

Board Office Use: Legislative File Info.	
File ID Number	21-2136
Introduction Date	10/13/21
Enactment Number	21-1635
Enactment Date	10/13/2021 CJH



## Board Cover Memorandum

**To** Board of Education

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

**Board Meeting Date** October 13, 2021

**Subject** 2021-2022 School Plan for Student Achievement (SPSA) - Martin Luther King, Jr Elementary School

---

**Ask of the Board** Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2021-2022 School Plan for Student Achievement (SPSA) for Martin Luther King Jr. Elementary School



## 2021-2022 School Plan for Student Achievement (SPSA)

**School:** Martin Luther King Jr. Elementary School  
**CDS Code:** 1612596072235  
**Principal:** Roma Groves-Waters  
**Date of this revision:** 5/26/2021

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

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

<b>Contact:</b> Roma Groves-Waters	<b>Position:</b> Principal
<b>Address:</b> 960 10th Street Oakland, CA 94607	<b>Telephone:</b> 510-874-3381 <b>Email:</b> roma.groves@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/26/2021*

*The District Governing Board approved this revision of the SPSA on: 10/13/2021*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Shanti Gonzales, Board President**

**2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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 checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |   |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per 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 and 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:** 3/30/21 & 5/26/21

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	<i>Roma Groves - Waters</i>		6/9/2021
<i>Principal</i>		Signature	Date
Toni Hamilton	<i>Toni Hamilton</i>		6/9/2021
<i>SSC Chairperson</i>		Signature	Date
LaResha Martin	<i>LaResha Martin</i>		6/10/2021
<i>Network Superintendent</i>		Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>		6/15/2021
<i>Director, Strategic Resource Planning</i>		Signature	Date

**2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/9/2021	SSC & SELLS	To review and discuss the SPSA document.
2/16/2021	ILT - Instructional Leadership Team	To review and write out the Teaching Practices and Strategies
2/23/2021	TSA's	Reviewed the SPSA
2/24/2021	COST Team	Related the importance of the SPSA
2/26/2021	ILST - TSA's	Added more information to the SPSA
3/2/2021	ILT - Instructional Leadership Team	To review and write out strategies for Leadership
3/2/2021	SSC & SELLS	To review and discuss the SPSA document.
3/4/2021	TSA's	Updating and inputting information for the data
3/8/2021	All Staff Meeting	To review and discuss the componements of the SPSA.
3/30/2021	SSC & SELLS	Reviewing and approving the SPSA and Budget updates
4/2/2021	ILST - TSA's	To write out corrections and update the SPSA

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

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

### Early Childhood Education Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

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

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

## 2021-2022 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$136,530.00
Total Federal Funds Provided to the School from the LEA for CSI	\$123,200.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$776,015.00

### 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)	\$124,875.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$20,340.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,330.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$279,650.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$49,350.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$8,325.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$123,200.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$259,730.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$516,285.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$776,015.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Martin Luther King Jr. Elementary School

**School ID:** 182

**School Description**

Martin Luther King, Jr. (MLK) Elementary is a STEAM school with a strong focus on engineering and physical sciences. Our goal is to give our students exposure to science in kindergarten and to build upon that exposure through fifth grade in order to continue their interest and improve their ability to produce a high-quality scientific product. The purpose of STEM is for students to recognize and embrace the benefits of an education steeped in the sciences, and become readied for their career and college choices. Technology is a veritable pathway to positive lifelong access. AT MLK, we also provide students with opportunities to build and to showcase their science prowess; students are involved in myriad hands-on activities that help to build their content knowledge across the curriculum. 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES**

**Focus Area:**

**Priority Strengths**

**Root Causes of Strengths**

*College/Career Readiness*

**IAB Data for 2019-2020 ELA** Overall data 14.5% Standards exceeded/met, 53.6% Standards nearly met, 30.2% Standards not met, 1.7% No Score; We have a high percentage of students approaching the grade level. **IAB Data for 2019-2020 Math** Overall Data 17.4% Standards exceeded/met; 40.8% Standards nearly met, 39.7% Standards not met, 2.2% No Score. Our IAB Math score exceeds that of ELA and together we have almost 60% of students at/above or near standards. **IAB Grade Levels ELA -3rd grade** - 10.7% Standards exceeded/met; 26.8% Standards nearly met; 60.7% Standards not met, 1.8% No score. **IAB Grade Levels ELA - 4th grade** -13.1% Standards exceeded/met, 67.2% Standards nearly met; 16.4% Standards not met, 3.3% No Score. 4th grade is the strongest team in general, the highest percentage of students above and approaching benchmarks. **IAB Grade Levels ELA - 5th grade** -19.4% Standards exceeded/met 64.5% Standards nearly met; 16.1% Standards not met. **IAB Grade Levels Math - 3rd grade** - 13.3% Standards exceeded/met; 33.3% Standards nearly met; 50% Standards not met, 3.3% No score. **IAB Grade Levels Math - 4th grade** -29.5% Standards exceeded/met, 41% Standards nearly met; 26.2% Standards not met, 3.3% No Score. 4th grade has the highest percentage of students met or exceeded standards. **IAB Grade Levels Math - 5th grade** - 9.5% Standards exceeded/met, 47.6% Standards nearly met; 42.9% Standards not met.

K - systematic instruction on phonemic awareness, letter recognition and phonics. 1st - consist focus on phonics and reading comprehension. K-2 SIPPS instruction with fidelity with Mastery Tests to monitor progress. 2nd-5th students reading below benchmark got pulled for LLI intervention by school staff and if in-person instruction is possible, literacy tutors and volunteers and other agencies. RI - 3rd-5th - Most students are familiar with their new teachers as they are returning students. 4th and 5th graders should be familiar with this online testing and its format. 3rd-5th grades -



<p>College/Career Readiness Continued</p>	<p>F &amp; P Reading Inventory: Kindergarten 33.95 above grade level, 18.6% at grade level, 23.7% approaching grade level, 22% below grade level, 1.7% did not take. 1st grade - 39% above grade level, 15.6% at grade level, 6.5% approaching grade level, 37.7% below grade level, 1.35 did not take. 2nd grade - 32.7% above grade level, 18.2% at grade level, 10.9% approaching grade level, 34.5% below grade level, 3.6% did not take. 3rd grade - 29.3% above grade level, 10.7% at grade level, 6.9% approaching grade level, 53.4% below grade level. 4th grade - 37.1% above grade level, 9.7% at grade level, 4.8% approaching grade level, 46.8% below grade level, 1.65 did not take. 5th grade - 38.1% above grade level, 4.8% at grade level, 7.9% approaching grade level, and 49.2% below grade level. SRI - 3rd grade - 7.1% above, 16.1% at, 12.5% approaching, 62.5% below, 1.8% did not take. Students are still not very familiar with online testing or the format. 4th grade - 9.7% above, 4.8% at, 29% approaching, 56.5% below. 5th grade - 9.7% above, 16.1% at, 3.2% approaching, 71% below. In general, students made gains in RI from fall the midyear administration. The site looks promising as we have a very high percentage of students approaching the standards. Regular monthly assemblies on school culture &amp; climate; Virtual field trips; Guest Speakers on Career Readiness;</p>	<p>Use of NewsELA (Complex texts) and annotation (with schoolwide annotation chart) help produce such results as MLK has a high percentage of students approaching. Three Reads strategy, number/math talks, math workshop (CGI), use of anchor charts, and the focus on having students explain their mathematical thinking using MCL protocol help students understand how to approach word problems. The anchor charts remind students the procedures of solving math problems. MLK focuses on the diversity of our students to provide quality options/presentations for college/career readiness.</p>
---	--	--

*Focal Student Supports*

SBAC/IAB focal students are nearly met students: 3rd grade: 26.8% ELA, 33.3% Math; 4th grade: 67.2% ELA, 41% Math; 5th grade: 64.5% ELA, 47.6% Math. These students receive Tier 1 and Tier 2 (small-group instruction) supports from their teachers. Based on student population, African American males are the highest number of students below benchmark: 45.8% (27) in ELA and 42.3% (22) in math. African American males are the highest percentage of students who are suspended (71.4%) and have the most Universal Referral Forms 61.9% (159). MLK has not reclassified any English Language Learners this 2019-2021 school years. Special Education students will also be a focal group so that we can continuously be mainstreaming students who qualify. There needs to be training for how to bridge the gap on General Education and Special Education. Daily interventions in Reading & Math for our focal students: ELL, Newcomers, Below Basic Students, and Near Proficient students are consistent.

African American boys are the lowest scoring students in the school. The causes are lack of fathers in the home. There is a lot of defiance and feelings of not being heard among the African American males. The boys have stated that they feel that adults at school don't believe them when they state a concern. Teachers send the African American boys out of class without a plan of action to help them redirect or regulate themselves to get back to learning. The elevated requirements of reclassification to get a 4 overall proficiency is the primary cause of not reclassifying MLK language learners though we have English proficiency-based designated ELD programs using Systematic ELD and Discussions 4 Learning. 4th and 5th graders enjoy using the SERP WordGen to learn vocabulary, engage in reading, writing, and academic discussions but improvement has not been seen. The other root cause is that MLK gets a lot of newcomers throughout the year. However, most of the newcomers do not receive similar language support at home to practice English though we have newcomers class provided by a STIP sub and an online second language program - Imagine Learning since February 2020. We have 2 STIP subs who specialize and have been trained in ELD strategies and intervention programs. The STIP subs are former teachers who understand and know the curriculum to teach the strategies but they are often required to sub classes because teachers either are not putting in subs in a timely manner for their classes and district subs do not pick up the jobs from MLK. We use the results from teacher observations, state and district assessments to inform the interventions.

<p><i>Student/Family Supports</i></p>	<p>Chronic Absence rate is 19.9% currently. We went up from last year, which was 11.7%. Suspension incidents were 18 days in 2019-20, down from the 40 days in 2018-19. There is no suspension in 2020-2021 as students receive instruction via distance learning. The challenges are that families do not respond to the Attendance written notices that are sent from the school regarding their child's attendance. Many parents are in denial regarding their child's behavior at school. Often MLK faces a lot of challenges with parents that curse out staff. Some of those issues have made staff feel unsafe at school though MLK has teams of support for students/families: Attendance Team, COST Team, SSTs, After School Program, Community Based Organizations support families with resources.</p>	<p>The root causes of chronic absenteeism are a lot of parents bring their students late to school or logging onto zoom late. Students are getting a lot of tardies meaning they are arriving at school 30 to 45 minutes late daily, in person or distance learning. A lot of teachers are not following up with the families as per family request as teachers were busy with instruction and other assignments. Some families believe that the teachers do not like their students. The other cause is that a lot of parents do not respond when called to the school to help resolve school site issues or their child's attendance. Another challenge is that not every family can get AfterSchool services. We are only allotted less than 140 students to the AfterSchool Program. Though we started to use an SEL program - Caring School Communities but due to distance learning, the SEL program has not been implemented with fidelity via distance learning. During distance learning, MLK has consistent follow up of data from the OUSD/MLK Engagement Trackers, ousddata works, and input COST team. This strength is derived from the feedback from the data trackers, teachers and staff contributions.</p>
---------------------------------------	---	--

<i>Staff Supports</i>	The challenges with the teachers' PD is that some teachers do not attend the PDs consistently, in person or via zoom. Most teachers do not complete the feedback forms regarding how to make PD better. Teachers during in-person instruction had a high absentee rate. Teachers did not call in subs in a timely manner causing the STIP subs to not do interventions with the students that need it the most. The majority of the teachers are not disaggregating their classroom data to address the student needs appropriately. In each grade level, there are more than 50% of the students not reading on grade level. However, each grade level participates in weekly guided PLCs, administrative walkthroughs, site and district PDs, coaching for teachers/staff, committee meetings, grade level planning sessions, ILT, Faculty Council, PBIS, monthly staff meetings, and weekly communication with staff.	The challenges with the staff/teachers is that they are not using student data enough to drive their daily instruction. Some classified staff feel like the majority of the teachers do not appreciate their contributions to the staff. There is a lot of blaming of who is not doing what. There is not enough trust and collaboration with each other among staff. Teachers need to be trained to mainstream SDC students. Special Education teachers need to sit in the General Education classes before making a decision on placement for a Speical Ed student. There should be more collaboration with Special Education teachers and General Education teachers. These teachers need to work together on curriculum and having the students work together and teach team. Teachers collaborate to ensure fidelity of instuction, and continuity among grade levels content. Teachers and staff meet regualrly, in committees, councils, staff meetings, and other planning sessions to maintain the mission and vison of MLK Elementary, and to provide students with the optimum experience as learners.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Grde-level proficiency in areas of reading and math is an access point to college and career readiness that presents a challenge.
<i>Focal Student Supports</i>	Students are performinig below grade level and are are identified for Tier II and Tier III intervention.	Data from assessments identiifies root causes as lower than grade-level performance by students in every grade level.
<i>Student/Family Supports</i>	Chronic absenteeism presents a challenge for supporting students. Strategies are in place and are monitored to address this student and family challenge.	Low and inconsistent family engagement is often an obstacle for proiding family support.

<i>Staff Supports</i>	Staff is empowered to share concerns, and present issues through Faculty Council and the "open-door" policy of Administration.	Teachers may experience fatigue, especially as the struggle to engage students during the pandemic persists.
-----------------------	--	--

**1C: 20-21 STUDENT GOALS & TARGETS**

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

<b>School Goal for May 2024:</b>	By May 2024, 70% of students will be reading at/above grade level as measured by i-Ready and RI.
----------------------------------	--

***Instructional Focus Goal:*** All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	60.0%	65.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	55.0%	60.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	50.0%	55.0%

***Instructional Focus Goal:*** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-97.8 (Spring 2019)	n/a	-70 (Spring 2022)
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	55.0%
IAB ELA at or above Standard	All Students	n/a	Coming soon	25.0%	40.0%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	20%	25%	40.0%

***Instructional Focus Goal:*** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-58 (Spring 2022)
IAB Math Above Standard	All Students	n/a	17.4%	25.0%	35.0%
CAST (Science) at or above Standard	All Students	n/a	0.0% (Spring 2019)	n/a	50.0%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	15%	17%	25%

**Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**School Goal for May 2024:**

By May 2024, 50% of African American male students will be at/above grade level in Math and Reading measured by i-Ready, RI, IAB & SBAC.

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-171.3 (Spring 2019)	n/a	-150.0
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-102.3 (Spring 2019)	n/a	-80.0
IAB ELA at or above Standard	Students with Disabilities	n/a	tbd	6.2%	12.0%
IAB ELA at or above Standard	African-American Students	n/a	n/a	2.9%%	8.0%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	47.8%	Coming soon	42.0%

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-154.9 (Spring 2019)	n/a	-130.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-73.5 (Spring 2019)	n/a	-50.0
IAB Math Above Standard	Students with Disabilities	n/a	2.2%	5.3%	10.0%
IAB Math Above Standard	African-American Students	n/a	14.4%	2.9%	8.0%

**Instructional Focus Goal:** *English Learner students continuously develop their language, reaching English fluency in six years or less.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	0.0%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	30.0%

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

**School Goal for May 2024:** By May 2024, a PTA will be established to enlist parent volunteering in classroom help, lunch and yard supervision, and organizing events.

**Instructional Focus Goal:** *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	73.7%	n/a	79.0%
Suspensions	All Students	-2pp	1.9%	n/a	0.8%
Suspensions	African-American Students	-2pp	2.7%	n/a	1.5%
Suspensions	Students with Disabilities	-2pp	4.5%	n/a	2.5%
Chronic Absence	All Students	-2pp	33.3%	n/a	30.0%

Chronic Absence	African-American Students	-2pp	38.0%	n/a	45.0%
UCP Complaints	All Students	n/a	n/a	0	0

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

<b>School Goal for May 2024:</b>		By May 2024, 100% of teachers are trained in curricular materials, and engage in PLCs and PDs as observed in learning walks. 100% of classified staff are trained to support student safety, school policy, and instruction, as observed in learning walks too.			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	75.0%	100.0%
Teacher Retention	All Teachers	n/a	75.7% (Fall 2020)	75.0%	100.0%

**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

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

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**



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

Martin Luther King Jr. Elementary  
School: School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

**2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**

**20-21 Conditions for Student Learning Priority:**

**Caring School - SEL/MTSS Program - Create a schoolwide plan using SEL practices which include PBIS as the Framework to promote the social emotional needs of students and the academic success of all students.**

**Theory of Change:**

If MLK uses the Caring School SEL Program to address and implement cultural, attendance, discipline, and student leadership, then we will have provided each student monthly cultural family engagements, a resource for chronic absences, and restorative justice practices that honor student's learning.

**Related School Goal:**

By May 2021, we will have implemented 100% of the Caring School curriculum with all students and staff with fidelity of the program. By May 2021, we will reduce the Chronic Absent rate by 10% with a focus on our TK and Kindergarten students. All students build healthy and safe relationships to feel connected and engaged in their learning.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

All of the practices mentioned in implementation are performed via directives constructed biweekly meetings of the PBIS team. These directives, once approved by administration become practices that are adopted by staff and faculty of MLK. An example would be the use of "I language Playground" area, of which all teachers are made aware. This strategy's encouraged use is aimed at preventing, reducing, and eliminating recess altercations, both physical and verbal.

**What evidence do you see that your practices are effective?**

Using the above example, a noticeable decline in the number of instances on the playground was observed. Additionally, students were overhead using some of the positive behavior language; such as "I feel uncomfortable when you..."

**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.**

No changes are decided at this juncture.

**20-21 Standards-Based Instruction Priority: Math & Science**

**Theory of Change:**

If MLK implements instruction in Math based on the Common Core grade level aspects of rigor of the standards, backwards map and to plan and align learning, conduct regular cycles of inquiry to plan instruction, teachers utilize resources in OUSD Math website, Math Core Curriculum Guide and research based strategies like Numbered Talks, 3 Reads, Math/Science workshop, then students will receive aligned, common-core standards based instruction which allows them to master standards. This includes implementing explicit lesson design steps, along with complex tasks that support deeper learning (i.e. collaboration, communication, critical thinking, problem solving and academic mindsets). This addresses the shifts related to focus, coherence, and rigor.

**Related School Goal:**

By May 30, 2021, 20% of all 3rd through 5th grade students will achieve "Standards Met" or "Standards Exceeded" as measured by the IAB Math assessment and SBAC in Math. By May 20, 2021, K through 2nd grade students will achieve Above Grade Level and/or At Grade Level on the CEOU Math and district level Math assessments.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Teachers implemented the Math and Science strategies during classroom lesson planning and delivery, and reviewed implementation during planning sessions with grade level teachers at PLC meetings. Teachers followed all OUSD curriculum guidelines, modified lessons to accomodate students' grasp and mastery of material, and supplemented material where appropriate to impact student mastery.

**What evidence do you see that your practices are effective?**

Students made slight gains in some areas of the Math and Science assessment results, and students increased their knowledge base, again, based on slight gains made in some of the standard areas assessed. Students also performed well on teacher-created exit tickets, and were able to show growth on various platforms of teacher progress monitoring.

**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.**

No changes are decided at this juncture.

**20-21 Language & Literacy Priority: Reading Complex Texts and Writing with Evidence**

**Theory of Change:**

If we use complex, grade level texts in all grades and content areas (science, social studies, & ELA) with quality, standards-aligned instruction using Lucy Calkins reading workshop, text dependent questions, complex text reading (in the form of Close Reading, Interactive Reading & Shared Reading), then students will build independence, and mastery of grade level standards, and show growth as measured by F & P, SRI, and SBAC ELA. If teachers will provide daily writing lesson using the Lucy Calkins Writing Units of Study, then students will show improvement in writing as well as reading as reflected on on-demand writing, SRI, F & P, & SBAC ELA indicators. If students talk about texts using text evidence and academic language, then students will show growth in understanding the complex texts and be able to communicate more effectively in speaking and writing as measured by ELD standards, on-demand writing, SRI, F & P, and SBAC ELA.

**Related School Goal:**

By June 2021, 20% of 3rd - 5th students will meet or exceed standard as measured by the IAB and SBAC ELA. By June 2021, students grade 2nd - 5th grade will show collective growth of 35% as measured by the RI. By June 2021, 50% of K and 1st grade will meet benchmark as measured by the iReady assessments. By June 2021, 80% of the TK students will meet proficiency on reading foundational skills as measured by the SEEDS of Learning assessment. Our goal is to make sure that all of the students show growth measured by the benchmark assessments.

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Teachers implemented the Reading Complex Text and Writing with Evidence strategies during classroom lesson planning and delivery, and reviewed implementation during planning sessions with grade level teachers at PLC meetings. Teachers followed all OUSD curriculum guidelines, modified lessons to accomodate students' grasp and mastery of material, and supplemented material where appropriate to impact student mastery.

**What evidence do you see that your practices are effective?**

Students made slight gains in some areas of the Math and Science assessment results, and students increased their knowledge base, again, based on slight gains made in some of the standard areas assessed. Students also performed well on teacher-created exit tickets, and were able to show growth on various platforms of teacher progress monitoring.

**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.**

No changes are decided at this juncture.

<b>20-21 Conditions for Adult Professional Learning Priority:</b>	<b>MTSS - Create a schoolwide plan (which includes the use of PBIS, Culture and Climate, COST, and Attendance Team) to promote the social emotional competencies and articulate a shared set of values, themes, and essential life habits.</b>
---	--

<b>Theory of Change:</b>	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.
--------------------------	--

<b>Related School Goal:</b>	By June 2021, all grade level teams will have established protocols and systems for teachers collaboration grounded in data based cycles of inquiry in connection with grade level and school priorities for PLCs.
-----------------------------	--

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Teachers meet weekly for 50 minutes with grade level partner(s), and grade-level assigned TSAs to discuss curriculum, planning, expectations, implementation of material. Teachers additionally engage in differentiated PLCs to focus on appropriate subject matter or grade curriculum or assessment requirements for upcoming state and district assessments. Teachers also shared best practices, shared Distance Learning best protocols, and engaged in some cross-grade level collaboration to inform and impact school-wide continuity of subject matter.

**What evidence do you see that your practices are effective?**

Teachers are confident in delivering subject matter and are well-versed in school-wide and district expectations. Teachers submit weekly PLC planning notes to be reviewed by administration.

**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.**

No changes are decided at this juncture.

<b>20-21 Conditions for English Language Learners Priority:</b>	<b>EL Reclassification</b>
---	----------------------------

<b>Theory of Change:</b>	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.
--------------------------	--

<b>Related School Goal:</b>	By June 2021, 20% of English Language Learners will be reclassified as Fluent English proficient. English Language Learners continue to expand their oral language skills and to interact in meaningful ways.
-----------------------------	---

**Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

ELL students are engaged in rigorous targeted intervention daily, and then assessed according to the OUSD schedules of ELPAC.

**What evidence do you see that your practices are effective?**

All students, save those who have left the district or who are unable to participate in testing for reasons of logistics, have been assessed this school year by the prescribed ELPAC testing schedule.

**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.**

No changes are decided at this juncture.

#### **DEPARTURE FROM PLANNED 20-21 SPSA BUDGET**

**Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?**

These changes are still under review.

**2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Martin Luther King Jr. Elementary School

**School ID:** 182

**3: SCHOOL STRATEGIES & ACTIONS**

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

**8:**

**School Priority ("Big Rock"):**

Caring School - SEL/MTSS Program - Create a schoolwide plan using SEL practices which include PBIS as the Framework to promote the social emotional needs of students and the academic success of all students.

**School Theory of Change:**

If MLK uses the Caring School SEL Program to address and implement cultural, attendance, discipline, and student leadership, then we will have provided each student monthly cultural family engagements, a resource for chronic absences, and restorative justice practices that honor student's learning.

**Related Goal(s):**

All students build relationships to feel connected and engaged in learning.

**Students to be served by these actions:**

*All Students*

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

1-3	All teachers will make weekly calls/communication with parent regarding their Attendance, Behavior, & Academic Progress by either using Class Dojo, Talking Points, Google Classroom, and/or grade level/class newsletters.	Conduct weekly Attendance Team Meetings to review the data, reach out to parents, and offer supports to the parents.	Teachers will document calls on a weekly google drive folder. The Attendance Team will have evidence of notes/minutes, SART/SARB meeting documentation, agendas, & sign in sheets.	Chronic absenteeism presents a challenge for supporting students. Strategies are in place and are monitored to address this student and family challenge.	Tier 1
1-4	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Teachers will do this by Zoom Meetings, Family Engagement Nights, Face to Face Meetings, Parent Teacher Conferences, text messages, and email.	Partner with Community Based Organizations like BACR Afterschool Program, Oakland Natives Give Back, Children Rising, and Lend a Hand Foundation for support for parents and students in Attendance, Academics, and family supplies.	Family Engagement Meetings - We will have at least one family event a month to engage families. We will have 2 one week Parent Teacher Conference meetings with teachers	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
1-5	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experiences by using Academic Discussions.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans .	The COST team will meet bi - weekly to address student behavior & academic referrals from teachers. We will hold SSTs with the parent, student, teachers, and COST to review and discuss a plan of success for the students academically and behaviorally. Leadership will review data and implement MTSS for Chronic Absence, COST, and PBIS to ensure a positive school culture and climate. We will progress monitor our data every 6 weeks to determine effectiveness and make adjustments where needed.	Students are performing below grade level and are identified for Tier II and Tier III intervention.	Tier 3

1-6	Teachers implement weekly community meetings to review and discuss with students the Caring School Model.	Provide multi - tiered levels of academic and social emotional supports (MTSS) to all students using a Response to Instruction (RTI) model to accelerate student learning.	Use Talking points, Parent Zoom Conference Meetings, Teacher Conferences, emails, texting, and Parent Newsletters to communicate with parents for engagement and continuity of school priorities.	Students are performing below grade level and are identified for Tier II and Tier III intervention.	Tier 3
1-7	Community Assistant Bilingual Liaison to support parents in Arabic and Spanish to support parents with school site information. School Culture and Climate leader with the PBIS team will use data informed cycles of inquiry using the Caring School Communities curriculum to lead students in setting and monitoring their own goals and provide individual feedback to students to build agency, motivation, and independence with all students.	School leadership uses academic and culture data from the PBIS Walkthroughs to progress monitor the data to identify focal students, as well as to provide targeted interventions to improve teaching and student learning for all.	Teachers will document calls on a weekly google drive folder. The Attendance Team will have evidence of notes/minutes, SART meeting documentation, agendas, & sign in sheets.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
1-8	Teachers will collaborate with the BACR's After School Program to coordinate student homework, Common Core Assignments, and SEL Caring School curriculum.	Leadership will collaborate and work with BARC After School Program to teach and learn the SEL curriculum.	BACR After School Program Coordinate will coordinate activities and parent engagement meetings that support the Caring School curriculum.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1

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

**School Priority ("Big Rock"):** Math & Science



<b>School Theory of Change:</b>	If MLK implements instruction in Math based on the Common Core grade level aspects of rigor of the standards, backwards map and to plan and align learning, conduct regular cycles of inquiry to plan instruction, teachers utilize resources in OUSD Math website, Math Core Curriculum Guide and research based strategies like Numbered Talks, 3 Reads, Math/Science workshop, then students will receive aligned, common-core standards based instruction which allows them to master standards. This includes implementing explicit lesson design steps, along with complex tasks that support deeper learning (i.e. collaboration, communication, critical thinking, problem solving and academic mindsets). This addresses the shifts related to focus, coherence, and rigor.				
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Know and understand grade level standards and major focus for math instruction.	Develop Math Standards Institute for grade levels at beginning of the year to unpack the Math and Science Standards.	Students will be able to explain their reasonings in solving math problems and concepts using MCL protocol. Students will be able to identify errors and justify their thinking in their Math Journals, exit tickets, workbook, and teacher-created assessments.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
2-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Use the Teachers Math Planning of the standards and aligned Units of Study as a evidence guide. Teacher created lesson plans to address the needs of groups or individual students.	Students are performing below grade level and are identified for Tier II and Tier III intervention.	Tier 2

2-3	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Teacher created assessments in Math & Science. Exit Tickets, quick quizzes, curriculum guide tasks, and other assessments to be determined as needed.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
2-4	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	Guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards.	Grade level academic plans submitted to the principal. Math discussions and posted anchor charts both procedural and content - specific, as well as the Standards for Mathematical Practice.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
2-5	Implement a lesson design model in math and science, incorporate the mathematical practices: use and connect mathematical practices: use and connect mathematical representations, build procedural fluency and conceptual understanding, support productive struggle.	Coaching-- Observe and provide feedback to teachers, focusing on the student learning outcome and the quality of the task.	Develop and manage data-driven professional learning and assessment plans that improve student learning and teaching practice.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
2-6	Incorporate spiral review and fun Math games while implementing SEL curriculum to review prior knowledge while building culture.	Grade Level PLCs - plan and implement math review, keeping in mind culture routines and procedures. Screen reader support enabled.	Math discussions and posted anchor charts both procedural and content specific, as well as the Standards for Mathematical Practice.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1

2-7	Participate in weekly grade level meetings to discuss trends in learning/skills needed for mastery and strategies to teach those skills.	Provide time and tools for data analysis during PLCs during the day. Kindergarten to Fifth grade will have PLCs during the day. This is to provide extra PLC planning time in math.	Use an analysis tool for tracking trends and planning to reteach.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
2-8	Implement small group instruction to focus learning for student growth, acceleration and understanding of math concepts and skills.	Create professional learning plan with ILT that includes relevant professional development on small group instruction in Math using the Math Workshop model.	Conduct observation and feedback. Appropriate components for each curriculum, appropriate number of workbooks, correct amount of chromebooks. Allocate time for Math in the professional learning plan for group	Students are performing below grade level and are identified for Tier II and Tier III intervention.	Tier 2

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority ("Big Rock"):</b>	Reading Complex Texts and Writing with Evidence
<b>School Theory of Change:</b>	If we use complex, grade level texts in all grades and content areas (science, social studies, & ELA) with quality, standards- aligned instruction using Lucy Calkins reading workshop, text dependent questions, complex text reading (in the form of Close Reading, Interactive Reading & Shared Reading), then students will build independence, and mastery of grade level standards, and show growth as measured by F & P, SRI, and SBAC ELA. If teachers will provide daily writing lesson using the Lucy Calkins Writing Units of Study, then students will show improvement in writing as well as reading as reflected on on-demand writing, SRI, F & P, & SBAC ELA indicators. If students talk about texts using text evidence and academic language, then students will show growth in understanding the complex texts and be able to communicate more effectively in speaking and writing as measured by ELD standards, on-demand writing, SRI, F & P, and SBAC ELA.
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Implement a Readers/Writers Workshop model during part of the ELA block; Guided Reading; K-2 teachers teach SIPPS with fidelity and monitor progress with SIPPS Mastery Tests.	Guide teams to collaboratively analyze the content, language, and literacy demands of complex texts and tasks.	One level of growth of reading as measured by i-Ready & RI. We will use the data as evidence.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
3-2	Engage students in Academic Discussions and Meaningful Discourse, across content areas, with student-led active voice, peer-to-peer dialog, and metacognition. Use of structures from Jeff Zwiers "Academic Conversations".	Observe and provide feedback to teachers on classroom practice focusing on effective use of the language and literacy teaching practices and the use of equity focused observation tools.	Academic Conferences for teachers after every Assesment. SIPPS Mastery Tests progress monitoring, student regrouping, and discussion.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
3-3	Integrate technology through the use of blended and personalized learning platforms (i.e. i-Ready, Freckle, Newsela, ELA, and Imagine Learning.)	Provide ongoing professional development on personalized learning platforms focusing specifically on how to pull and analyze data from the platforms to drive instruction.	PLCs agendas with clear next steps; notes; planning templates and follow up plans. Hire two STIP subs to provide classroom coverage for teachers to collaborate, to conduct peer observations and to conduct inquiry cycles.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1

**District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	Results Focused Differentiated Professional Learning & Collabortion
--------------------------------------	---

<b>School Theory of Change:</b>	If teachers engage in PLCs weekly focusing on the 4 essential questions, use data to drive their instruction, have coaching support, build capacity through inquiry based Professional Learning, reflect on their practice, analyze student learning, then our teachers and leaders would build collective efficacy and transform results for students.				
<b>Related Goal(s):</b>	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Use Common Formative Assessments on a consistent basis as part of grade level collaboration in all content areas	Display school wide data and achievements in a prominent place and update the data throughout the year	Grade level and individual Academic Conferences to review, discuss, and plan next steps for student learning and instructional strategies	Students are performing below grade level and are identified for Tier II and Tier III intervention.	Tier 2
4-2	Analyze Common Formative Assessments and adjust instruction to meet the needs of students	Celebrate student achievement through regular (at least monthly) assemblies	Monthly assemblies and certificates to students who have made 1 level or more of growth on any assessment.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
4-3	Ensure that students are aware of the performance expectations on formative assessments and receive timely feedback on their progress	Implement a system for collecting/documenting, analyzing, reflecting upon and acting upon the data of all district-level assessments	Goal setting forms for every student.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1

4-4	Meet with students during class time to set goals and monitor progress towards meeting those goals on a regular basis	Train teams in Assessment Literacy, teams will then analyze data and make instructional decisions during PLCs.	Academic Conferences with students by the teachers.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
4-5	Teachers will engage in communities of practice focused on specific instructional areas of growth.	Facilitate PD experiences that empower teacher leaders in communities of practice.	Walkthroughs to identify and celebrate learnings from PD cycles, as well as identify next steps for learning.	Staff is empowered to share concerns, and present issues through Faculty Council and the "open-door" policy of Administration.	Tier 1

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	EL Reclassification
<b>School Theory of Change:</b>	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.
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	Ensure at least 30 minutes daily of designated ELD and integrated ELD throughout the day.	Student Work	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1

5-2	Use recommended supplementary materials and move towards lessons derived from content using ELD Framework Practices (e.g. sentence unpacking, text reconstruction).	Provide integrated professional learning and resources which support the teaching of language and literacy across all content areas.	Lesson plans Evidence of routines to build relationships	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
5-3	Teachers prepare students to participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Teachers assess students word knowledge using a list of high-frequency words.	Continue to support ELLs with language supports to engage in deeper discussions around the meaning and function texts. Guide grade level teams to collaboratively analyze the content, cognitive, language and literacy demands of complex texts and tasks.	Academic discussions - Progress monitor using i-Ready phonemic awareness and phonics. Extension: Ask students if they recognize the work, define, make an association and use it in a sentence.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
5-4	Teachers utilize questioning strategies (e.g. text dependent questions) that require the use of evidence and elaboration. This also includes the use of GLAD/SADIE strategies to support integrated ELD.	Provide allocated PLC time to compile ELL strategies. PLCs appoint a lead to create a document with ELL strategies for teachers to reference throughout the lesson/unit.	Evidence of print-rich environment including anchor charts, sentence stems, realia, visual aids, word wall for students to access. Google document created and shared with teachers for reference.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1
5-5	100% of classrooms will participate in Close/Shared reading of complex texts with a focus on language features/structures and key vocabulary, to ensure accelerated language and reading growth.	Create full year PD/Coaching Cycle - Hire an elementary newcomer teacher leader to work with ILT and TSA to create professional learning to increase support and proficiency for ELLs.	Essential Practices for ELL Achievement includes (1) Access & Rigor, (2) Designated and Integrated ELD (3) Data Driven Decisions; (4) Asset Based Approach and (5) Meeting the needs of the Whole Child by leveraging family and community resources.	Students are prepared for options of college and career readiness through strong pedagogy; grade-level proficiency is a challenge as students work to master content.	Tier 1

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King Jr. Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
MLK has 3 copier machines that are used by staff to copy instructional materials for students. The copier machines each have maintenance agreements for upkeep, toner, and maintenance support if the machine breaks down.	\$7,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Provide integrated professional learning and resources which support the teaching of language and literacy across all content areas.	182-1
Instructional materials and supplies for the school site, teachers, and staff. This includes copier paper, pencils, etc.	\$13,340	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-2
EEIP - Prep Teacher - This is paying for .10 of the salary of the PE Prep Teacher to make the position full time.	\$7,950	LCFF Supplemental	1105	Certificated Teachers' Salaries	4270	Teacher Education Enhancement	0.10	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will engage in communities of practice focused on specific instructional areas of growth.	182-3
TSA to coach, demonstrate, and conduct PDs for staff and teachers. Also, the TSA will conduct data cycles of inquiry and small group instruction with ELD and students who are far below basic in reading and math.	\$131,330	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7138	10-Month Classroom TSA	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Create full year PD/Coaching Cycle - Hire an elementary newcomer teacher leader to work with ILT and TSA to create professional learning to increase support and proficiency for ELLs.	182-4
Noon Duty Supervisor - This is an additional Noon Duty Supervisor to support recess and lunch time supervision of students.	\$16,000	LCFF Supplemental	2905	Other Classified Salaries	0987	Noon Supervisor	0.50	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Use Caring School Curriculum school wide as a the foundation of the SEL program to help the school reduce suspensions, conflicts and attendance.	182-5
Family Liaison Bilingual Arabic speaking	\$59,000	LCFF Supplemental	2205	Classified Support Salaries	tbd	Enter position number at left.	tbd	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans .	182-6
Excel Consulting - This is an agency that supports the school with coaching to the principal to improve student outcomes, parent outreach, and professional development for the staff.	\$7,500	LCFF Supplemental	5825	Consultants	n/a	Consultant	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	182-7
Stip Sub - This position provides small group intervention support to students in English Language Development and Leveled Literacy Intervention to improve students in English and Reading.	11.686.25	LCFF Supplemental	1105	Certificated Teachers' Salaries	0981	STIP Teacher	0.20	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Implement a Readers/Writers Workshop model during part of the ELA block; Guided Reading; K-2 teachers teach SIPPSS with fidelity and monitor progress with SIPPSS Mastery Tests.	182-8
TSA - .05 FTE to support small group instruction, SEL Standards, School Culture & Climate, PLCs, & data that will improve student outcomes.	\$5,704	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2047	10-Month Classroom TSA	0.01	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Implement a lesson design model in math and science, incorporate the mathematical practices: use and connect mathematical practices: use and connect mathematical representations, build procedural fluency and conceptual understanding, support productive struggle.	182-9



PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King Jr. Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
HEROES Recess Coach to support safe play at recess and lunch time. This organization brings on a full time person to coach students to be leaders on the play yard.	\$35,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers will use the Caring School Curriculum weekly to ensure the SEL component of this goal.	182-10
To purchase instructional supplies and materials to support students in achieving academic success.	\$5,480	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-11
Contracted work with BACR to support families with Attendance, Resources, Academics, outreach for families, and anything community and school related to support the well being of families. This is a staff and family support contracted job that is vital to the school.	\$30,000	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Use Caring School Curriculum school wide as a the foundation of the SEL program to help the school reduce suspensions, conflicts and attendance.	182-12
This is the Instructional Leadership Team extended contracts. The ILT Team reviews and analyzes data to support teachers and students in learning and growing. The ILT Team conducts Professional Learning with the TSAs in core subject areas that help improve student outcomes. The ILT members lead and facilitate the Professional Learning Communities at the school site. (PLCs)	\$10,000	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	182-13
This funding is for the Data Tech Leads at the school site. This extended contract supports the work that the 2 Data Tech leads do for the school. The Data Tech leaders manages the upkeep of the Google Chromebooks for the entire school. They make sure that all of the Chromebooks are working properly. They make sure that every class has their Chromebooks. They make sure that all of the computers for student use are up to date.	\$2,000	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Integrate technology through the use of blended and personalized learning platforms (i.e. i-Ready, Freckle, Newsela, ELA, and Imagine Learning.)	182-14
This is the TechBridge extended contract for one teacher. This teacher teaches the TechBridge curriculum to all of the students that have applied for to the program. This is a Science curriculum that is focused on supporting girls in STEM jobs.	\$1,500	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	N/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Teachers will do this by Zoom Meetings, Family Engagement Nights, Face to Face Meetings, Parent Teacher Conferences, text messages, and email.	182-15
Instructional materials and supplies for the school site, teachers, and staff. This includes copier paper, pencils, etc.	\$2,850	LCFF Concentration	4310	School Office Supplies	N/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-16

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King Jr. Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Clerical Extra Time and Overtime work	\$3,000	LCFF Concentration	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	182-17
This is the Stip Sub position. The Stip Sub will conduct Interventions for our ELL and below basic students. The curriculum the Stip Subs will use Systematic ELD and Leveled Literacy Intervention. We will use the data from these platforms to see the growth and development of the ELD and students who are 2 or more reading levels below.	\$74,875	Title I: Basic	1100	Certificated Teachers' Salaries	6477	STIP Teacher	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Use recommended supplementary materials and move towards lessons derived from content using ELD Framework Practices (e.g. sentence unpacking, text reconstruction).	182-18
This is the Stip Sub position. The Stip Sub will conduct Interventions for our ELL and below basic students. The curriculum the Stip Subs will use Systematic ELD and Leveled Literacy Intervention. We will use the data from these platforms to see the growth and development of the ELD and students who are 2 or more reading levels below.	\$49,821	Title I: Basic	1105	Certificated Teachers' Salaries	0981	STIP Teacher	0.80	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Use recommended supplementary materials and move towards lessons derived from content using ELD Framework Practices (e.g. sentence unpacking, text reconstruction).	182-19
Instructional materials and supplies for the school site, teachers, and staff. This includes copier paper, pencils, etc.	\$179	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-20
MLK will fund translation services to provide translations written and verbally to all of parents who speak Spanish, Chinese, Arabic, and Sign Language.	\$3,330	Title I: Parent Participation	1204	#N/A	n/a	n/a	n/a	Proposed LCAP Goal: Student and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Teachers will do this by Zoom Meetings, Family Engagement Nights, Face to Face Meetings, Parent Teacher Conferences, text messages, and email.	182-21
MLK will contract with Children Rising to provide tutoring services in Reading and Math to all of our students in 2nd and 3rd grades.	\$8,325	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Partner with Community Based Organizations like BACR Afterschool Program, Oakland Natives Give Back, Children Rising, and Lend a Hand Foundation for support for parents and students in Attendance, Academics, and family supplies.	182-22
To purchase library books for student knowledge and instruction. Our goal is to continue to make sure that the library has an abundance of reading materials for all of the students.	\$5,000	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Meet with students during class time to set goals and monitor progress towards meeting those goals on a regular basis	182-23

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King Jr. Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To fund a Library Tech position for the school. The Library Tech position is fulltime.	\$64,832	Measure G: Library	2205	Classified Support Salaries	8550	Library Technician	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Provide multi - tiered levels of academic and social emotional supports (MTSS) to all students using a Response to Instruction (RTI) model to accelerate student learning.	182-24
TSA to coach, demonstrate, and conduct PDs for staff and teachers. Also, the TSA will conduct data cycles of inquiry and small group instruction with ELD and students who are far below basic in reading and math.	\$135,999	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	2047	10-Month Classroom TSA	0.99	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	182-25
21st Century Grant funding to fund BACRs After School Program.	\$86,241	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Ensure that students are aware of the performance expectations on formative assessments and receive timely feedback on their progress	182-26
After School Education & Safety (ASES)	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Provide multi - tiered levels of academic and social emotional supports (MTSS) to all students using a Response to Instruction (RTI) model to accelerate student learning.	182-27



## OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

### **Title I, Part A School Parent and Family Engagement Policy**

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

*2020 - 2021 School Parent and Family Engagement Policy*

### **MARTIN LUTHER KING, JR. ELEMENTARY SCHOOL**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

- Annual Title I Meeting
- Parent Teacher Conferences twice Year
- Parent Workshops in the Spring
- School Site Council Meetings
- SELLS Meetings
- Weekly Principal Meetings with Parents

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

- Having Mandatory Parent Teacher Conferences

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- School Site Council Meeting
- Parent Newsletters
- School Website
- Google Classroom, Seesaw, and other Distance Learning Programs in grades 3rd, 4th, & 5th.

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

- Flyers
- Robo Call
- Text messaging - Talking Points and Fast Track.
- Emailing Parents

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

- Parent Teacher Conferences.
- Parent Conferences virtually.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

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

#### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Following the OUSD Volunteer Process.

#### **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Providing Parent Workshops.

**OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Parent Teacher Conferences
- PTA Meetings
- Principal Coffee Tea Chats with Parents.

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

- School Site Council Meeting
- SELLS Meetings
- PTS:

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

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

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

- SELLS Meeting.

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

- Monthly Family Engagement Nights with the students.

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Parent Coffee Tea Chat with the Principal monthly:

**Adoption**

This policy was adopted by the (Martin Luther King, Jr. Elementary) School Site Council by September 30, 2020 and will be in effect for the period of August 10, 2020 through May 28, 2021.

**The school will distribute this policy to all parents on or before September 30, 2020.**

**Name of Principal: Roma Groves - Waters**



**Signature of Principal**

**Date: August 25, 2020**

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



## Martin Luther King, Jr. ELEMENTARY SCHOOL

### School Site Council Membership Roster

2020-2021

### SSC - Officers

Chairperson:	Toni Hamilton
Vice Chairperson:	Ropresha Turner
Secretary:	Jen Darmstadt - Holm

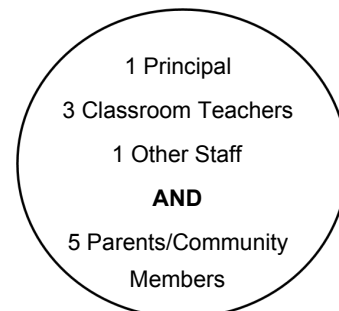
### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Roma Groves - Waters	X			
Cesar Solis		X		
James Jacobs, II		X		
Marcel Miffin		X		
Burnetta Kelly			X	
Asmeerat Abreha				X
Jen Darmstadt - Holm				X
Suad Mohamed				X
Toni Hamilton				X
Ropresha Turner				X

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	2nd Tuesdays of the month at 4pm
--	----------------------------------

#### SSC Legal Requirements (EC Sections 65000-65001):

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







**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

**School - Student-Parent Compact**  
**Martin Luther King, Jr. Elementary School**  
**2020 - 2021**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2020 - 2021 school year.*

**School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Teachers will teach the Common Core Standards daily.

Provide Quality Distance Learning

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

Parent Teacher Conferences

Provide weekly feedback to parents virtually regarding the students work

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

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

Report Cards will be sent home every trimester

Parent Teachers Conferences are mandatory for the all Report Cards except the last one in May 2020.

**4) Provide parents reasonable access to staff.**

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

**5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

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

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

**Parent Workshops**

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

**Principal Parent Weekly meetings**

**7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

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

**8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

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

**Teacher Responsibilities**

*Teachers will respond to parents within 24 hours. Teachers will call, text, and email parents.*

*Teachers will set up virtual meetings to address parent and student concerns.*

*Teachers will make sure that all students are fully engaged in learning, showing evidence of student work.*

*Examples:*

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

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

#### **Parent Responsibilities**

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

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

#### **Student Responsibilities**

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was **adopted by Martin Luther King, Jr. Elementary School on August 25, 2020** and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, **Part A program on or before October 31, 2020.**

Signature of Principal

*Roma Groves-Waters*

**Date: August 25, 2020 at Annual Title I Meeting and School Site Council Meeting September 30, 2020.**