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Enactment Number	19-1174
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Martin Luther King, Jr. Elementary School

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

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

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

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Martin Luther King, Jr. Elementary School



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

Legislative File Id. No. 19-1327
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2019-2020 School Plan for Student Achievement (SPSA)

School: Martin Luther King, Jr. Elementary School
CDS Code: 1612596072235
Principal: Roma Groves-Waters
Date of this revision: 4/25/2109

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

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/25/2109

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

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

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

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

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

Date(s) plan was approved: April 25, 2019

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

Roma Groves-Waters	Roma Groves-Waters	4-25-2019
Principal	Signature	Date
Joni Hamilton	Joni Hamilton	4/25/2019
SSC Chairperson	Signature	Date
LaResha Martin	LaResha Martin	5/20/19
Network Superintendent	Signature	Date
	MURPER OTIS	5/21/19
Officer, State and Federal Programs	Signature	Date

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** Martin Luther King, Jr. Elementary School**Site Number:** 182

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/8/2018	Faculty Meeting	To review and discuss the SPSA; update the Safety Plan; discuss expenditures
10/11/2018	School Site Council MLK & Lafayette	To review and discuss the SPSA; update the Safety Plan; discuss expenditures
11/8/2018	School Site Council MLK & Lafayette	To review and discuss the SPSA; discuss expenditures
11/27/2018	Instructional Leadership Team	To review and discuss the SPSA; discuss expenditures
12/10/2018	Faculty Meeting	To review and discuss the SPSA; discuss expenditures
12/13/2018	School Site Council MLK & Lafayette	To review and discuss the SPSA; discuss expenditures
1/10/2019	School Site Council MLK & Lafayette	To review and discuss the SPSA; discuss expenditures
1/14/2019	Faculty Meeting	To review and discuss the SPSA; discuss expenditures
1/17/2019	School Site Council MLK & Lafayette	To review and discuss the SPSA; discuss expenditures
1/29/2019	Instructional Leadership Team	To review and discuss the Common Core Standards related to the SPSA
2/11/2019	Faculty Meeting	To review the Teaching Practices fo the SPSA

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$199,800.60
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$492,464.75

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$109,553.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$45,045.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,105.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$255,603.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$88,142.60	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$50,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$199,800.60	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$486,569.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$686,369.60
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Martin Luther King, Jr. Elementary School

School ID: 182

School Description

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

School Mission and Vision

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

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

ELA: Students are using annotation and sentence unpacking to help them make sense of complex texts. Fall F & P Scores: 17.3% (L), 38.3% (MLK); SRI growth: 18.2% (L), 31.4% (MLK); Midyear SRI: 9.6% (L), 24.4% (MLK)

ELA: Students are taught specific strategies to use and have a schoolwide annotation chart to refer to when reading.

Math: CORE emphasis on having students explain their mathematical thinking in writing helps solidify their math concepts. Nov Math IAB: 4.8% (5th), 44.3% (4th), 10.5% (3rd)

Math: Grade level collaboration on agreed upon strategies and rubric help teachers and students stay focused on their use of strategies.

Culture:PBIS - "Caught Being Good" tickets have student "buy-in" for the 3 Schoolwide rules: Be respectful, Be responsible, and Be safe. Fall F & P Scores: 17.3% (L), 38.3% (MLK); SRI growth: 18.2% (L), 31.4%; (MLK) Midyear SRI: 9.6% (L), 24.4% (MLK)	Culture: Students of the month and Monthly assembly awards help recognize students and families' effort on positive behavior and attendance improvement.
ELD: More students are able to access core curriculum as their academic language and English language proficiency have improved.	ELD: The school has implemented schoolwide, across grade level and differentiated ELD/AED instruction using Systematic ELD kits and Discussions4Learning.
Reading: More students are reading at grade level or above as measured by F & P. Fall F & P Scores: 17.3% (L), 38.3% (MLK); SRI growth: 18.2% (L), 31.4% (MLK), Midyear SRI: 9.6% (L), 24.4% (MLK)	Reading: Almost 20% of students reading far below are supported through LLI and teachers are using guided reading as Tier III instruction/intervention.
Priority Challenges	Root Causes of Challenges
ELA: Students who are multiple years below in reading, ELLs and Newcomers have too wide an achievement gap to bridge.	ELA: Students who are ELLs, Newcomers, or multiple years below grade level do not have enough language support or not encouraged to practice their reading at home.
Math: 3rd graders are not used to taking online tests and their formats.	Math: The IAB assessment is a new way of testing for most students and 3rd graders are not used to taking tests online.
Culture: Inconsistent use of caught being good tickets and unclear communication to students about the purpose and use.	Culture: The implementation of PBIS and caught being good tickets is relatively new to the staff and students and not every one fully understands the rationale and how to consistently implement.
ELD: Students miss ELD/AED instruction due to tardiness.	ELD: Families do not send students to school on time and every day.
Students are required to read nightly, and often the home support is lacking. This directly affects classwork prowess.	Students are not wholly responsible for their activities at home, nor for the resources to support their learning at home.

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District goal, identify a related school goal and set 19-20 school targets. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column B based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal: All students and staff build relationships to feel connected and engaged in learning by using PBIS strategies.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	64.50%	69.80%	74.80%

Suspensions	African-American Students	-2pp	24.78%	3.60%	1.60%
Suspensions	Students with Disabilities	-2pp	27.63%	25.63%	23.63%
Chronic Absence	African-American Students	-2pp	37.97%	35.97%	33.97%
Chronic Absence	TK and Kindergarten	-2pp	43.10%	41.10%	39.10%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: All Students are engaged in reading complex texts by using annotation and sentence unpacking strategies. All Students continuously develop their language, reaching English Fluency in 6 years or less.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-71.3	-71.3	-56.30
ELA SBAC	Students with Disabilities	+20 points DF3	N/A	N/A	N/A
ELA SBAC	English Learners	+20 points DF3	-89.6	-69.6	49.60

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: All students will use multiple strategies (visual representation, math/number talk, 3-reads, and math workshop (CGI)) to understand math concepts. All students continuously grow towards meeting or exceeding standards in Math.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-37.5	-22.5	-7.5
Math SBAC	Students with Disabilities	+20 points DF3	N/A	N/A	N/A
Math SBAC	African-American Students	+20 points DF3	-44.1	-24.1	-4.1
Math SBAC	4th Grade Students	+20 points DF3	-90.1	-70.1	-50.1

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: English Learners will go up 1 level in ELPAC as supported by Systematic ELD and Discussions 4 Learning during ELD classes and SADIE strategies throughout the day.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	8.47%	16.00%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	N/A	N/A	N/A
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	All students will grow a year or more in reading as measured by F & P Benchmark assessments.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	60.56%	48.60%	53.60%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	36.62%	31.62%	26.62%
K at or above Benchmark	All Kindergarten Students	+5pp	51.85%	56.85%	61.85%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	43.08%	48.08%	53.08%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

1E: RESOURCE INEQUITIES

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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

School: Martin Luther King, Jr. Elementary School		SPSA Year Reviewed: 2019 - 2020		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
19-20 Language & Literacy Priority:		Reading			
June 2021 Language & Literacy Goal:		By 2018 - 2019, 30% of the students will be at/above grade level as measured by SBAC assessment. K - 5th grade students will move 2 or more levels of reading level growth as measured by the F & P Test. 3rd - 5th grade students will move 1 grade level of growth as measured by the SRI test.			
Theory of Change for Language & Literacy:		<p>T1, 1.1, & 1.2: If we use complex, grade-level texts in all grade levels and content areas (science, social studies, ELA) with quality, standards-aligned instruction using Lucy Calkins' reading workshop, text-dependent questions, complex text reading (in the form of Close Reading, Interactive Reading & Shared Reading), then students will build independence, and mastery of grade level standards, and show growth as measured by F & P, SRI, and SBAC ELA.</p> <p>T1 & 1.2: If teachers will provide daily writing lessons using the Lucy Calkins' Writing Units of Study, then students will show improvement in writing as well as reading as reflected on on-demand writing, SRI, F & P, & SBAC ELA indicators.</p> <p>T1 & 2.3: If students talk about texts using text evidence and academic language, then students will show growth in understanding the complex texts and be able to communicate more effectively in speaking and writing as measured by ELD standards, on-demand writing, SRI, F & P, and SBAC ELA.</p>			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		African American Students		-75.8	-69.2
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
T1 & 1.5: Teachers consistently use annotation and sentence unpacking to help students access complex texts. Teachers consistently use writing to improve student skills using narrative, informative, and opinion writing. T2, 3.1, & 3.2: There are tier II guided reading invention conducted by classroom teachers and tier III LLI intervention conducted by STIP subs and TSAs.					
What evidence do you see that your practices are effective?					
Teacher feedback on use of annotation and sentence unpacking are positive. Student work annotating complex texts and unpacking sentence. Growth in reading is seen in students supported in tier III intervention. Student writing samples.					
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.					
Some possible implications are: student writing is increased, teacher consistently engage students in complex text reading using various strategies.					

18-19 Standards-Based Instruction Priority:	Mathematics		
June 2021 Standards-Based Instruction Goal:	By 2019 - 2020, 20% of the students will be at/above grade level as measured by SBAC assessment. K - 5th grade students will move 2 or more levels of growth as measured by the CEdU or IAB assessments.		
Theory of Change for Standards-Based Instruction:	If we implement instruction based on the major focus of grade level and aspect(s) of rigor of the standard(s) and teachers utilize resources in OUSD Math website and the Math Core Curriculum Guide and research-based strategies (Number/Math Talks, 3-Reads, Math Workshop (CGI)) , then students will receive aligned, common-core standards-based instruction which allows them to master the standards.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	African American Students	-71.5	-44.1
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
1.3 Besides implementing a research-based instructional model in math involving Number Talks, 3-Reads, and Math Workshop (CGI), teachers are trained in SBAC administration, and prepared to administer the assessment. This includes but isn't limited to practice tests, class assignments that directly correlate with SBAC question items. T2 & 3.1: Teachers plan mock assessments using the Illuminate bank of questions, and regularly monitor student progress to affect instruction and small group intervention.			
What evidence do you see that your practices are effective?			
Students are more prepared to take the assessments and have made gains in scores as evidenced by the 2018 battery of IABs.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
This will inform the practices of teachers to continue to prepare themselves and students for assessments.			
19-20 Conditions for Student & Adult Learning Priority:	MTSS		
June 2021 Conditions for Student & Adult Learning Goal:	By June 2021, daily attendance rate will reach 97% with no disparities between the lowest and highest performing subgroups. Student referrals to the office and URFs will decrease by 20% This will be accomplished through the Attendance team's efforts to monitor and support chronic absent families, and fidelity to Positive Behavior and Interventions Support (PBIS).		
Theory of Change for Conditions for Student & Adult Learning:	6.3: If we identify and focus on chronic absent families on each grade level and match each family with a resource and community-based organization to give them support, then we will have provided each chronic absent family support in getting their children to school on time every day.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Attendance Rate	All Students	92.0%	90.30%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Whole school is involved in an attendance challenge and each student is encouraged to come to school, daily, ready to learn. Monthly assemblies are held to reward and incentivize students. Community partners aid in this endeavor to affect attendance.

What evidence do you see that your practices are effective?

11.2: Assemblies and incentivizing are paramount to encouraging students to lower their rate of absenteeism.

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

The ADA will be positively affected, which may have a direct connection to the goals of the SPSA for addressing chronic absenteeism.

19-20 Conditions for English Language Learners Priority:	EL Reclassification		
June 2021 Conditions for English Language Learners Goal:	By 2021, 20% of EL learners will be reclassified as measured by SRI, F & P, and ELPAC and upon teacher recommendations.		
Theory of Change for Conditions for English Language Learners:	1.4, 3.3 & 3.4: If we focus on the English Learner students who score 1 year below grade level on the SRI and provide targeted intervention and support, then we will be able to reclassify more English learners.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	15.0%	8.50%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

3.3 & 3.4: We started a schoolwide cross grade-level and differentiated ELD/AED instruction using Systematic ELD kits and Discussions4Learning. 3.1: We also have 2 newcomers support groups to help newcomers learn basic communication and academic language.

What evidence do you see that your practices are effective?

Students are noticed using the academic language in classrooms and newcomers are showing more participation in class due to the language gains.

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

We will start this schoolwide ELD/AED earlier in the school year as majority of teachers are trained in using Systematic ELD kits and Discussions4Learning.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

No significant changes have been made at this time.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Martin Luther King, Jr. Elementary School

School ID: 182

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	MTSS - Create a schoolwide plan (which includes the use of PBIS, Culture and Climate, COST, and Attendance Teams) to promote the social emotional competencies and articulate a shared set of values, themes, and essential life habits.
School Theory of Change:	L3: If we focus on chronic absent families in each grade level and match each family with a resource and community based organization to give them support , then we will have provided each chronic absent family support in getting their children to school on time.
Related School Goal(s):	All students and staff build relationships to feel connected and engaged in learning by using PBIS strategies.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	T3,4.1,4.2,5.1,5.2,& 5.3: Teach the SEL Standards weekly in a group effort by each pod. Primary and Secondary Targeted students will work with the School Psychologist and Tier III teachers for support in Reading Acquisition. Teachers will focus on Progress Monitoring the data on the African American, Latino, Gate, Homeless, economically disadvantaged, Foster Youth, and students with disabilities specifically on the SEL students using the SEL standards through PBIS.	L2 ,4.3 & 11.2: Weekly Observation & Feedback sessions with all of the students. Advance positive attendance through a coordinated system of recognition, engagement, data tracking, early outreach, and formative evaluation.	L1: Teachers will be observed in weekly walkthrough sessions by administration and ITL and TSA and district leaders.

1-2	<p>T7 & 3.1: Teachers will conduct weekly assessments on students who have not come to school. All targeted groups will have the expectation of working in small group instruction with Foster Youth.</p>	<p>4.1 & 5.2: SCHOOLWIDE CULTURE OF ATTENDANCE. Develop and oversee implementation of plan to cultivate school wide culture of attendance. Include plans to:</p> <ol style="list-style-type: none"> 1) Start outreach to families before the school year begins; 2) Leverage existing activities to communicate the importance of good attendance and offer support; 3) update and refine schoolwide system of attendance incentives <p>MLK will host beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a 6.1 & 6.3 "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Develop schedule for schoolwide system attendance incentives that is integrated and dovetails with other schoolwide culture building systems and practices. Allocate time and resources for incentives and recognition. In addition to planning recognition of students/families, include recognition for teachers who effectively address attendance.</p>	<p>3.1: Students who miss school will be supported through small-group instructions to make up and catch up what they miss in guided reading or math intervention.</p>
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1-3	<p>Review attendance data to look for patterns in who is absent and what days are most frequently missed. Look at excused as well as unexcused absences. Call or conduct parent conferences with parents of chronically absent students.</p>	<p>USE DATA TO DETERMINE STRATEGIES AND ACTION. Develop and oversee implementation of plan to use chronic absence data to determine need for additional support: 1) convene and task an Attendance Team to regularly review attendance data; 2) Identify individuals and groups of students who are missing 10% of their school days and use se data, both quantitative and qualitative, to provide additional supports for chronically absent students; 3) Set interim goals and continuously monitor progress, and update strategies and actions Calendar and assign someone lead responsibility for tracking and monitoring attendance data.</p>	<p>Attendance Clerk and Community Services Manager will call parents of students who are chronically absent and/or tardy. Community Services Manager will review attendance data at COST meetings to identify students who are eligible for SART/SARB meetings to set goals for students to attend school regularly and monitor students' progress.</p>
1-4	<p>T3, T4 & 2.1, Teachers will receive training that reinforces or introduces classroom best practices that promote positive attendance: 1) establishing practices of greeting students warmly in the morning and asking about them when they come back after an absence; 2) engaging students in tracking their own attendance; hanging posters about attendance (available from Attendance Works website); 3) offering incentives for good or improved attendance, whether a good star, a certificate or a monthly celebration, and making sure to let the parents know, so they can feel proud of their children! Plan classroom recognition that makes sense in relation to school wide incentives.</p>	<p>L1, 4.1, 9.1: Conduct classroom walkthroughs with TSA/ITLs to monitor positive classroom environment practices in each classroom; offer coaching when needed; IMPROVE STAFF CAPACITY. Develop and oversee implementation plan to improve Staff Capacity to Adopt Effective Attendance Practice: 1) Determine what existing team or newly established team will address attendance; Team will conduct an annual School Attendance Self-Assessment; 3) Describe an updated tiered system of supports; 4) Team will determine, plan and oversee professional development for staff. After it is determined whether an existing team or newly established team will address attendance, establish structures and timelines for the work of the Attendance Team. Ensure that people involved establish agreements for mutual accountability to ensure effort and results are sustained.</p>	<p>4.1 & 6.3: Teachers will use common language when addressing absences or tardiness. The Faculty Council delineates the language for defining absences and tardiness. Teachers support families by encouraging students' attendance with incentives. Teachers call families to enquire about the cause of students' absences and refer to COST. Teachers plan and provide make-up work for students who have been absent.</p>

1-5	4.3: Teachers will identify Homeless students by going through the Coordinated of Services Team Committee.	4.1: The COST Team will start process of the Student Success Team to work with families by having a needs assessment meeting to identify interventions and resources for homeless families. The COST Team and School Site Counselor will follow up with families by providing resources to help the teachers.	4.1: Teachers fill out/complete COST referrals when they notice or hear about student homelessness. The COST will follow up with appropriate strategies and resources.
1-6	6.1, 6.3, & 10.1: Provide families with timely information about classroom practices, expectations, including school and classroom protocol, assessment dates and assessment information	4.2, 6.2 & 6.3: Provide materials that support teachers in efforts of student and family engagement, including basic office supplies, and materials needed to display positive images. Establish a school-wide culture that embraces student and family engagement by gathering input from ILT team, and associated committees.	6.2 & 6.3: Back to School Night was organized at the beginning of the school year for teachers to explain to families classroom practices, expectations, protocol, and assessment information. Teachers also send home handouts regarding such information.
1-7	6.3: Ensure that families are aware of their rights and responsibilities within the MLK school community.	8.1, 8.2 9.1, 9.2 & 9.3: Conference and collaborate with teachers to ascertain any need or support. Ensure that all faculty and staff members have access to MLK's school vision and mission, and the faculty is clear about their specific roles and responsibilities in upholding both through dialogue at staff meetings and additional meetings.	6.1 & 6.3: Parents were given Parent handbooks which explain and clarify their rights and responsibilities within our School Community. The Faculty Council and Administration revise and update the handbook when needed.
1-8	5.2 & 11.2: Encourage family participation for school and classroom events including students' performance assemblies, field trips and other MLK programs	L2: Observe teaching practices in classrooms to determine sound strategies are being utilized. Establish staff and faculty committees that are focused on student and family engagement	6.1 & 6.3: Flyers are sent home to inform families about school and classroom events and invite family members as chaperones to field trips.
1-9	4.3 Monitor students' attendance and tardiness and keep clear classroom records for attendance and tardy data	5.1, 5.2, & 6.3: Provide teachers with a list of classroom expectations and school wide vision and mission. Provide regularly-scheduled newsletter or source of information about the school for parents and caregivers.	12.1: Teachers complete attendance daily by 10 o'clock and request tardy slips and absence verifications from students.

1-10	6.1 & 6.3: Identify a Class Parent to assist with communication and dissemination of classroom information.	5.1, 5.2, 5.3 & 6.3: Establish a protocol for student behavior, including options for student non-compliance. Provide space for parents to meet and for parents to share concerns and questions.	4.1, 5.1, 5.2 & 6.3: Students are taught the Schoolwide rules and expectations and consequences for not complying. Parents will be informed of students behavior and be invited to meetings to discuss their concerns.
1-11	6.3: Display family friendly images that are inclusive and culturally appropriate for the MLK population.	8.1 & 8.2: Meet with teachers to discuss strategies, ideas and teacher ideas to enhance student and family engagement. Establish a protocol for communication between parents and school personnel (staff and faculty).	6.3: Teachers distribute weekly or monthly newsletters to families. Teachers translate notices whenever possible.
1-12	6.3: Provide students with family images,, family-centered literature, and class decor that reflects the student body.	6.3: Have targeted groups to work on life and culturally relevant pedagogy. Provide a welcoming environment to all parents and caregivers at the school	5.1, 5.2 & 5.3: Teachers recognize cultural holidays and stress inclusion within their classroom. Teachers teach SEL strategies to promote culturally relevant pedagogy.

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Mathematics
School Theory of Change:	If we implement instruction based on the major focus of grade level and aspect(s) of rigor of the standard(s) and teachers utilize resources in OUSD Math website and the Math Core Curriculum Guide and research-based strategies (Number/Math Talks, 3-Reads, Math Workshop (CGI)) , then students will receive aligned, common-core standards-based instruction which allows them to master the standards.
Related School Goal(s):	All students will use multiple strategies (visual representation, math/number talk, 3-reads, and math workshop (CGI)) to understand math concepts. All students continuously grow towards meeting or exceeding standards in Math.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	1.3 & 3.1: Number Talks - Teachers employ differentiated instructional strategies, which include, conferring, Number Talks, and strategy lesson groups to meet the needs of targeted student - Title 1 Low-Income.	L2, T3: Weekly Walkthroughs Weekly Teacher Coaching - Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving."	1.3: Teachers will do number talks using suggestions from the Math Core Curriculum Guide at least 3 times a week. Growth in students' understanding and scores will be evident in all Math assessments.

2-2	1.3 & 3.1: 3 Reads + Writing Teachers employ differentiated instructional strategies to meet the needs of targeted student group - African American.	L5 & L6: Observations PLCs every Monday - Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation. With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.	1.3: Teachers will engage students in 3 Reads strategy when solving word problems and have students explain their thinking and understanding in Math journals. Students will improve in performance tasks in Math C-EOU, SBAC Math, and other tasks.
2-3	T2 & 3.1: Cooperative Group Work - Teachers employ differentiated instructional strategies to meet the needs of targeted student group - Latino/a.	T7: Cycles of Inquiry - Data Conferences Professional Learning Sessions once a month	1.5: Students will be seated in groups, and when engaged, will articulate the value and purpose of such seating arrangements. Teachers will familiarize students with protocol and transition of group and group work. Anchor charts will serve as a student resource for protocol of group work.
2-4	T7, 10.1 & 10.2: Progress Monitor the Tier 1 students	L6 & 8.2: Math Coach will provide weekly coaching, modeling, and demonstrating of key Common Core Instructional Strategies Instructional Leadership Team	T7, T8, 2.1, 11.1, 11.2, 11.3 & 12.1: Teachers will have physical data walls or charts that are current and displayed, both for teacher purpose and student reflection. Students will know what their levels or grades are and will have a sense of the value of improvement and self-pride.
2-5	1.4, 3.1 & 3.2: Frontloading - Low performing students will be specifically working in small group instruction.	3.1 & 3.2: Students with Disabilities, Foster Youth, African American, and ELLs will meet with the Instructional Teacher Leader/TSA monthly to participate and study challenging Complex Text and higher grade level standards. Peer Observations once a month.	L2, 1.4 & 1.5: Teachers will demonstrate front-loading, as evidenced when walk-throughs or spontaneous visits occur.

2-6	2.1, 10.2, 10.3 & 11.3: Problem of the Day - Gate students will receive more challenging questions daily.	3.1 & 3.2: SWD, Foster Youth, African American, and ELLs will meet with the Instructional Teacher Leader/TSA monthly to participate and study challenging Complex Text and higher grade level standards. TSA will engage students in challenging curriculum monthly.	1.3: Problem of The Day will be indicated on boards, or posters, and students will have evidence in notebooks or portfolios, and also be able to articulate the POD protocol.
2-7	10.3: Weekly Grade Level Common Assessments	3.1 & 3.2: SWD, Foster Youth, African American, and ELLs will meet with the Instructional Teacher Leader/TSA monthly to participate and study challenging Complex Text and higher grade level standards.	T5, T6, 7.1, 7.2, 10.1, & 10.2: Teachers will bring the data from WGLCAs to PLC meetings to discuss and norm, and will use the evidence for future planning and curriculum delivery-matching it with standard-based instruction and OUSD blueprints, calendars and assessment requirements.
2-8	2.1, 3.1 & 10.3: GATE students will use exemplars in explaining the answer and using rubrics to define their work. Teachers employ differentiated instructional strategies to meet the needs of targeted student group of GATE students.	3.1 & 3.2: SWD, Foster Youth, African American, and ELLs will meet with the Instructional Teacher Leader/TSA monthly to participate and study challenging Complex Text and higher grade level standards. Complex Texts with Vocabulary Development strategies will be given to the students.	T8 & 10.3: Teachers and students will create and use rubrics. Rubrics will be apparent and obvious for each task for which they are required, and students will understand how the rubric forms their work and production.
2-9	T8, 11.1, 11.3 & 12.1: Progress Monitor the data for the African American students, Arabic students, Latino/a students, Asian students, Foster Youth students, economically disadvantaged students, homeless students, Gate, children with disabilities, and Pre - School students in Math. Teachers will keep a chart on the progress of the students weekly.	T7, 7.1, 7.2 & 12.2: Professional Learning Communities (PLCs) will be the time to review the subgroup data in Math.	12.1 & 12.2: Progress Monitoring the data on our subgroups is the main focus for the school to review how well the students are doing academically, socially, and emotionally.
2-10	1.4, 3.1 & 3.2: Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted student group ELL's/Newcomers.	L2 & 8.1: Weekly Walkthroughs Weekly Teacher Coaching -	12.1 & 12.2: Progress Monitoring the data on our subgroups is the main focus for the school to review how well the students are doing academically, socially, and emotionally.

2-11	1.4, 3.1 & 3.2: Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted student group - Students with Disabilities.	L2 & 8.1: Weekly Walkthroughs Weekly Teacher Coaching -	T8 & 10.3: Teachers and students will create and use rubrics. Rubrics will be apparent and obvious for each task for which they are required, and students will understand how the rubric forms their work and production.
2-12			

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Reading		
School Theory of Change:	<p>T1 & 1.2: If we use complex, grade-level texts in all grade levels and content areas (science, social studies, ELA) with quality, standards-aligned instruction using Lucy Calkins' reading workshop, text-dependent questions, complex text reading (in the form of Close Reading, Interactive Reading & Shared Reading), then students will build independence, and mastery of grade level standards, and show growth as measured by F & P, SRI, and SBAC ELA.</p> <p>T1 & 1.2: If teachers will provide daily writing lessons using the Lucy Calkins' Writing Units of Study, then students will show improvement in writing as well as reading as reflected on on-demand writing, SRI, F & P, & SBAC ELA indicators.</p> <p>T1 & 2.3: If students talk about texts using text evidence and academic language, then students will show growth in understanding the complex texts and be able to communicate more effectively in speaking and writing as measured by ELD standards, on-demand writing, SRI, F & P, and SBAC ELA.</p>		
Related School Goal(s):	All Students are engaged in reading complex texts by using annotation and sentence unpacking strategies. All Students continuously develop their language, reaching English Fluency in 6 years or less. All students will grow a year or more in reading as measured by F & P Benchmark assessments.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	3.1 & 3.2: Guided Reading - Work in small group instruction on reading practices specifically for our students with disabilities, low income, and TK/K students.	L5, L6, 7.1 & 7.2: Observations Weekly PLCs	EVIDENCE OF IMPLEMENTATION Data shows that growth has been made in reading and fluency scores.

3-2	1.4, 3.1 & 3.2: Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted student group ELL's/Newcomers.	L7, 8.1, 8.2 & 9.1: Weekly Feedback Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs. Provide emotional and social interventions for all students who are not "thriving." Provide access to family and individualized counseling support via counseling internship program.) Weekly Coaching by the Literacy Coach	1.2: Classroom teachers will deliver instruction utilizing the OUSD mandated Lucy Calkins program and the reading and writing workshop.
3-3	T1 & 3.1: Interactive & Shared Reading - Teachers employ differentiated instructional strategies to meet the needs of targeted student group African American.	T7, 9.1 & 9.2: Cycles of Inquiry - Data Conferences Every Wednesday Professional Learning Sessions	T1 & 1.1: Teachers will direct and engage students in Interactive Reading practices, while monitoring student activity and student gains.
3-4	1.2 & 3.1: Reading Workshop - Teachers employ differentiated instructional strategies to meet the needs of targeted student group - Latino.	8.1 & 8.2: Literacy Coach will provide weekly coaching & modeling of lessons on the fundamentals of English Language Arts. Once a month Faculty Meetings	T1, L1, 1.1 & 1.2: Reading Workshop is fully implemented and students are well-versed on the procedures and protocols. Teachers will be observed through weekly walk-through sessions.
3-5	T2, L2, & 3.1: Small Group Instruction - Teachers employ differentiated instructional strategies to meet the needs of targeted student group - Title I Low Income.	L5, L7, L8, 7.1, 7.2, 7.3 & 9.2: Provide resources, exemplars and time for teachers to prepare unit plans, which align with the annual curriculum blueprints and review unit plans with teachers. Ongoing Professional Development and Professional Learning Communities (Grade Level and Vertical Grade Levels). Share unit plans and look at vertical articulation. With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.	3.1 & 3.2: Teachers and Instructional Aides, as well as Reading Interventionists will deliver small group instruction in classrooms.
3-6	1.4 & 1.5: Vocabulary Development - Teachers employ differentiated instructional strategies to meet the needs of targeted student group - Students with Disabilities.	8.1: Weekly Feedback Sessions Weekly Coaching by the Literacy Coach	1.5: Word walls in classrooms, as well as spelling and vocabulary assessments, bolstered with the Open Court phonics section will be used in classrooms, across campuses.

3-7	T2, 3.1, 7.1, 7.2, & 7.3: Use CCSS backward mapping and UDL strategies to plan instruction. Teachers employ differentiated instructional strategies to meet the needs of targeted student group - Latino.	1.2: Every grade level teaching WRITING at the same time everyday	1.2: Writing workshop will be fully-implemented as per the Lucy Calkins protocols, and be evident by teachers delivering the Writers Workshop in classes and students be able to articulate the lessons' purposes, goals, and focus.
3-8	1.2: Writing Workshop	T6 & L5: Peer Observations once a month	10.1 & 10.2: SRI and F & P scores will share the data of student engagement and growth.
3-9	T1 & 1.1: Close Reading - all subgroups will benefit from the quality teaching of the Balanced Literacy Program.	T1 & T3: Grade Level specific instructional strategies that illustrate the continuum of the Common Core Standards	T1 & 1.1: All students will engage in close reading and teachers will use close reading exercises, coupled with complex text strategies.
3-10	T1 & 1.1: Complex Texts - A licensed Reading Program that has students reading and answering questions from a Blended Learning Program.	T3 & 8.2 : Team Teaching for grade levels to go deeper in the subject matter or strategy being taught. Extended Learning opportunities to increase amount and quality of Instruction. The After School Program will work with students on Complex and Informational Texts.	T1 & 1.1: Complex text evidence will be obvious through student work, teacher instruction, and the results of comprehension assessments, including the F&P and SRI tests. The After School Program will expand this learning opportunity to help students in enhancing their ability in understanding Complex Texts by having the students read informational texts weekly.
3-11	1.5: Every grade level will have Word Walls	8.2: Differentiated Coaching for all grade levels.	1.5: Word Walls will be evident in every classroom, updated and current , and easily accessible by all students in the classroom.
3-12	T1 & 1.1: Test Taking Strategies for SRI	1.1: Provide Culturally Responsive Text	1.1 & 1.5: Teachers will regularly teach test-taking strategies, as evidenced by improved scores on assessments, and students' ability to articulate some test taking strategies. Anchor charts will display said strategies.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	EL Reclassification
School Theory of Change:	1.4, 3.3 & 3.4: If we focus on the English Learner students who score 1 year below grade level on the SRI and provide targeted intervention and support, then we will be able to reclassify more English learners.
Related School Goal(s):	English Learners will go up 1 level in ELPAC as supported by Systematic ELD and Discussions 4 Learning during ELD classes and SADIE strategies throughout the day.

Students to be Served by these Practices		English Language Learners	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	3.3: Identification of students' levels of Language acquisition	12.1, 1.4, 3.3 & 3.4: Provide data of individual students' levels of language acquisition (ELPAC data). Adhere to school-wide expectations of ELD teaching practices, including a curriculum and materials that are grade-level appropriate.	11.1, 1.4 & 3.3: Teachers have access to Aeries, know the students' home language, ELPAC levels and be able to support students according to their ELD levels using appropriate questions and sentence starters/frames.
4-2	3.1, 3.3 & 3.4: Group students by level to provide appropriate instruction	3.3 & 3.4: Provide designated time to group students and clearly identify students by levels. Utilize common language and common rubrics to ensure grade-level continuity.	3.3 & 3.4: EL Students are grouped according to their ELPAC ELD levels and go to different teachers for Designated ELD 30 minutes every day, using Systematic ELD kits.
4-3	1.4, 1.5 & 3.4: Design specific curriculum and best practices to address levels of English proficiency	3.4: Ensure materials are available for each student and provide teachers a pathway to acquire materials in a timely manner Collaborate as a teaching team to share best practices in and across grade levels	1.4: Teachers will use Systematic ELD kits, which were written to meet the needs of students of different levels of English proficiency. In classrooms, teachers will use SDAIE strategies to frontload and integrate ELD instructions across all subject areas.
4-4	10.1: Monitor progress of each student to ascertain whether students are moving and how	L7, 11.1 & 12.1: Confer with teachers to provide support in creating systems of data collection and display. Provide common area for display of school-wide data, and meet to analyze school-wide data.	T7, 10.2 & 12.2: Teachers will bring data to PLC meetings to discuss and analyze to monitor the progress of the students.
4-5	T7 & 10.1: Use assessments daily or weekly to ensure data collection	L7, 7.2, 7.3, 8.1, 8.2, 12.1 & 12.2: Review assessments with teachers individually and/or at grade-level meetings to check content and rigor. Aggregate data as a grade-level to norm data results and analyzation of data.	Teachers will use weekly assessments provided in Systematic ELD kits to assess students' progress and adjust instruction accordingly.
4-6	2.1 & 2.3: Conference with students to determine language facility, both speaking and listening	3.3 & 3.4: Provide teachers materials and rubrics for conferencing with students - Newcomers will get small group instruction daily with ELD Teacher. Continue the Adult Education Classes for all parents in the West Oakland Community.	3.2 & 3.3: Newcomers are being serviced in two campuses at least 3 times a week in addition to their daily ELD classes so that they can engage in more speaking and listening practice to improve their English proficiency.

4-7	1.4: Engage students in collaborative group work to give students access to standard English language use	L7, 7.2, 7.3, 8.1 & 3.3: Schedule weekly conferences to review data and review data collection. Daily Targeted ELD instruction for all English Learner students.	2.3: Academic discussion has been planned in collaborative setting. Students can participate in classroom discussion using discussion stems/frames to share their thinking, agree or disagree with their classmates, to deepen their understanding of the subject area.
4-8	1.4 & 1.5: Provide realia, pictures, and manipulatives to engage students.	L7, 7.2, 7.3, 8.1, 8.2 & 3.3: Collect data from teachers and review on a grade level, and school-wide basis Targeted ELD instruction with all ELL students using the SRI Assessment.	1.4 & 1.5: Teachers are encouraged to use realia, pictures, and props so the English learners can access the curriculum. All teachers are provided with grade-level appropriate manipulatives for teacher demonstration and student practice in math lessons.
4-9	1.5: Use technology and media as additional sources of access for student engagement.	1.4 & 1.5: Support teachers with additional materials that enhance curriculum. Support Newcomers with daily targeted vocabulary instruction during Reading and Writing Workshop.	1.5 & 10.2: All students will have ST Math for 45 minutes 2 times per week to work on math concepts without the language barrier. The built-in assessment in ST Math will show students progress and achievement.
4-10	Recognize the asset value of bilingualism	1.2, 1.5, 3.1, 3.2, & 3.3: Newcomers will have 2 targeted instruction times a day with Vocabulary Development and small group instruction. Every class use small group instruction during Reading & Writing Workshop.	1.2 & 3.1: During Reading and Writing workshops, teachers will provide small group instructions in the form of guided reading or shared/interactive writing to meet the needs of various groups of students.
4-11	T1 & 1.1: Support students' reading choices by providing diverse text and reading materials	1.5, 3.3 & 3.4: Newcomers will have daily targeted Systematic ELD instruction with the ELD teacher. All English Learners will all have a mandatory Vocabulary List of words and journal to chart progress.	1.5: All classroom libraries have a variety of leveled fiction and nonfiction books to support the diverse needs of students.
4-12	1.5: Provide images and opportunities to students to see role models that are culturally appropriate	3.2, 3.3 & 3.4: EL students with disabilities will have a targeted small group instruction daily using Leveled Literacy Intervention and Systematic ELD. TK - K students will be going daily to the ELD Intervention teacher for Leveled Literacy Support.	1.5: Students will be provided images to encourage their classroom culture and increase student self-esteem. Students are encouraged to research for images to enhance cultural identity.

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King, Jr. Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$1,000.00	General Purpose Discretionary	Data Tech Lead Stipend	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		L7, 7.2, 7.3, 8.1, 8.2 & 3.3: Collect data from teachers and review on a grade level, and school-wide basis Targeted ELD instruction with all ELL students using the SRI Assessment.	182-1
\$7,000.00	General Purpose Discretionary	Teacher Stipends ILT	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends		n/a		1.4, 3.1 & 3.2: Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted student group ELL's/Newcomers.	182-2
\$7,389.00	General Purpose Discretionary	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		4.2, 6.2 & 6.3: Provide materials that support teachers in efforts of student and family engagement, including basic office supplies, and materials needed to display positive images. Establish a school-wide culture that embraces student and family engagement by gathering input from ILT team, and associated committees.	182-3
\$8,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 5: Students are engaged in school every day.	5610	Equip Maintenance Agreement		n/a		4.2, 6.2 & 6.3: Provide materials that support teachers in efforts of student and family engagement, including basic office supplies, and materials needed to display positive images. Establish a school-wide culture that embraces student and family engagement by gathering input from ILT team, and associated committees.	182-4

\$10,549.00	General Purpose Discretionary	Noon Duty Sup	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.40	5.1, 5.2, 5.3 & 6.3: Establish a protocol for student behavior, including options for student non-compliance. Provide space for parents to meet and for parents to share concerns and questions.	182-5
\$11,107.00	General Purpose Discretionary	Prep Teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries		n/a	0.15	T2 & 3.1: Cooperative Group Work - Teachers employ differentiated instructional strategies to meet the needs of targeted student group - Latino/a.	182-6
\$6,515.00	LCFF Concentration	BACR Contract - Community Schools Manager	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		6.1, 6.3, & 10.1: Provide families with timely information about classroom practices, expectations, including school and classroom protocol, assessment dates and assessment information	182-7
\$19,183.00	LCFF Concentration	Class Size Reduction Teacher	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries		n/a	0.25	1.4, 3.1 & 3.2: Teachers employ differentiated instructional strategies, which include, conferring, guided reading, and strategy lesson groups to meet the needs of targeted student group ELL's/Newcomers.	182-8
\$24,302.00	LCFF Concentration	School Psychologist	Goal 6: Parents and families are engaged in school activities.	5734	School Psychologist		n/a	0.20	6.1, 6.3, & 10.1: Provide families with timely information about classroom practices, expectations, including school and classroom protocol, assessment dates and assessment information	182-9
\$361.00	LCFF Supplemental	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		4.2, 6.2 & 6.3: Provide materials that support teachers in efforts of student and family engagement, including basic office supplies, and materials needed to display positive images. Establish a school-wide culture that embraces student and family engagement by gathering input from ILT team, and associated committees.	182-10

\$54,280.00	LCFF Supplemental	Class Size Reduction teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.75	L1, 4.1, 9.1: Conduct classroom walkthroughs with TSA/ITLs to monitor positive classroom environment practices in each classroom; offer coaching when needed; IMPROVE STAFF CAPACITY. Develop and oversee implementation plan to improve Staff Capacity to Adopt Effective Attendance Practice: 1) Determine what existing team or newly established team will address attendance; Team will conduct an annual School Attendance Self-Assessment; 3) Describe an updated tiered system of supports; 4) Team will determine, plan and oversee professional development for staff. After it is determined whether an existing team or newly established team will address attendance, establish structures and timelines for the work of the Attendance Team. Ensure that people involved establish agreements for mutual accountability to ensure effort and results are sustained.	182-11
\$84,612.00	LCFF Supplemental	TSA	Goal 4: English Learners are reaching fluency.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.75	L2: Observe teaching practices in classrooms to determine sound strategies are being utilized. Establish staff and faculty committees that are focused on student and family engagement	182-12

\$116,414.00	LCFF Supplemental	TSA	Goal 5: Students are engaged in school every day.	1119	Certificated Teachers on Special Assignment Salaries		n/a	1.00	8.1, 8.2 9.1, 9.2 & 9.3: Conference and collaborate with teachers to ascertain any need or support. Ensure that all faculty and staff members have access to MLK's school vision and mission, and the faculty is clear about their specific roles and responsibilities in upholding both through dialogue at staff meetings and additional meetings.	182-13
\$39,686.72	Title I: Basic	STIP (ELA Intervention)	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	7135	n/a	1.00	With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.	182-14
\$39,687.17	Title I: Basic	STIP (ELA & ELD Intervention)	Goal 4: English Learners are reaching fluency.	1105	Certificated Teachers' Salaries		n/a	1.00	With Teacher STIP, ITL and TCEEIP support, design schedule, which will provide additional planning time.	182-15
\$28,204.00	Title I: Basic	10-month TSA (Literacy & Math)	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	0.25	L1, 4.1, 9.1: Conduct classroom walkthroughs with TSA/ITLs to monitor positive classroom environment practices in each classroom.	182-16
\$1,696.86	Title I: Basic	Surplus	n/a	4399	Surplus		n/a		n/a	182-17
\$2,105.00	Title I: Parent Participation	Surplus	n/a	4399	Surplus		n/a		n/a	182-18

\$29,998.00	Measure G	.6 FTE Library Tech	Goal 5: Students are engaged in school every day.	4200	Books other than Textbooks		n/a	<p>T1 & 1.2: If we use complex, grade-level texts in all grade levels and content areas (science, social studies, ELA) with quality, standards-aligned instruction using Lucy Calkins' reading workshop, text-dependent questions, complex text reading (in the form of Close Reading, Interactive Reading & Shared Reading), then students will build independence, and mastery of grade level standards, and show growth as measured by F & P, SRI, and SBAC ELA.</p> <p>T1 & 1.2: If teachers will provide daily writing lessons using the Lucy Calkins' Writing Units of Study, then students will show improvement in writing as well as reading as reflected on on-demand writing, SRI, F & P, & SBAC ELA indicators.</p> <p>T1 & 2.3: If students talk about texts using text evidence and academic language, then students will show growth in understanding the complex texts and be able to communicate more effectively in speaking and writing as measured by ELD standards, on-demand writing, SRI, F & P, and SBAC ELA.</p>	182-19
\$375.00	Measure G	Purchase Books	Goal 3: Students are reading at or above grade level.	4432	Furniture < \$5,000		n/a	<p>6.3: Provide students with family images,, family-centered literature, and class decor that reflects the student body.</p>	182-20



Title I School Parental Involvement Policy 2018-19

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

_____ Martin Luther King Jr. agrees to implement the following

statutory requirements: (Name of school) • Will convene an annual Title I meeting to perform the following:

1. Inform parents of their schools participation in the Title I Program. 2.

Explain the requirements of the Title 1 Program.

3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program. 4. The parents' right to participate in the development of the District's Title 1 Plan. (In the box below, briefly describe or bullet how this happens at your school.)

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 I Program.
How the school implements the Title I Program.
The parents right to be involved.
The parents right to participate in the developmnt of the Districts Title I plan.

➤ Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Annual Title I meeting; School Site Council Meetings; SELLS; Monthly Family Engagement Nights; Monthly Family Meet and Greet Sessions; Principal Coffee Tea Chats; After School Program Meetings; Parent Teacher Conferences; PTA

➤ Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

Annual Title I meeting; School Site Council Meetings; SELLS; Monthly Family Engagement Nights; Monthly Family Meet and Greet Sessions; Principal Coffee Tea Chats; After School Program Meetings; PTA



STATE AND FEDERAL PROGRAMS

- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Teacher Parent Grade Level Newsletters
Monthly Community Newsletter from Principal Groves-Waters
Talking Points - Text Messages
Parent Handbook
Robo Calls

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Teacher Parent Grade Level Newsletters; Teacher Parent Academic Conference (after each marking period); Monthly Family Engagement Nights; School Site Council Meetings; Monthly Family Meet and Greet Sessions; SELLS; flyers home; Word of Mouth; Parent Handbook

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

School Site Council Meetings; SELLS; Parent Teacher Association Meetings; Parent Teacher Conference; Family Engagement Nights

School-Parent Compact

(Name of school) _____ Martin Luther King Jr. Elementary ;

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. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) _____ Martin Luther King Jr. Elementary ;

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:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

Martin Luther King Jr. Elementary will assist Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will with assistance of the district, provide assistance to parents of children served by the school in understanding the following topics: The State of California academic content standards; The State of California and Oakland Unified School District's academic assessments, including alternate assessments; Academic proficiency levels students are expected to achieve; Parent Workshops Fall, Winter and Spring.

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

(In the box below, briefly describe or bullet how this happens at your school.)

Martin Luther King Jr. Elementary provides monthly meetings to help students, parents and communities to excel to high heights. At the monthly Family Engagement nights, there will be a moment to address parent student needs to help improve academic instruction.

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

(In the box below, briefly describe or bullet how this happens at your school.)

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



STATE AND FEDERAL PROGRAMS

- 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.

(In the box below, briefly describe or bullet how this happens at your schools.)

Martin Luther King Jr. Elementary and the After School program BACR will continue to work with parents to encourage and support parent participation by making the monthly Family Engagement Nights fun and innovative. We will serve dinner, offer translation services, prizes and baby sitting. The goal is to make these family engagement nights as comfortable as possible for families.

- 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.

(In the box below, briefly describe or bullet how this happens at your school.)

Teacher Parent Grade Level Newsletters and Monthly Community Newsletters from Principal Groves-Waters.

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

(In the box below, briefly describe or bullet how this happens at your school.)

Translation services in Spanish and Arabic.
Babysitting services.
Dinner provided.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Translation services in Spanish and Arabic.

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

MLK



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

STATE AND FEDERAL PROGRAMS

This policy was adopted by the (Name of School) _____ Martin Luther King Jr. School Site Council on (Date) 10/11/18 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) _____ Martin Luther King Jr. '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.

Roma Gores-Waters

(Principal's Signature)

10/11/2018

(Date)

Revised 9/13/2018

Martin Luther King Jr. Elementary School Compact

School Name

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.

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.

Student signature

Parent/Guardian or Family Member 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.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher 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.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.



2018-2019

School Site Council Membership Roster – Elementary

School Name: Martin Luther King Jr. Elementary

Chairperson :
Vice Chairperson: Keiyna Kemp
Secretary: Toni Hamilton

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Roma Groves-Waters	X			
Michele Williams		X		
Judith Washington		X		
Aasha Trospen		X		
Penelope Harris			X	
Asmeret Abreha				X
Keiyna Kemp				X
Toni Hamilton				X
Tabeck Carter				X
Christopher Martinez				X

Meeting Schedule (day/month/time)	9/18/18,10/11/18,11/8/18,12/13/18,1/10/19,2/14/19,3/14/19,4/11/19,5/9/19 @ 3pm
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SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
3-Classroom Teachers
1-Other Staff

AND

5-Parent /Community