguistically relevant curriculum that integrates technology, music, and visual arts, in order to successfully continue their education to College and beyond. MLK celebrates and respects the diversity of all cultures and heritages and embodies Dr. Martin Luther King Jr.'s dream of an equitable, high quality, rigorous education for the West Oakland community we serve. As a Science, Technology, Engineering, and Math School, our goal for the first year for all teachers to teach Science using the Foss Kits. The Foss Kits is the driving force of the Science curriculum. It is our goal to have all students learn the fundamentals of Science through the Foss Kit curriculum. Teachers will students develop Science and Math Journals. This gives the students an opportunity to process their thoughts through writing in a processed systematic way. This is the year that we will develop STEM leadership teams for staff and parents. The leadership teams will focus on how STEM will motivate and inspire students to learn. It will also keep collaborations with Community Based Organizations. During this year, MLK will develop an academic framework for each grade level that incorporates the concepts of STEM for student learning. Lastly, we will develop a list of resources to help support the STEM plan at MLK. The second and third years of the STEM program at MLK will be the implementation years. This is the time for us to fully use the academic framework of the program. The framework will include academics are taught to students and how teachers implement the standards that drive instruction in each content area. Every Wednesday will be our Projects Based Learning Day. This is where each grade level will be building and making a project that involves engineering. For instance, the Kindergarten and First grade teachers will be working on making Bridges. Every Wednesday, the lesson will involve bridges. Students will make and study bridges of all types. Teachers will continue to have Professional Development in the STEM content areas to build learning and capacity to create new ideas for student growth and learning.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School- level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

School Site Council Committee, English Language Advisory Committee, Leadership Team, Coordinated of Services Team, Parent Teacher Associate, Super Moms, Dad's Club, BACR (After School Program), Child Development Center, Teachers, Staff, Community Members, and the principal will meet monthly to monitor the progress of the student growth and achievement. It is our goal at MLK to involve and include all everyone to help us develop a full service community school that will help our students succeed to academically. Every grade level distributes a weekly or monthly newsletter identifying school programs, projects, and school activities. The principal distributes a monthly School Community Newsletter notifying parents, students, and community members of the activities for each month. The PTA has weekly meetings to discuss upcoming MLK events and activities of the school. Example 1: Every committee and team will meet monthly to help with the development and implementation of the creating a full service community school. Example 2: Every month we will engage our parents in the curriculum by hosting Family Engagement Nights. We will provide dinner and fun activities that keep families participating in activities with their child and teacher. Example 3: Every month our community Newsletter will be sent home with information, dates, and guiding principles to help parents stay abreast of the MLK instructional strategies and activities at the site. Example 4: After every Benchmark Assessment the teachers will analyze their data to improve practice to achieve student growth.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: M L King Jr Elementary

Principal: ROMA GROVES

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

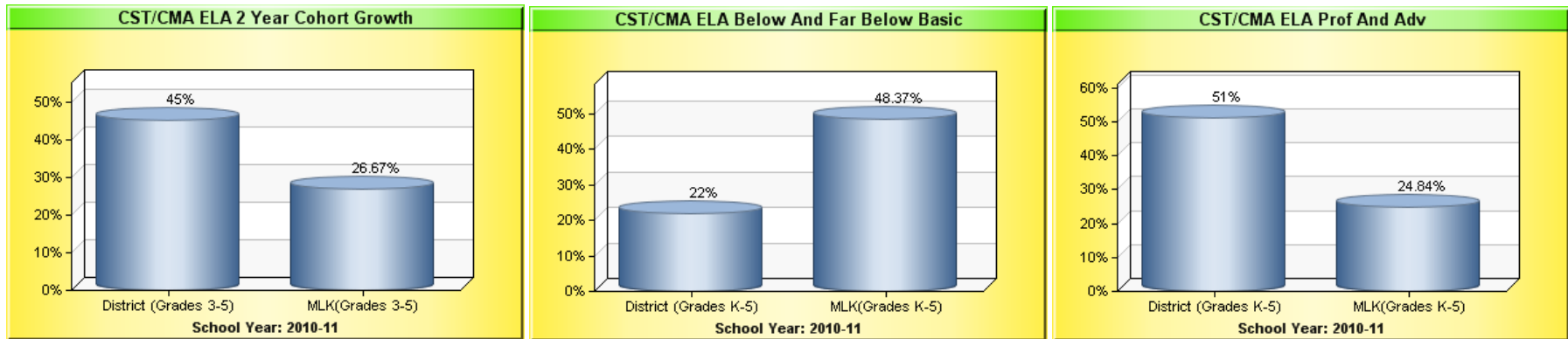
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



School Data

- There was 27% school wide growth in ELA. 24% scored Proficient & Advanced.
- 48% of the students scored Below & Far Below Basic in ELA.

Data Analysis

- MLK has over 30% of the students FBB and BB. It is our goal to move the students out of these categories into Proficient and Advanced.
- MLK will have targeted interventions for the students who scored FBB, BB, and B. Intervention Specialist and Before and School specialized help.

Theory Action

- If we continue to assess every student to read at their reading level, and if we put in place an Reading Specialist, students will receive more services to help improve their reading levels.
- If we construct a Leveled Library, we would be able to provide every student with the level of books to help them read.
- If we consistently use an Intervention Specialist, Stip Sub, or another teacher who focused only on Interventions, more students would receive more focused instruction in comprehension.
- If we consistently meet with our School Psychologist, Speech Pathologist, Resource Specialist Teacher, and Principal on a weekly basis, we will be able to coordinate services and resources to help students and families meet their educational needs.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reduce Class Size in the upper grades	CST, Benchmark Assessments	All Students	Aug - June	Groves, Principal	5/4/2012	182SQ1A1539	To reduce the class size in the upper grades	3010-Title I		TCSHLT0465	0.4	\$22,332.14
Reduce Class size in the upper grades	CST, Benchmark Assessments	All Students	Aug - June	Groves, Principal	5/4/2012	182SQ1A1540	To reduce the class size in the upper grades	7090-EIA - SCE		TCSHLT0465	0.2	\$11,166.07
Support for students to improve academic performance - School Psychologist	CST, Benchmark Assessments	All Students	Aug - June	Groves, Principal	5/4/2012	182SQ1A1541	Provide counseling services to students which enables them to modify behaviors and improve their academic achievement.	3010-Title I		PSYCHL0069	0.2	\$16,823.97
Intervention Reading Specialist to provide	CST, Benchmark	FBB, BB	Aug - June	Groves,	5/4/2012	182SQ1A1542	Intervention Reading Specialist to provide	3010-Title I		INTSPC0001	0.4	\$24,559.56

reading support to FBB, BB, and B students	Assessments and BAS			Principal			reading support to FBB, BB, and B students					
Intervention Reading Specialist to provide reading support to low performing students	CST, Benchmark Assessments	FBB, BB and BAS	Aug - June	Groves, Principal	5/4/2012	182SQ11A1543	Intervention Reading Specialist to provide reading support to FBB, BB, and B students	7090-EIA - SCE		INTSPC0001	0.2	\$12,279.78
Intervention Reading Specialist to coordinate the ELD program at MLK	CELDT, CST, and Benchmark Assessments	English Learners	Aug - June	Groves, Principal	5/4/2012	182SQ11A1544	To provide direct instruction to English Learners and to test yearly using the CELDT exam	7091-EIA - LEP		INTSPC0001	0.2	\$12,279.78
Teacher Stipends and extended contracts to provide tutoring to students	CST, Benchmark Assessments	All Students	Aug	Groves, Principal	5/4/2012	182SQ11A1545	Teachers provide extra instruction support to students before and after school tutoring	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$2,000.00
Teacher stipends to provide tutoring support to students	CST, Benchmark Assessments	English Learners	Aug - June	Groves, Principal	5/4/2012	182SQ11A1546	To provide tutoring services to students who take the CELDT exam	7091-EIA - LEP	1120-TEACHERS SALARIES STIPENDS		0	\$3,750.00
Teacher stipends to provide tutoring support to students	CST, Benchmark Assessments	English Learners	Aug - June	Groves, Principal	5/4/2012	182SQ11A1547		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: M L King Jr Elementary

Principal: ROMA GROVES

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

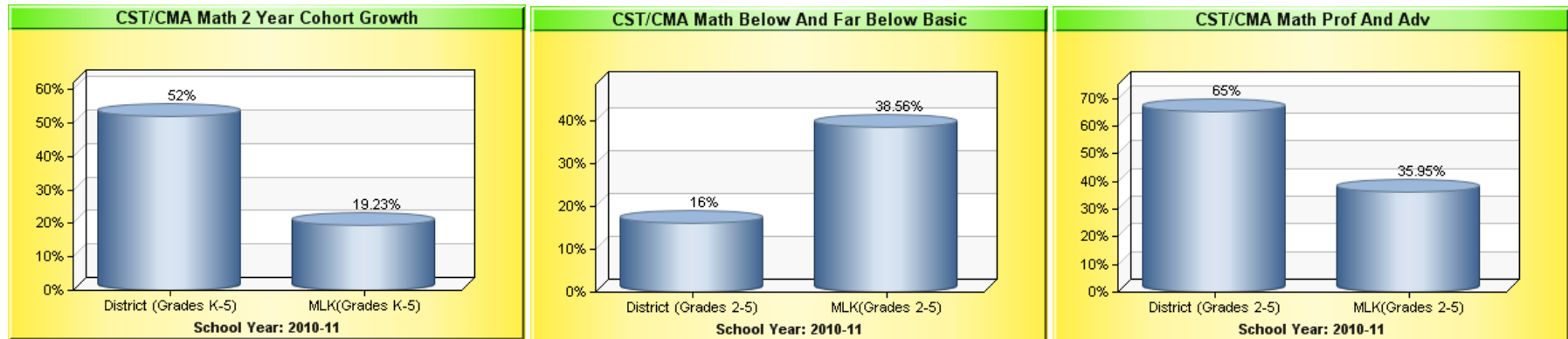
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

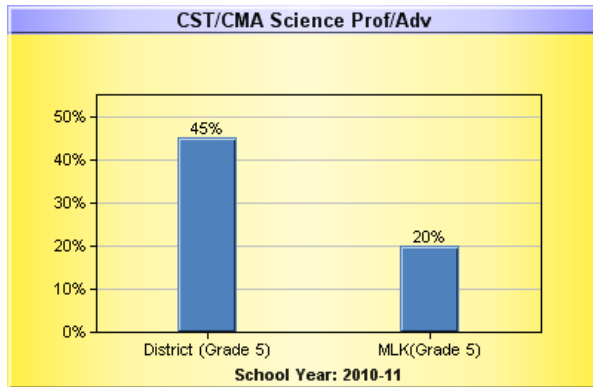
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





School Data

- 20% of the 5th grade students scored Proficient and Advanced. 35.9% of the students scored Proficient & Advanced in overall Math.
- 38.5% of the students scored Below and Far Below in grades 2nd - 5th in Math

Data Analysis

- To engage the 5th grade students in Science in a meaningful way that helps them understand the concepts.
- To use the Technology Core Standards to help all students understand how to navigate technology.
- To have Engineering/Project Based Wednesdays to help students build and understanding concepts they have to critically think through.
- To use Math concepts to help students problem solve and analyze their own data.
- To have students learn Science on a daily basis.

Theory Action

- If MLK is granted additional funding to enhance the STEM program, we will be able to provide a quality Science Technology Engineering Math Program at MLK by enriching the lives of the students.
- If teachers are trained and coached, and given additional resources specifically for STEM, MLK will be able to expose the students to a techniques and technology that gives them a choices for a quality life.
- If MLK organizations fund field trips, hands-On Science Materials, technology, we will be able to provide a quality STEM program that enriches the academic lives of all the students at MLK.
- MLK will be able to engage families in the STEM program at MLK that enforce quality learning concepts that teach students how to critically think, if we had a Family Resource Coordinator to focus solely on families and outreach.
- MLK can have a quality technology program if we put in place a technology center that focuses on the latest techniques that help students learn to compete in the global world.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To have a STEM Leadership Team	CST, Benchmark Assessments	All Students	Aug - June	Groves, Principal	4/1/2012	182SQ11B1551	Develop the STEM program at MLK by writing out the instructional practices that enhance STEM	Non-SSC approved			0	\$0.00
							To purchase					

Supplemental instructional supplies to enhance student achievement	CST, Benchmark Assessments	All Students	Aug - June	Groves, Principal	4/1/2012	182SQI1B1552	supplemental instructional materials that enhance and improve student learning in STEM	3010-Title I			0	\$4,864.00
To provide Professional Development to all teachers and Staff in STEM.	CST, Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/1/2012	182SQI1B2827	To provide Professional Development to teachers in STEM	7400-QEIA	1120-TEACHERS SALARIES STIPENDS		0	\$0.00
Field trips that support student learning in STEM content areas	Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/1/2012	182SQI1B2831	To provide students with activities that support the core curriculum	Non-SSC approved			0	\$0.00
To have the Bay Area Math Project of UC Berkeley conduct Professional Development for the staff	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/1/2012	182SQI1B2836	Bay Area Math Project to train teachers in Math concepts that help students master Math	Non-SSC approved			0	\$0.00
Partner with an Engineering Company	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/1/2012	182SQI1B2865	To partner with an Engineering Company that will enhance the Projects Based programs at MLK	Non-SSC approved			0	\$0.00
Summer Engineering Kamp for Kids	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/1/2012	182SQI1B2868	To provide a summer program for STEM that focuses on grades 3rd - 5th grade	Funded by Community Partner			0	\$0.00
Summer Intervention Program for grades Kindergarten to 2nd grade	CST, Benchmark Assessments		Aug - June	R. Groves, Principal	4/1/2012	182SQI1B2878	To provide interventions for students during the summer to enhance academic performance	3010-Title I	1128-TEACHERS SALARIES HOURLY		0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: M L King Jr Elementary

Principal: ROMA GROVES

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Data

- 85% of the students who attend the CDC attend MLK.
- 15% of the students who enter Kindergarten have not attended a CDC.

Data Analysis

- 15% of the students who enter kindergarten have not attended Pre-School.
- MLK needs to prepare 5th graders with all the essential information and concepts for middle school.

Theory Action

- If we consistently provide Parent Workshops and give resources to parents, we will prepare students with the basic concepts for Pre-School.
- If we conduct middle school visits and provide workshop training's on Middle, High School, and College Transitions, we will prepare 5th graders for middle school by conducting school visits to Middle Schools.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Orientation Meeting for incoming Kindergartens	CHKS		Aug	Groves, Principal	3/14/2012	182SQ11C1553	To provide support to incoming Kindergarten students and their families to transition into the first day of school	Non-SSC approved			0	\$0.00
5th grade transition meeting to middle school	CHKS		April - June	Groves, Principal	3/14/2012	182SQ11C1554	To provide 5th graders and their parents the resources to transition to middle school	Non-SSC approved			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: M L King Jr Elementary

Principal: ROMA GROVES

School Quality Standards relevant to this Strategic Priority

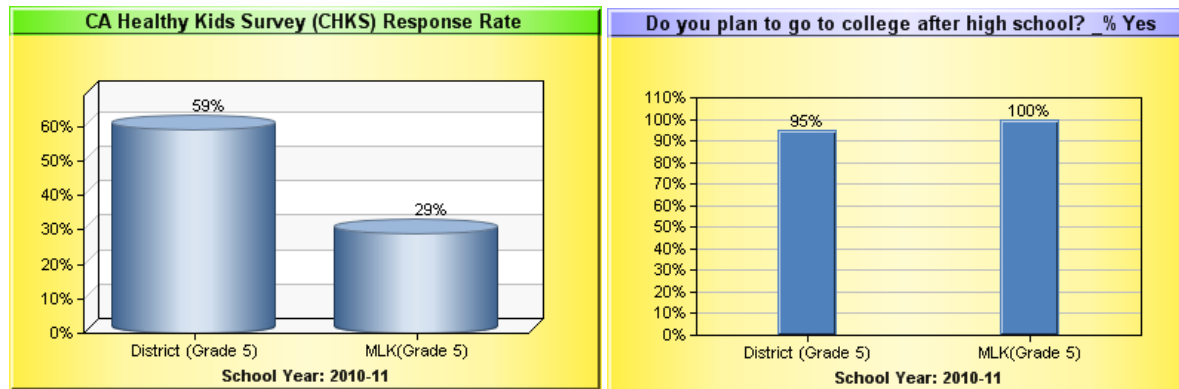
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



School Data

- MLK will have a College and Career Day.

Data Analysis

- To take the students to visit the various colleges in the Bay Area.

- To have MLK Career Day.

Theory Action

- To provide the students of MLK with all the opportunities of success through partnerships with companies.
- To expose the students to all the career choices that enable them to move forward in positive ways.
- To provide workshops that train parents to help their children excel in school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To host a Career Day at MLK	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/1/2012	182SQI1D2906	To provide students with the opportunity to meet and greet professionals in the workforce.	Non-SSC approved			0	\$0.00
To have guest speakers from corporations and organizations speak to the students about career choices and options.	Activities, Projects, CST, and Benchmark Assessments		Aug - June	R. Groves, Principal	4/1/2012	182SQI1D2912	To give students the opportunity to speak with professionals in the workforce.	Non-SSC approved			0	\$0.00
To expose students to college campuses by attending College tours in the Bay Area.	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/1/2012	182SQI1D2917	To provide students an opportunity to speak with professionals in the workforce.	Non-SSC approved			0	\$0.00
To expose students to college campuses by attending College tours in the Bay Area.	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/1/2012	182SQI1D2918		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: M L King Jr Elementary

Principal: ROMA GROVES

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

School Data

- MLK has more African American male students in grades 3rd - 5th than other males.

Data Analysis

- To provide the African American Male students at MLK mentors that support academic growth and success.

Theory Action

- If we consistently provide quality, hands-on programs, and workshops that focus on life skills, and if we put in place a system of success, we will equip our African American boys with the necessary skills they need to succeed.
- If we consistently train our boys to critically think by having programs and projects in STEM, we will be equipping the students for success.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To provide male mentors for the African American male students at MLK	Activities, Projects, CST, and Benchmark Assessments	Ethnicity	Aug - June	R. Groves, Principal	5/18/2012	182SQ1E2936	To work with an university or fraternity to provide male leaders to mentor our African American male students.	Non-SSC approved			0	\$0.00
To partner with an organization that will provide life skills to our African American males.	Activities, Projects, CST, and Benchmark Assessments	Ethnicity	Aug - June	R. Groves, Principal	5/18/2012	182SQ1E2938	To work with an organization that will provide life skills to our African American boys.	Non-SSC approved			0	\$0.00
Provide program for GATE students.	Benchmark assessments	GATE	Ongoing throughout school year	Principal	5/18/2012	182SQ1E4622	Implement differentiated instruction for GATE students by providing high-interest and challenging extension activities integrated into	N/A			0	\$0.00

						the classroom instructional program.					
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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: M L King Jr Elementary

Principal: ROMA GROVES

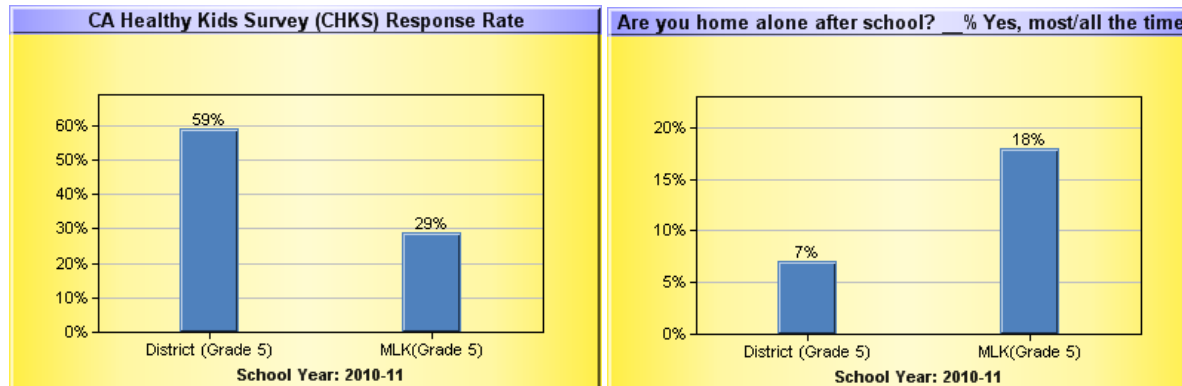
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



School Data

- 50% of the students at MLK attend the After School Program.
- 100% of the students who attend the After School Program are fully engaged in school activities.

Data Analysis

- The After School program is an integral part of the MLK school dynamics.
- The After School program helps with the Family Engagement activities of the school.

Theory Action

- The After School program helps implement the vision and mission of MLK.
- The After School program is an integral part of the Family Engagement activities of the school.
- The After School program helps students with enrichment activities that enforce the learning from the school day.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To provide enrichment activities for students beyond the regular school day.	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/1/2012	182SQ11F2960	To provide enrichment activities above and beyond the regular school day.	Non-SSC approved			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: M L King Jr Elementary

Principal: ROMA GROVES

School Quality Standards relevant to this Strategic Priority

A quality school...

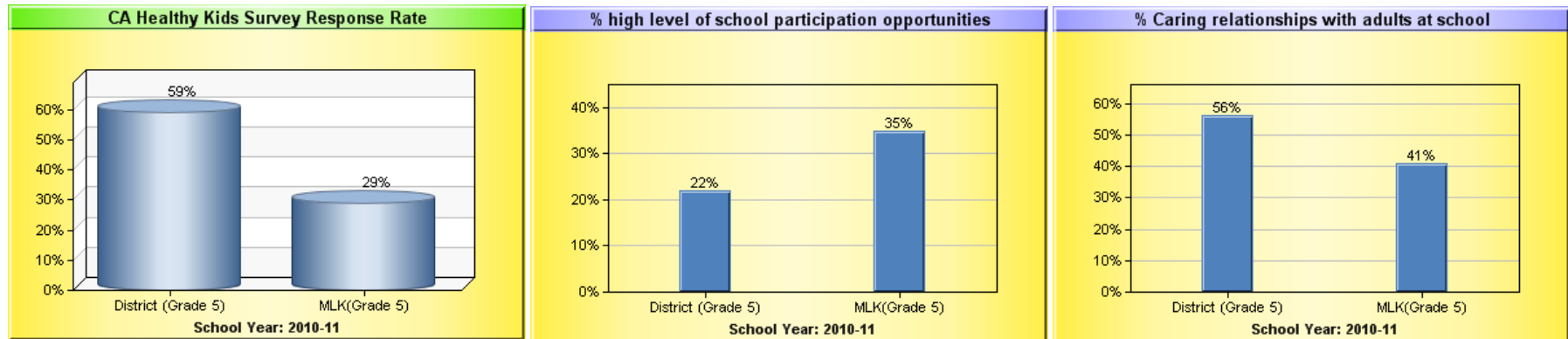
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

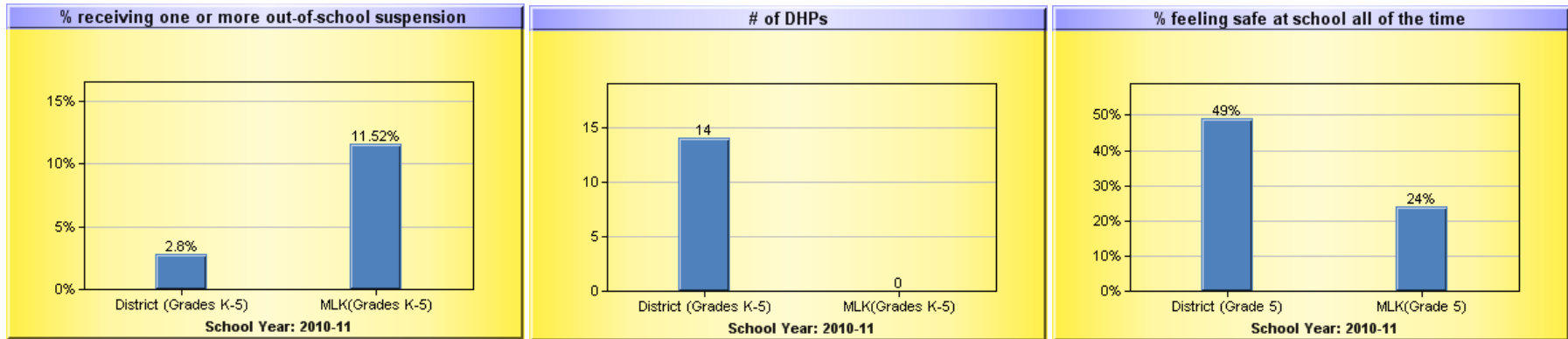
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Data

- 80% of the families at MLK participate in the Family Engagement Activities at the site
- Suspensions have gone down by 20%.

Data Analysis

- MLK has identified that when families are engaged they participation rate in school activities rises.
- MLK has identified ways to keep families engaged in the learning process by having them be apart of the planning.

Theory Action

- MLK is a community family orientated school that purposefully engages families in the learning process.
- MLK will host monthly family engagement nights to keep families focused on their child's learning.
- MLK will actively involve parents in every entity of the school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To hire two noon duty supervisors to help supervise breakfast, recess, and lunch.	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/2/2012	182SQI2A3073	To provide supervision of student safety for breakfast, recess, and lunch time.	Non-SSC approved			0	\$0.00
To hire Play Works to organize Recess and Lunch time activities	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/2/2012	182SQI2A3079	To provide cooperative learning activities for students at recess and lunch time.	3010-Title I	5713-SCHOOL SAFETY		0	\$0.00
MLK will host monthly family engagement nights.	Activities, Projects, CST, and Benchmark Assessments		Aug - June	R. Groves, Principal	4/2/2012	182SQI2A3201	To provide families with activities that actively engage them in the learning process with their children.	N/A			0	\$0.00
COST Team meetings will be used to provide interventions for students.	Activities, Projects, CST, and Benchmark Assessments		Aug - June	R. Groves, Principal	4/2/2012	182SQI2A3213	To provide interventions for students to improve their academic ability.	Non-SSC approved			0	\$0.00
Field Trips that enhance the curriculum will be provided per grade	Activities, Projects, CST, and Benchmark		Aug - June	R. Groves, Principal	4/2/2012	182SQI2A3215	To provide students with meaningful activities that enhances the curriculum	N/A			0	\$0.00

level.	Assessments						that they are learning.					
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School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: M L King Jr Elementary

Principal: ROMA GROVES

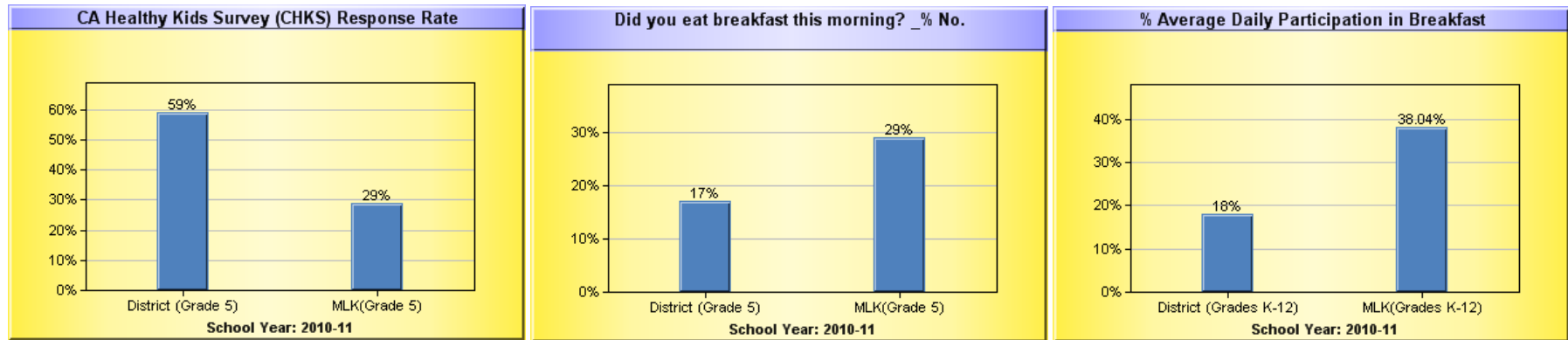
School Quality Standards relevant to this Strategic Priority

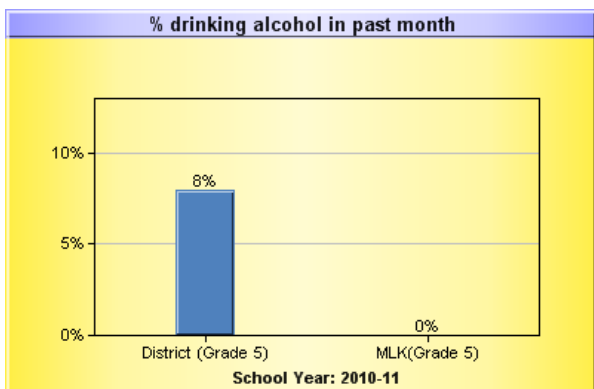
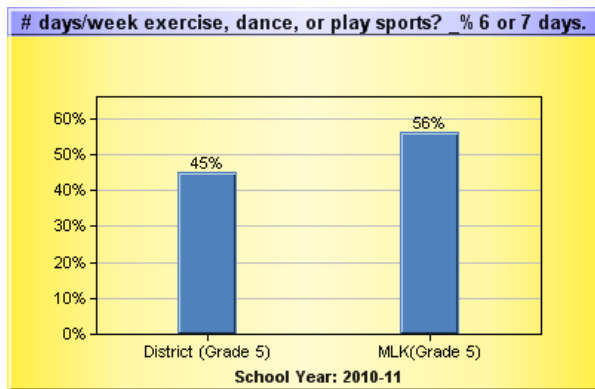
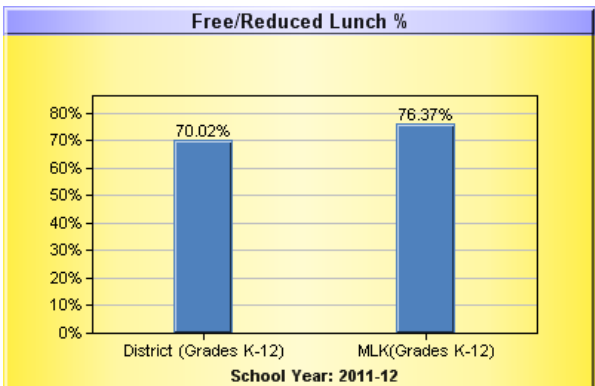
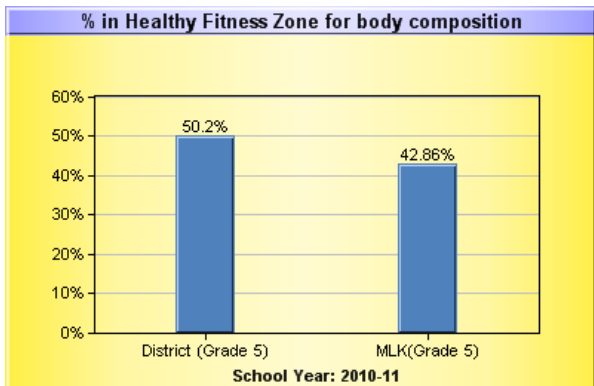
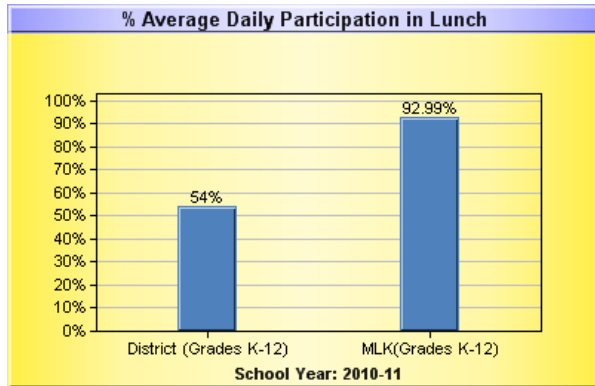
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





School Data

- 76.3% of the students qualify for free and reduced lunch.
- 38.4% eat breakfast at MLK. 92.9% eat lunch.

Data Analysis

- MLK has made measures to create a healthy school environment by encouraging all students to eat breakfast, lunch, and dinner at school. It is our goal to provide healthy choices for all students and families.
- MLK has a farmer's market and healthy salad bar to provide choices that are good for them at lunchtime.

Theory Action

- To improve the overall health of the body, soul, and mind of each student by providing resources to families that focus on well being.
- It is our goal to support the family to live a healthy life style.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Support for students to improve academic	Reduced	All		Groves,			To improve the overall					

performance by having a school psychologist	referrals and suspensions	Students	Aug - June	Principal	4/2/2012	182SQI2B1548	emotional health of each student	3010-Title I		PSYCHL0069	0	\$0.00
Counseling support to improve students academic performance	Reduced referrals and suspensions	All Students	Aug - June	Groves, Principal	4/2/2012	182SQI2B1549	To improve the overall emotional health of each student	7090-EIA - SCE		SOCWKR0026	0.143	\$14,385.32
To provide fresh produce weekly to the MLK families and the West Community.	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/2/2012	182SQI2B3219	To provide a Farmer's Market produce to the MLK families, staff, and community on a weekly basis.	Non-SSC approved			0	\$0.00
To have the students of MLK water the newly planted trees surrounding the school as apart of the wellness of the community.	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/2/2012	182SQI2B3223	To provide Community based opportunities that support students taking care of the school environment.	Non-SSC approved			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: M L King Jr Elementary

Principal: ROMA GROVES

School Quality Standards relevant to this Strategic Priority

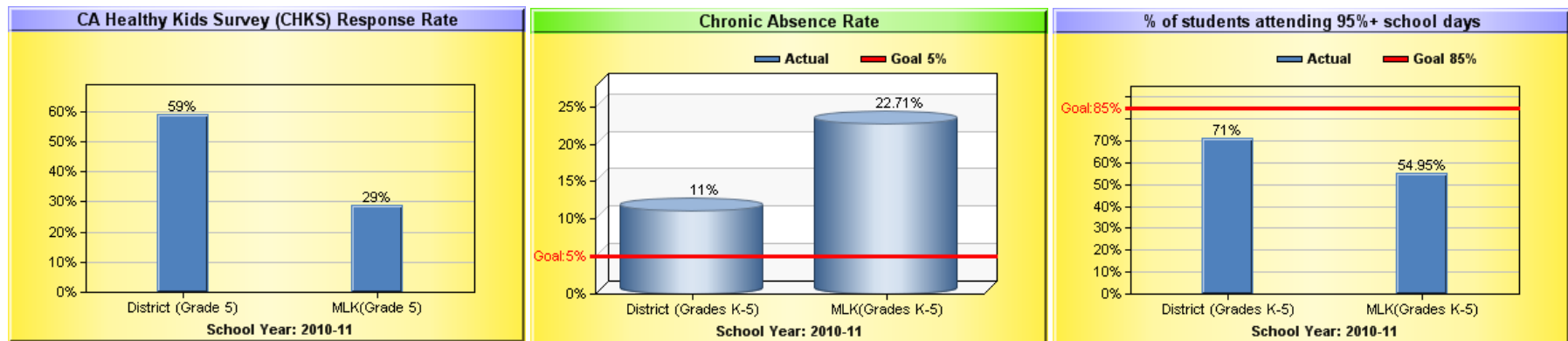
A quality school...

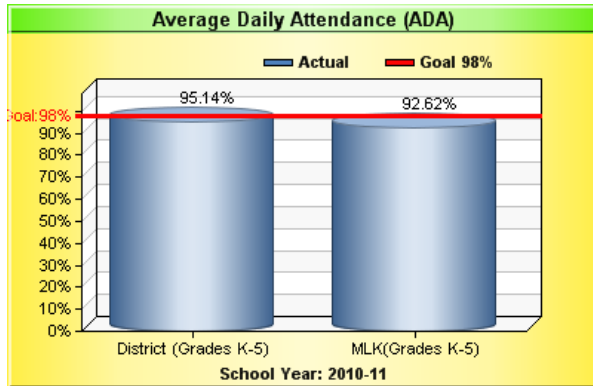
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





School Data

- MLK had an Attendance of rate of 82%.

Data Analysis

- To reduce the chronic absence issues at the school by working with the parents on a plan.

Theory Action

- To provide resources to parents that help them alleviate the issues that cause chronic absences.
- To conduct home visits to get to the root of the problem.
- To have the COST Team work with the Attendance Clerk on a plan of action for each student.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To address the chronic absent issue by conducting home visits.	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/2/2012	182SQI2C3225	To conduct home visits on a monthly basis.	Non-SSC approved			0	\$0.00
To have the Coordinated Services Team work with the Attendance to address the concerns of the parents who children are chronically absent/late.	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/2/2012	182SQI2C3228	To build a collaborative effort with the COST Team and the Attendance Clerk to address the needs of the parents who are chronically absent.	Non-SSC approved			0	\$0.00
To work with Oakland Housing Authority to help MLK reduce absences and tardies at the school	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/2/2012	182SQI2C3230	To work with Community Based Organizations that provide resources to help parents alleviate issues and concerns in their lives that have their children absent from school.	Non-SSC approved			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: M L King Jr Elementary

Principal: ROMA GROVES

School Quality Standards relevant to this Strategic Priority

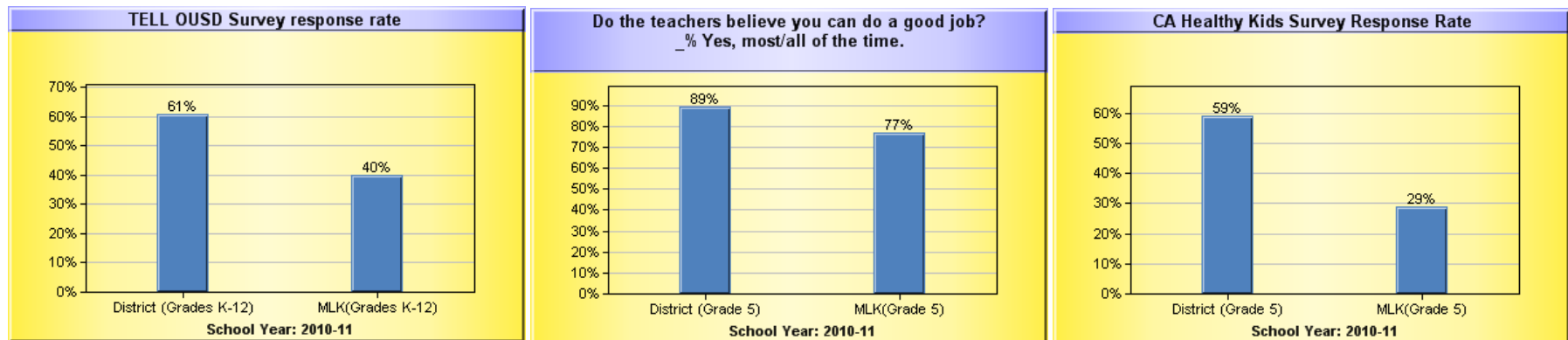
A quality school...

- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers



School Data

- One Friday a month the teachers receive an additional hour of planning time for preparation of student achievement.
- Every Wednesday the teachers at MLK meet to discuss standards, benchmark assessments, and school site concerns.

Data Analysis

- To build the leadership capacity of every teacher at MLK.
- To provide Professional Learning Communities to review data and school strategies to improve student academic success.

Theory Action

- To build teacher capacity by providing opportunities for teachers to learn and grow as the instructional leaders in the classroom.
- To train teacher leaders to lead professional development at MLK.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To train teacher leaders to lead professional development at the school site.	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/2/2012	182SQI3A3282	To provide teachers with training opportunities that improve student instruction.	Non-SSC approved			0	\$0.00
To provide teachers with extended contracts to teach before school and after school interventions.	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	4/2/2012	182SQI3A3284	To pay teachers additional time to work with students before and after school.	Non-SSC approved			0	\$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: M L King Jr Elementary

Principal: ROMA GROVES

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Data

- MLK is a community family orientated school that purposefully engages families in the learning process.
- MLK will host monthly family engagement nights to keep families focused on their child's learning.

Data Analysis

- MLK has identified that when families are engaged they participation rate in school activities rises.

Theory Action

- MLK is a community family orientated school that purposefully engages families in the learning process.
- MLK workshops are a key and integral part of the learning process for family involvement.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
To provide parent workshops using consultants from organizations	Parent Evaluations		Aug - June	Groves, Principal	5/4/2012	182SQI4A1550	To provide Professional Family Development to parents on educational strategies to help their child succeed in school	9901-Title I - Parent Participation			0	\$1,043.00
To provide monthly family engagement activities for parents and students.	Activities, Projects, CST, and Benchmark Assessments	All Students	Aug - June	R. Groves, Principal	5/4/2012	182SQI4A3365	To provide families with activities that actively engage them in the learning process with their children.	Non-SSC approved			0	\$0.00
To buy instructional supplies and resources	Surveys	All	Aug - June	R. Groves,	5/4/2012	182SQI4A4203	To provide families with additional resources	9901-Title I - Parent	4310-		0	\$500.00

for parents to support their children in learning		Students		Principal			and materials to support their children in learning	Participation	SUPPLIES			
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School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: M L King Jr Elementary

Principal: ROMA GROVES

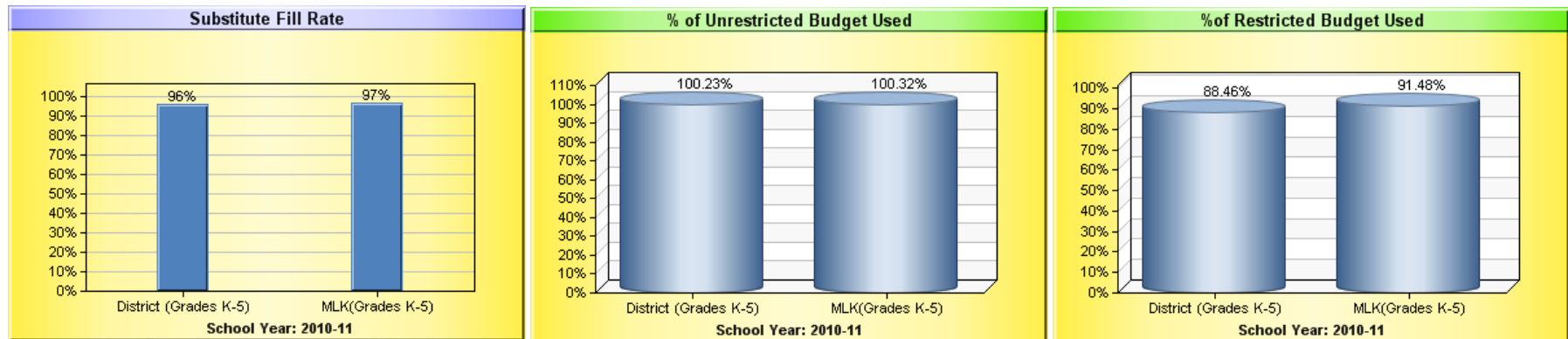
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

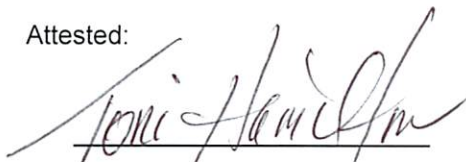
**School Site: Martin Luther King, Jr. Elementary School
Site Number: 182**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 10/13/11; 10/25/11; 11/8/11; 12/13/11; 1/17/12; 2/21/12; & 3/15/12.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 10/13/11; 10/25/11; 11/8/11; 12/13/11; 1/17/12; 2/21/12; & 3/15/12 .
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:




SSC Chairperson's Signature

Toni Hamilton

SSC Chairperson's Name (printed)

Date

5/7/12

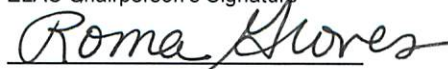


ELAC Chairperson's Signature

Toni Hamilton

ELAC Chairperson's Name (printed)

Date



Roma Groves

Principal's Name (printed)

5/7/12

Principal Signature



Mia Settles-Tidwell

Executive Officer's Name (printed)

Date

5/14/12

Executive Officer's Signature


Director, State and Federal

6/7/12

School Site Council Membership Roster – Elementary School

School Name: Martin Luther King, Jr. Elementary **School Year:** 2011 - 2012

Chairperson: Toni Hamilton	Vice Chairperson: Geneva Willis
Secretary: Steven Stubbs	<u>DAC Representative:</u> Charlene Adams

Check Appropriate

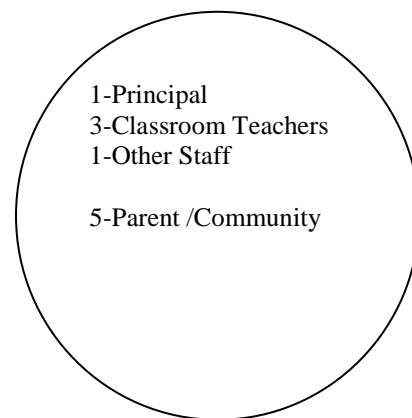
Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Toni Hamilton	801 Filbert St. Oakland, Ca 94607 (510) 465-7438				X
Geneva Willis	1152 61 st St. Oakland, Ca 94608 (510) 289-5239				X
Steven Stubbs	1050 7 th St. Oakland, Ca 94607 (510) 692-6219				X
Charlene Adams	1001 10 th St. Oakland, Ca 94607 (510) 467-4534				X
Jean Adams	1001 10 th St. Oakland, Ca 94607 (510) 763-6301				X
Roma Groves	960 10 th St. Oakland, Ca 94607 (510) 684-6811	X			
Tamara Fields	960 10 th St. Oakland, Ca 94607 (619) 850-2864		X		
Joshua Heideman	960 10 th St. Oakland, Ca 94607 (512) 680-3767		X		
Kisha Mattox	960 10 th St. Oakland, Ca 94607 (510) 510-224-0323		X		
George Henderson	960 10 th St. Oakland, Ca 94607 (510) 575-7004			X	
DAC Representative	Charlene Adams (see above)				
Home Ph. – (510) 467-4534	Email: charleneadams8690@yahoo.com				

Meeting Schedule	Oct. 13, 2011; Oct. 25, 2011; Nov. 1, 2011; Dec. 6, 2011; Jan. 17, 2012; Feb. 21, 2012; Mar. 13, 2012; Apr. 17, 2012; May 15, 2012; and Jun. 12, 2012
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SSC Legal Requirements:

- (1) Members **MUST** be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be OUSD employees at the site.



Title I School Parental Involvement Policy 2012 - 2013
Involvement of Parents in the Title I Program

Martin Luther King, Jr. Elementary School agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

Martin Luther King, Jr. Elementary School engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
 - [Annual Title I Meeting](#)
 - [School Site Council Meetings](#)
 - [English Language Advisory Committee Meetings](#)
 - [Monthly Family Engagement Nights](#)
 - [Friday Parent Coffee Meetings](#)
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title 1 Program

- How to monitor their child's progress

Teacher Parent Grade Level Newsletters
Teacher Parent Academic Conferences (After each marking period)
Monthly Family Engagement Nights
School Site Council Meetings
English Language Advisory Committee Meetings
Principal Monthly Community Newsletters
Friday Parent Coffee Meetings
Annual Back to School Night
Annual Open House

- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

MLK provides monthly meetings to help students, parents, and the communities excel to high heights. At the monthly Family Engagement nights, there will be a theme to address parent student needs to help improve academic instruction.

- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

At MLK, staff will be given instructional strategies to help parents excel academically. This will happen monthly at the faculty meetings and Teacher Professional Developments.

- 5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

MLK and the After school program BACR will continue to work with parents to encourage and support parents to participate by making the monthly Family Engagements Nights fun and innovative. We will serve dinner, offer translation services, prizes, and babysitting. The goal is to make these family engagement nights as comfortable as possible for families.

- 6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

Teacher Parent Grade Level Newsletters
Monthly Community Newsletter from Principal Groves

7) Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

Translation services in Spanish, Cantonese, and Arabic
Babysitting services
Dinner Provided

8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

School Site Council Meetings
English Language Advisory Committee
Parent Teacher Association Meetings

Annual Title I Meeting

1) *Martin Luther King, Jr. Elementary School* will convene an annual Title I meeting to inform parents of the following:

- That the school participates in the Title 1 Program
- How the school implements the Title I Program
- The requirements of the Title 1 Program
- The parents' right to be involved
- The parents' right to participate in the development of the District's Title 1 Plan

School-Parent Compact 2012 - 2013

Martin Luther King, Jr. Elementary School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Martin Luther King, Jr. Elementary School		
School Parent Compact		
Site Staff Pledge	Parent Pledge	Student Pledge
<p>We will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet academic achievement standards by:</p> <ul style="list-style-type: none"> Scientific Research based curriculum Lesson pacing in well designed lessons Fully credentialed, highly qualified teachers Reading and Math Coach to support learning Tutors during school day and after school 	<p>We, as parents will support our children’s learning in the following ways:</p> <ul style="list-style-type: none"> I will send my student to school on time every day I will provide a quiet place and time for my student to do homework, and I will review the homework to ensure it is completed I will promptly respond to messages from my student’s school I will attend Back to School Night, Annual Title I Meeting, Open House, SSC Meetings, ELAC Meetings, Parent Teacher Academic Conferences, and 	<p>We, as students, will share the responsibility to improve our academic achievement and meet the California academic standards.</p> <ul style="list-style-type: none"> I will come to class on time every day. I will come to school ready to learn. I will be a cooperative learner. I will ask for help when I need it. I will carry information between school and home. I will return my completed homework on time.

<p>Supportive After-school Program</p> <p>We will hold parent-teacher conferences during which we will discuss this compact as it relates to your child's progress.</p> <p>Report Cards sent home end of the each Trimester</p> <p>Parent Academic Conferences to discuss the student data</p> <p>Weekly or monthly Progress Reports by request from parents</p>	<p>Family Engagement Nights</p> <p>I will read for/with my student or have my student read for at least 30 minutes every day</p> <p>I will limit the amount of time my student watches television</p> <p>I will monitor what my student is viewing on television and video games, music, internet (My Space, Facebook, etc).</p> <p>I will promote positive use of my student's out of school time.</p>	<p>I will read at home at least 30 minutes every day.</p>
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Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by School Site Council Meetings and PTA meetings. 10/13/11; 10/25/11

This policy was adopted by the *Martin Luther King, Jr. Elementary School* School Site Council on **December 7, 2009** and will be in effect for the period of **2009 - 2011**. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before **October 30**. It will be made available to the local community on or before **October 30, 2009**. The *Martin Luther King, Jr. Elementary School's* notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's signature)

(Date)

Martin Luther King, Jr. Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Staff Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.

- Respect the school, students, staff and families.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
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Student

Teacher

Parent/Guardian

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Student

Teacher

Parent/Guardian

California Department of Education
Academic Program Survey--Elementary School Level – Martin Luther King, Jr. Elementary School

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status Circle the most appropriate score:					
1. Instructional Program	1.1 The school/district provides the most recent State Board of Education (SBE)-adopted core instructional programs and materials in reading/language arts including strategic interventions documented to be in daily use in every classroom, with materials for every student.	<ul style="list-style-type: none"> ▪ Full implementation means that all students at all grade levels or program levels, in core or intervention programs, have and are appropriately using on a daily basis, the most recent SBE-adopted instructional program materials in reading/language arts (as listed on the CDE Web site). ▪ SBE-adopted core programs for reading/language arts includes 2002 and 2005 [follow-up] adoptions: <ul style="list-style-type: none"> ○ Glencoe/McGraw-Hill: <i>The Reader's Choice</i>, Gr. 6-8 ○ Holt, Rinehart and Winston: <i>Literature and Language Arts</i>, Gr. 6-8 ○ Houghton Mifflin, Houghton Mifflin Reading: <i>A Legacy of Literacy</i>, 2003*, Gr. K-6 ○ McDougal Littell: <i>McDougal Littell Reading and Language Arts Program</i>, Gr. 6-8 ○ Prentice Hall: <i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i>, Gr. 6-8 ○ SRA/McGraw-Hill: <i>SRA/Open Court Reading</i>, 2000 & 2002*, Gr. K-6 [*In Spanish as alternate format] ▪ SBE-adopted intervention programs for reading/language arts, Grades 4-6 includes: <ul style="list-style-type: none"> ○ Glencoe/McGraw-Hill (Sopris West): <i>Language! A Literacy Intervention Curriculum</i>, 2002, Gr. 4-8 ○ Hampton Brown: <i>High Point</i>, Gr. 4-8 ○ Hampton Brown: <i>High Point</i> (for English Learners), Gr. 4-8 ○ Pearson Longman: <i>The Shining Star Program</i>, 2004/2005, Gr. 4-8** ○ Scholastic: <i>READ 180</i>, 2002, Gr. 4-8 ○ Sopris West: <i>Language!</i> 3rd Edition, 2004, Gr. 4-8** ○ Sopris West: <i>Language!</i> 3rd Edition (for English Learners), 2004, Gr. 4-8** ○ SRA/McGraw-Hill: <i>SRA/Reach Program</i>, 2002, Gr. 4-8 ○ Voyager Expanded Learning: <i>Voyager Passport</i>, 2004/2005, Gr. 4-8** ○ Wright Group/McGraw-Hill Inc.: <i>Fast Track Reading Program</i>, 2002/2003, Gr. 4-8 ○ Wright Group: <i>Fast Track</i>, 2002, Gr. 4-8 [**Programs added by 2005 Follow-Up Adoption] 	Fully	Substantially	Partially	Minimally		
	1.1 R/LA		<input checked="" type="radio"/> 4	3	2	1		
	Comments:							
	1.2 R/LA Inter.		<input checked="" type="radio"/> 4	3	2	1		
Comments: Voyager is used in all our Special Education classes.								
Documentation		Additional Comments						
	Reading/LA							
District Purchase Date:								
School Distribution Date:	June, 2010							
Classroom Distribution Date:	August, 2010							
Attach appropriate documents.								

California Department of Education
Academic Program Survey--Elementary School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status Circle the most appropriate score:				
			Fully	Substantially	Partially	Minimally	
1. Instructional Program	1.3 The school/district provides the most recent SBE-adopted core instructional program and materials in mathematics, documented to be in daily use in every classroom, with materials for every student, including students who require intervention.	<ul style="list-style-type: none"> ▪ Full implementation means that all students, at all grade levels, and in all program levels, including students who require intervention have and are appropriately using on a daily basis, the most recent SBE-adopted instructional program materials in mathematics (as listed on the CDE Web site). ▪ SBE-adopted mathematics programs include: <ul style="list-style-type: none"> ○ CSL Associates: <i>Success with Math Coach</i> 2001, Gr. K-5 ○ Glencoe/McGraw-Hill: <i>Glencoe Mathematics: Applications and Concepts</i>, 2006, Gr. 6** ○ Harcourt School Publishers: <i>Harcourt Math 2002</i>, 2002*, Gr. K-6 ○ Houghton Mifflin: <i>Mathematics by Houghton Mifflin</i>, 2002, Gr. K-5 ○ McDougal Littell Inc.: <i>Concepts and Skills</i>, 2001, Gr.6-8 ○ McDougal Littell Inc.: <i>Structures & Method</i>, 2001, Gr. 6-8 ○ McGraw-Hill: <i>McGraw-Hill Mathematics</i>, 2001*, Gr. K-6 ○ Sadlier-Oxford, Div. of W.H. Sadlier, Inc.: <i>Progress in Mathematics CA Ed.</i>, 2001, Gr. K-6 ○ Saxon Publishers: <i>Saxon Math K-3, An Incremental Development</i>, 2001* ○ Saxon Publishers: <i>Math 54, 6, 76, and 87</i>, 2001*, Gr. 3-6 ○ Scott Foresman: <i>Scott Foresman--CA Mathematics</i>, 2001, Gr. K-6 <p>[*In Spanish as alternate format] [**Programs added by 2005 Follow-Up Adoption]</p> <p>Citation: A discussion of mathematics intervention is found in: <i>Mathematics Framework for California Public Schools (2006)</i> pp. 338-373.</p>					
			1.3 Math	4	3	2	1
Documentation		Additional Comments					
	Mathematics						
District Purchase Date:							
School Distribution Date:	June, 2010; 2011						
Classroom Distribution Date:	August, 2010, 2011						
Attach appropriate documents.							

California Department of Education
Academic Program Survey--Elementary School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status				
			Circle the most appropriate score				
2. Instructional Time	2.1 The school/district complies with and monitors implementation of instructional time for the adopted programs for reading/language arts. This time should be given priority and be protected from interruptions: <ul style="list-style-type: none"> ▪ Grade K 60 minutes daily ▪ Grades 1-3 2.5 hours daily ▪ Grades 4-6 2.0 hours daily 	<ul style="list-style-type: none"> ▪ Full implementation means that all classrooms, for reading/language arts, interventions and mathematics programs have the appropriate time allocations for all students and provide for additional time for those in need of more instruction and practice. Citations: References to specific number of minutes for instructional time are found in: <i>Reading/Language Arts Framework for California Public Schools (2007) pp. 1-6, 12-16, 282, and 290-291.</i> <i>Mathematics Framework for California Public Schools (2006) pp. 9-11 and 244.</i>		Fully	Substantially	Partially	Minimally
			2.1 R/LA	4	3	2	1
			Comments:				
				Fully	Substantially	Partially	Minimally
			2.2 R/LA Inter.	4	3	2	1
			Comments:				
	2.2 The school/district complies with and monitors implementation of instructional time providing the following additional time for reading/language arts students identified for intervention reading programs: (Refer to <i>Reading/Language Arts Frameworks for California Public Schools</i> pp. 290-291). <ul style="list-style-type: none"> ▪ Grade K 30 minutes daily ▪ Grades 1-3 30-45 minutes daily ▪ Grades 4-6 30-45 minutes daily 			Fully	Substantially	Partially	Minimally
			2.2 R/LA Inter.	4	3	2	1
			Comments:				
				Fully	Substantially	Partially	Minimally
			2.3 Math	4	3	2	1
			Comments:				
2.3 The school/district complies with and monitors implementation of instructional time for the adopted programs for mathematics. This time should be given priority and be protected from interruptions: <ul style="list-style-type: none"> ▪ Grade K 30 minutes daily ▪ Grades 1-6 60 minutes daily 			Fully	Substantially	Partially	Minimally	
		2.3 Math	4	3	2	1	
		Comments:					
			Fully	Substantially	Partially	Minimally	
		2.4 Math Inter.	4	3	2	1	
		Comments:					
Documentation	Additional Comments						
		Reading/LA	Mathematics				
	District Instructional Regulations:						
	School Instructional Procedures:	x	x				
Attach appropriate documents.							

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Academic Program Survey--Elementary School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status Circle the most appropriate score				
			Fully	Substantially	Partially	Minimally	
3. School Principals' Instructional Leadership Training	3.1 The district provides the school's principal and vice principal(s) the AB 430 Administrator Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a SBE-approved provider. Module 2 and Module 3 are optional but recommended. This requirement is fulfilled when the principal(s) completes 40 hours of institute training and 40 hours of practicum in the school/district-adopted reading/language arts program (elementary school core program K-6).	<ul style="list-style-type: none"> Full implementation means that the school principal and vice principal(s) have completed AB 430 Administrator Training Program, Module I, including 40 hours of institute training and 40 hours of practicum for both the reading/language arts and mathematics programs, which is aligned to the full implementation of the adopted instructional program and the Essential Program Components. <p>Citations: References to professional development for the site administrator are found in:</p> <p><i>Reading/Language Arts Framework for California Public Schools</i> (2007) p. 282.</p> <p><i>Mathematics Framework for California Public Schools</i> (2006) pp. 244-245.</p> <p>The local educational agency (LEA) must assure that each principal and vice principal(s) for which AB 430 funding has been received completes 80 hours of institute training and 80 hours of practicum within two years.</p>		Fully	Substantially	Partially	Minimally
			3.1 AB 430 R/LA	4	3	2	1
			Fully	Substantially	Partially	Minimally	
	3.2 AB 430 Math		4	3	2	1	Comments:
Documentation		Additional Comments					
	Reading/LA	Mathematics					
District AB 430 Completion Records:							
Approved Provider Information:							
Dates of Offerings:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey--Elementary School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status Circle the most appropriate score				
				Fully	Substantially	Partially	Minimally
4. Credentialed Teachers and Professional Development Opportunity	4.1 The school/district staffs all classrooms with fully credentialed, highly qualified teachers, per the requirements of the No Child Left Behind (NCLB) Act of 2001.	<ul style="list-style-type: none"> Full implementation means that all classrooms have highly qualified teachers appropriately credentialed for their assignment. 		Fully	Substantially	Partially	Minimally
			4.1 Cred.	4	3	2	1
	Comments: Three new teachers are currently working on their credentials. Two are part of the Oakland Unified intern program called Teacher for Tomorrow in Oakland and one is in another intern program called Oakland Teaching Fellow..						
	4.2 The school/district provides the school's teachers (in all grade levels/programs) the SB 472 Professional Development Program through a SBE-approved provider. The institute training features the district's adopted program and/or intervention program for reading/language arts for each teacher's grade level or program level.	<ul style="list-style-type: none"> Full implementation means that all of the reading/language arts teachers have completed an approved SB 472, initial professional development program of 40 hours and 80-hours of follow-up practicum that is based on the district's adopted reading/language arts. 		Fully	Substantially	Partially	Minimally
			4.2 SB 472 R/LA	4	3	2	1
	Comments: The three new teachers above have not completed this course as well as one Special Education teacher.						
4.3 The district provides the school's teachers (in all grade levels) the SB 472, Professional Development Program through a SBE-approved provider. The institute training features the district's adopted core program for mathematics for each teacher's grade level or program level.	<ul style="list-style-type: none"> Full implementation means that all of the mathematics teachers have completed an approved SB 472, initial professional development program of 40 hours and 80 hours of follow-up practicum that is based on the district's adopted mathematics program. <p>Citations: References to professional development for teachers are found in:</p> <p><i>Reading/Language Arts Framework for California Public Schools</i> (2007) pp. 239-240 and 277-278.</p> <p><i>Mathematics Framework for California Public Schools</i> (2006) pp. 241-242 and 247-251.</p>		Fully	Substantially	Partially	Minimally	
		4.3 SB 472 Math	4	3	2	1	
		Comments: Same as the ELA.					
Documentation		Additional Comments					
	Reading/LA	Mathematics					
District SB 472, Completion Records:							
Approved Provider Information:							
Dates of Offerings:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey--Elementary School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status Circle the most appropriate score				
				Fully	Substantially	Partially	Minimally
5. Student Achievement Monitoring System	5.1 The school/district has an assessment and ongoing monitoring system (i.e., entry-level placement, progress monitoring [formative] and summative assessments), to inform teachers and principals on student placement, progress, and effectiveness of instruction. These curriculum-embedded assessments for both placement and formative assessment are based on the adopted reading/language arts program. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will correctly place students, improve instruction and student achievement. In addition, the assessments will provide a basis for the monitoring system.	<ul style="list-style-type: none"> Full implementation means the school is uniformly using entry-level placement, ongoing curriculum-embedded assessments and summative assessments. The data from these assessments are used to determine student placement, monitor ongoing student progress, inform instructional practice in the classroom, identify individual student needs, and determine effectiveness of instruction in reading/language arts and mathematics programs. Electronic data collection is used to assist teachers to review data, analyze for patterns of performance, and modify instruction where needed. <p>Citations: References to systematic monitoring of student progress and effectiveness of instruction are found in:</p> <p><i>Reading/Language Arts Framework for California Public Schools (2007) pp. 252-257.</i></p> <p><i>Mathematics Framework for California Public Schools (2006) pp. 222-223.</i></p>		Fully	Substantially	Partially	Minimally
	5.2 The school/district has a similar placement, assessment and monitoring system for mathematics programs.			4	3	2	1
			Comments:				
				Fully	Substantially	Partially	Minimally
			5.2 Math	4	3	2	1
			Comments:				
Documentation		Additional Comments					
	Reading/LA	Mathematics					
Example of Curriculum Embedded Assessments:	x	x					
Sample report of assessment at the following levels--							
Classroom:							
School:							
District:							
Attach appropriate documents.							

California Department of Education
Academic Program Survey--Elementary School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status Circle the most appropriate score				
				Fully	Substantially	Partially	Minimally
6. Ongoing Instructional Assistance and Support for Teachers	6.1 The school/district provides instructional assistance and support to teachers of reading/language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, and who work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction; and specialists who have experience coaching teachers and who are knowledgeable about the adopted program.	<ul style="list-style-type: none"> Full implementation means that the school/district provides appropriate ongoing instructional assistance (e.g., content experts/coaches, specialists, other teacher support personnel) to support all teachers in delivering reading/language arts and mathematics instruction using the adopted materials. <p>Citations: References for providing assistance to teachers are found in:</p> <p><i>Reading/Language Arts Framework for California Public Schools</i> (2007) pp. 263-374.</p> <p><i>Mathematics Framework for California Public Schools</i> (2006) pp. 244-245.</p>		Fully	Substantially	Partially	Minimally
			6.1 R/LA	4	3	2	1
	Comments: We have a full time Instructional Facilitator who provides coaching support and professional development for all teachers on site. We also have support from the district ELA specialist.						
			Fully	Substantially	Partially	Minimally	
	6.2 The school/district provides instructional assistance and support to teachers of mathematics. The possible options are the same as above with specialists in mathematics.			Fully	Substantially	Partially	Minimally
	6.2 Math	4	3	2	1		
Comments: We have a full time Instructional Facilitator who provides coaching support and professional development for all teachers on site. We also have support from the district math specialist.							
Documentation		Additional Comments					
	Reading/LA	Mathematics					
School Plan for Assistance and Support to Teachers:	x	x					
Attach appropriate documents.							

California Department of Education
Academic Program Survey--Elementary School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status Circle the most appropriate score				
			Fully	Substantially	Partially	Minimally	
7. Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal	7.1 The school/district facilitates and supports teacher grade level (K-6) collaboration in order to plan and discuss lesson delivery (based on curriculum-embedded assessment data) for the adopted program in reading/language arts (e.g., use of regularly scheduled meetings focused on lesson delivery [preferably two, one-hour meetings per month]).	<ul style="list-style-type: none"> Full implementation means that the school/district, through the principal or designee, uniformly provides opportunities on a continuous and frequent basis (e.g., twice monthly) for teachers to collaborate and focus on the use of curriculum-embedded assessment data, and data analysis to strengthen the implementation of the adopted reading/language arts and mathematics programs. <p>Citations: References to the role of the principal to provide time for monthly grade level meetings are found in:</p> <p><i>Reading Language Arts Framework for California Public Schools (2007) p. 283.</i></p> <p><i>Mathematics Framework for California Public Schools (2006) pp. 244 and 247-248.</i></p>		Fully	Substantially	Partially	Minimally
			7.1 R/LA	4	3	2	1
			Fully	Substantially	Partially	Minimally	
	7.2 Math		4	3	2	1	Comments:
Documentation	Additional Comments						
	Reading/LA	Mathematics					
School Schedule for Monthly Grade Level Meetings and Example of Lesson Plans:	x	x					
Attach appropriate documents.							

California Department of Education
Academic Program Survey--Elementary School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status Circle the most appropriate score				
				Fully	Substantially	Partially	Minimally
8. Lesson Pacing Schedule	8.1 The school/district prepares and distributes an annual district/schoolwide pacing guide for each grade level (K-6) for the reading/language arts program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.	<ul style="list-style-type: none"> Full implementation means that there is an annual district/schoolwide pacing guide that is in use in all of the adopted reading/language arts and mathematics programs by grade level (and by tracks if on a year-round school). <p>Citations: References to the need for a pacing schedule are found in: <i>Mathematics Framework for California Public Schools</i> (2006) p. 203.</p>		4	3	2	1
	8.2 The school/district prepares and distributes an annual district/schoolwide-pacing guide for each grade level (K-6) for the mathematics program in order for all teachers to know when each lesson is expected to be taught and in what sequence to ensure content coverage.			4	3	2	1
Documentation		Additional Comments					
	Reading/LA	Mathematics					
District/School Pacing Plan by Grade Level:	x	x					
Attach appropriate documents.							

California Department of Education
Academic Program Survey--Elementary School Level

Essential Program Component	Objective	Criteria, Clarifications, and Citations	Implementation Status Circle the most appropriate score					
				Fully	Substantially	Partially	Minimally	
9. Fiscal Support	9.1 The school/district general and categorical funds are used appropriately to support the reading/language arts and intervention program goals in the school plan.	<ul style="list-style-type: none"> Full implementation means that all of the goals stated in the school plan for reading/language arts, mathematics and intervention programs have the necessary funding to be successfully implemented (e.g., if obtaining coaches is a goal, there are funds dedicated first to textbooks and instructional materials and then to pay for coaching services that support implementation of adopted materials). 						
	9.2 The school/district general and categorical funds are used appropriately to support the mathematics and intervention program goals in the school plan.		9.1 R/LA	4	3	2	1	Comments:
			9.2 Math	4	3	2	1	Comments:
Documentation		Additional Comments						
		Reading/LA	Mathematics					
Plan uses all revenues appropriately								
Attach appropriate documents.								