

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Martin Luther King, Jr. Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21<sup>st</sup> Century After School Programs
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Martin Luther King, Jr. Elementary School.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Martin Luther King, Jr. Elementary School  
**CDS Code:** 1612596072235  
**Principal:** Roma Groves  
**Date of this revision:** 4/28/2016

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

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

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

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

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

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant                          |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant <input checked="" type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant   |

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Aug. 31, 2015; Sept. 30, 2015; Oct. 15, 2015;  
Nov. 12, 2015; Dec. 10, 2015; Feb. 17, 2016;  
Date(s) plan was approved: Mar. 11, 2016; & Apr. 28, 2016**

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

- Fliers in students' home languages  X  Other (Notices, Media Announcements, etc.)

**Signatures:**

Roma Groves, Principal

*Roma Groves*

5/23/2016

Print name of School Principal

Signature

Date

Toni Hamilton, SSC Chairperson

*Toni Hamilton*

5/23/2016

Print name of SSC Chairperson

Signature

Date

Kyla Johnson Trammell, Network Superintendent

*[Signature]*

5/23/2016

Print name of Network Superintendent

Signature

Date

*Ruth Alahydoian*  
Ruth Alahydoian, Chief Financial Officer

*Ruth Alahydoian*

5-26-16

Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

**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 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
8/31/2015	SSC	To review, discuss, and approve LCAP funding for the student achievement.
9/1/2015	Instructional Leadership Team	Conducted ILT work session to review the LCAP funding and School Site PD Plan
9/15/2015	Instructional Leadership Team	Conducted ILT work session to review the LCAP funding and School Site PD Plan
9/21/2015	Faculty Meeting	LCAP funding information, TGDS Growth & Development System, School Culture, & Professional Learning Series
10/13/2016	Instructional Leadership Team	Leadership Team training from New Leaders on team building including strategies on collaboration and organizational development.
4/28/2016	SSC	To approve and finalize the SPSA.

## 2016-2017 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$34,379.36	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$159,253.37	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$100,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$390,511.90</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$62,287.67	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,596.68	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$53,101.79	TBD
<b>TOTAL:</b>	<b>\$116,986.14</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

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Martin Luther King, Jr. Elementary School is a campus where every stakeholder (faculty, staff and peripheral adult) is focused on the students' high academic engagement and achievement, emotional and social health, and propitious outcomes for the children's future success. These solid expectations translate into Martin Luther King, Jr. Elementary prevailing as a lively place for learning. MLK is a full service community school, and as such, we thrive with our many community partnerships to help keep our mission and vision viable for all students. Our diverse student population adds to the enriching environment. Parents and community members heartfully support the students in achieving academic excellence. Our student body is: 61% African American, 10% Latino, 9% White, 12% Asian, 17% Arabic. Among our students, 25% are English Language Learners. Families who qualify for free and reduced lunch total 96%. MLK is a STEM school, and the STEM curriculum is supported with the emphasis on our strong Engineering program. Along with engineering, students engage in learning about the physical sciences. It is continuously evidenced through our various programs and activities that students like to build. We at MLK strive to provide students with opportunities to showcase their science prowess - students are involved in myriad hands-on activities that help to build their content knowledge across the curriculum. MLK is now the home of the Science Technology Engineering Program. We host the Summer Engineering Camp for Kids, sponsored by the National Association of Black Engineers. Students from Oakland, and other cities in the Bay area attend this camp. The goal of integrating Science, Technology, Engineering, and Math across the curriculum is met daily. Students will leave MLK understanding that science concepts are transferable and relatable to every subject.

MLK's goal with STEM, and the STEM corridor of schools in West Oakland, is to give our students exposure to science from kindergarten, and to build upon that exposure through fifth grade in order to continue their interest and improve their ability to produce 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 in a way that equips them with the most opportunity. Technology is a veritable pathway to positive lifelong access. Through the students' exercises with hands-on learning, linked learning, and critical skill building they will be equipped for their future.

MLK is unique in that it was built in 1971 as a Kindergarten to grade 3 school. Subsequently, the school has grown into a Pre- K to grade 5 school. The school's unique design lends itself to community and-mindedness. Three major buildings, called Pods, house our classrooms. Each pod hosts two to three grade levels. Pods A and B have 8 classrooms each that face an open "common" space in the center. Each classroom's large windows face the common area. The C Pod has 4 classrooms with a bathroom in each room. The school has a cafeteria used for dining and all whole school activities- such as assemblies and presentations. The cafeteria features a full-sized stage complete with a sound and lighting system, microphones and amplifiers. The cafeteria can hold about 500 people. Off the cafeteria are three rooms- a classroom used for conferencing; a large meeting space used for parent meetings, and a music room. The soundproof music room is where students in grades 3-5 receive weekly music instruction.

The Family Resource Center has new computers and is a space where parents meet weekly. The Family Resource Center also houses the MLK Child Development Center. MLK is unique because of its resources that it provides families and students. We have a Community Service Manager, School Psychologist, Speech Pathologist, School Nurse, School Site Counselor, Resource Specialist Teacher, and Social Worker Interns. The Coordinated Services Team meets weekly with the Principal to support parents, teachers, and students with interventions that improve student learning. Student Success Teams are conducted weekly to address interventions for students.

MLK is supported by several Community Based Organizations. Among them are the Nestle Company and the Faith Network who have been our main supporters for many years. The Nestle Company conducts the Junior Achievement Day and supports MLK with student and teacher supplies. Another community supporter is the Oakland Technology Exchange. OTX supplies computers and hosts a free program for parents in order that they may receive a free computer. The Faith Network works with students through an interactive Reading Program that is a part of the Balanced Literacy Program at MLK. Faith Network supports students as they strive to gain ground achieving reading on grade level. Science Horizons supports our STEM Lab by providing scientists to conduct lessons. UC Berkeley Build Program has mentors that work with students to build character and academic strength.

MLK has resources that support student and parent learning. The Parent Teacher Association is state recognized. The PTA meets with parents weekly to discuss ways to help with student progress and growth. There is a Computer literacy class for adults that meet 4 days a week. Every month we have established the Parent Empowerment Workshop Series. Our parental presence is strong and as we at MLK appreciate their interest and involvement.

### School Mission and Vision

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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.

### MAJOR IMPROVEMENT PRIORITIES

- |                                       |   |
|---------------------------------------|---|
| <b>Major Improvement Priority #1:</b> | <b>Common Core Shifts</b>                     |
| <b>Major Improvement Priority #2:</b> | <b>Data Driven Collaboration</b>              |
| <b>Major Improvement Priority #3:</b> | <b>Multi-Tiered Systems of Support (MTSS)</b> |

### MAJOR IMPROVEMENT PRIORITY #1: Common Core Shifts

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
33.2% of the students scored At & Above grade level on the F & P Winter Assessments	40% of the students scored below grade level on the F & P Winter Assessment
45.1% of the students on the Winter SRI showed 1 or more years of growth on the SRI assessment.	6.6% of the students showed negative growth on the Winter SRI assessment
44.4% of the students on the Winter Math Curriculum Embedded Assessment scored Proficient & Advanced.	31.9% of the students on the Winter Math Curriculum Embedded Assessment scored Proficient & Advanced.

ROOT CAUSE ANALYSIS for Priority #1
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
The data shows that the weekly PLCs are a good indicator of grade level collaboration and work towards student achievement. This is the first time we have seen significant growth for years. Teachers are actively aware of where their students are on the academic spectrum. The Walkthroughs, Observations, and Feedback have helped shape our knowledge of the performance standards that we must strive to achieve for all students. We recognize that we have a long way to go in moving our students to 100% Proficient and Advanced in all subject matter. It is a matter of training on the new assessments. Helping students maneuver through the computer. Sustaining the consistency in getting the students ready to take the test. Teaching the students test taking strategies. Leadership to follow through consistency to maintain observations and feedbacks. The overall school organization to work through the mishaps that occur.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>
The challenges are chronic absentism, mental health issues, trauma in the community, social economic disadvantages and opportunities in the community. This issue is deeper than just lower test scores. Plus, the data is solely based on the assessments that teachers have not had a lot of training on.

STUDENT PERFORMANCE GOAL(S) for Priority #1							
Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By 2016 - 2017, 35% of the students will be at/above grade level as measured by SBAC assessment.	SBAC ELA	All Students	12.8%	17.8%	25%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals ( <i>optional</i> )	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal



Academic	100% of students at grade-level will make 1 year of growth as measured by Fountas & Pinnell. 100% of students below grade-level will make at least 1.5 years of growth as measured by F&P.	F&P	All Students	24%	33.2%	36%	3: Students are reading at or above grade level.
Academic	All students will show growth of 2 or more performance bands as measured by the Math Curriculum Embedded Assessment.	Math C-EOU	All Students	35%	44.4%	49%	1: Graduates are college and career ready.
Academic	10% of the English Language Learners will move to the Advanced Level on the CELDT exams.	CELDT	English Learners	2%	5%	10%	4: English learners are reaching English fluency.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *Teachers guide students in academic discussions, reading of complex text, and writing with evidence across the curriculum. In Math, instruction shows evidence of focus coherence and rigor.*

### KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will use Reading Records to understand individual student skills, guide instruction and determine differentiation of skills to determine Intervention Groups.	Progress Monitor the student Intervention Groups so that students are showing growth and movement within Reading. Meeting with the Intervention Team on a weekly basis. Use the F & P growth chart to map out when and how the students will show performance growth on each assessment.	Weekly Professional Learning Communities for grade levels to analyze data and plan guided reading.
1st - 5th grade will take the SRI exam every 33 days to show mastery in skills in Reading.	Progress Monitor how the Blended Learning software is being used by creating a class schedule of weekly dates & times.	Create a 33 day schedule that reflects when grade levels practice the SRI. This calendar will help organize how the Google Chrome Books will be distributed for this monthly test.

Teachers will implement Reading & Writing Workshop aligned to Common Core State Standards	Weekly walkthroughs with literacy coach to progress monitor and identify PD needs; The Instructional Leadership Team will share learning's from each grade level's using monthly Continuous Improvement Guide. Observations and meetings will inform PD planning and literacy coach for teachers.	Teachers will post specific daily schedules that include what time mini-lessons with clear teaching points, guided reading, and student independent practice occur. An annual assessment plan for all formative assessments taken will be developed.
Teachers will teach Sight Words, vocabulary development, and the Systematic ELD program to help our ELL students achieve proficiency in reading and writing.	There will be school wide ELD classes from 8:35am - 9:05am to help our ELL students learn to read and write to show proficiency in English.	There will be After School Classes for the ELL students 3 days a week for one hour to show proficiency in reading and writing.
TK - K teachers will use STAR data to group students and provide differentiated instruction targeted to student needs across the curriculum.	A graphic organizer tracker will be used to show consistency of growth with the TK - K students in mastering the Common Core Standards for their grade.	8 week data conferences will be held to help parents and students transition into TK - K and to show performance standards of growth and improvements for the students in TK and K.
Teachers will provide technology instruction, extra assignments, and rigorous projects to the identified GATE students.	Students in GATE will automatically be enrolled in our TechBridge Class for girls and our Engineering class for all students. Monthly activities of projects will be monitored by the Teacher on Special Assignment. Special technological programs will be given to the students using our Google Chrome Books.	There will be After School classes that specific target our GATE students. Field Trips will be geared towards the advancement of learning STEM for all students. The STEM club will support the learning of the GATE students in Science, Technology, Engineering, and Math.
The Intervention teacher will provide extra support on decoding, phonemic awareness, word recognition and sorting using Systematic ELD to help our newcomers learn English.	The Intervention will have additional Newcomer groups in the school day for 30 minutes of instruction time to support the students in learning English.	Every 8 weeks we will monitor and access the Newcomer's growth in learning by using the F & P and SRI exams.
Teachers will show and proficiency in ELA and mathematics Common Core Standards by planning and preparing lessons based on the TGDS system.	CCTL will provide backwards planning PD for teachers at start of year and 1st six years so that teachers in grade level have skills/support to submit their 6-week units--ELA and math--to show how the Common Core Standards are being addressed for student achievement and learning.	Teacherw will meet in PLCs and PDs to plan, prepare, and collaborate on student work, assessments, and data.

**MAJOR IMPROVEMENT PRIORITY #2: Data Driven Collaboration**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
33.2% of the students scored At & Above grade level on the F & P Winter Assessments	40% of the students scored below grade level on the F & P Winter Assessment

45.1% of the students on the Winter SRI showed 1 or more years of growth on the SRI assessment.	6.6% of the students showed negative growth on the Winter SRI assessment
44.4% of the students on the Winter Math Curriculum Embedded Assessment scored Proficient & Advanced.	31.9% of the students on the Winter Math Curriculum Embedded Assessment scored Proficient & Advanced.

**ROOT CAUSE ANALYSIS for Priority #2**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

The data shows that the weekly PLCs are a good indicator of grade level collaboration and work towards student achievement. This is the first time we have seen significant growth for years. Teachers are actively aware of where their students are on the academic spectrum. The Walkthroughs, Observations, and Feedback have helped shape our knowledge of the performance standards that we must strive to achieve for all students. We recognize that we have a long way to go in moving our students to 100% Proficient and Advanced in all subject matter. It is a matter of training on the new assessments. Helping students maneuver through the computer. Sustaining the consistency in getting the students ready to take the test. Teaching the students test taking strategies. Leadership to follow through consistency to maintain observations and feedbacks. The overall school organization to work through the mishaps that occur.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

The challenges are chronic absentism, mental health issues, trauma in the community, social economic disadvantages and opportunities in the community. This issue is deeper than just lower test scores. Plus, the data is solely based on the assessments that teachers have not had a lot of training on.

**STUDENT PERFORMANCE GOAL(S) for Priority #2**

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Data cycles of inquiry will be conducted every 8 weeks to progress monitor the growth of student achievement in Math, ELA, Science, Absentism, SEL standards, and suspensions.	SBAC ELA	All Students	12.8%	17.8%	25%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals ( <i>optional</i> )	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	100% of the teachers will conduct Community Circles that will address the SEL standards.	Culture/ Climate: Student	All Students	67.1%	70%	72%	5: Students are engaged in school everyday.
Climate & Culture	100% of the staff will adopt a focal student who is listed a student needing extra SEL support.	SEL	All Students	67.1%	70%	72%	5: Students are engaged in school everyday.

Academic	Data will be used to drive instruction in all subject matters.	SBAC ELA	All Students	12.8%	17.8%	25%	2: Students are proficient in state academic standards.
Climate & Culture	MLK will increase student engagement 85% by providing hands on learning, Project Based Learning, field trips, student leadership, and parent engagement to boost a Postivie Attendance Rate.	Culture/ Climate: Student	All Students	67.1%	70%	72%	6: Parents and families are engaged in school activities.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2**

**Major Improvement Strategy for this priority:** *Teacher and staff teams use cycles of inquiry to guide collaboration by assessing, scoring, analyzing and planning form data together.*

**KEY PRACTICES FOR PRIORITY #2**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers will record individual student participation in Academic Discussions and they will guide instruction.	The TSA and CCTL will devise a graphic organizer that will assist the teachers in organizing the Project Based Academic Discussions.	PD Calendar will allow for PLC time for teachers to disaggregate data in Math, SMI,
Teachers will conduct Community Circles on a weekly basis to teach the SEL standards to the students.	There will be organized planning time for the teachers in each Pod to develop the SEL standard that they will be teaching to the students.	There will be weekly PDs and PLCs that focus SEL standards to improve the school culture and climate.
Teachers will review SRI, F & P, SMI, Math EOU data in PLCs to plan and prepare small group instruction and intervention groups	The TSA and CCTL will work with each grade level on the data and create a plan of action to improve student achievement.	There will be weekly PDs and PLCs that focus SEL standards to improve the school culture and climate.
All students will learn what leadership means by taking ownership of the school as evidenced by school site projects, initiatives, writing with evidence, and academic discourse.	The Principal and Community Service Manager will partner with Community Based Organizations that engage in student leadership like UC Build Mentors.	The Community Service will establish partnerships with organizations that purposely focus on student leadership.
Students will be engaged in school as evidenced by school site activities and classroom responsibilities. (Classroom Ambassadors, Lunch Monitors, Hall Monitors, Recess Coaches, and Classroom Responsibilites)	The Principal, TSA, and Community Service Manager will establish with School Site Team student centered clubs: Reading, Book, Garden, Sports, Student Council, Student Ambassador, Lunch Monitors, Student Safety Patrol, Hall Monitors, and Recess Monitors.	A MLK Staff member or community partner will be assigned to each club to teach and build leadership capacity.

**MAJOR IMPROVEMENT PRIORITY #3:****Multi-Tiered Systems of Support (MTSS)****PERFORMANCE STRENGTHS & CHALLENGES for Priority #3**

Student Performance Strengths	Student Performance Challenges
4.2% of the students in TK are absent	6.6% of the students are Chronically Absent
9.8% of the students in K are absent	25.7% of the students are at risk of being Chronically Absent
7.3% of the students in 1st & 2nd grade are absent	15.7% of the African American & Latino students are chronically absent from school.
5.8% of the students in 3rd & 4th grade are absent and 8.2% of the students in 5th grade are absent from school.	

**ROOT CAUSE ANALYSIS for Priority #3**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

At MLK, we have partnered with Community Based Organizations to help us with the families who are chronically absent. We have found out that the families have experienced a lot of trauma and stress that are not related to the school site. The teachers have decided to address families weekly on this issue of attendance. Daily there is a personal phone call to each family who is either tardy or absent from school. The Coordinated of Services Team meets with the principal every week to discuss attendance, chronic absenteeism, academic, and family issues. The goal is to conduct Student Success Team Meetings with the families to develop solutions to the problems.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

The challenges are follow through. We have missed some of the dates of the follow up meetings with families. This is due to staff changes. Also, a lot of the families did not come in for the Student Success Team meetings.

**STUDENT PERFORMANCE GOAL(S) for Priority #3**

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Strengthen and build on existing schoolwide systems and practices to advance positive attendance and promote student success. Advance positive attendance through a coordinated system of recognition, engagement, data tracking, early outreach, and formative evaluation.	Chronic Absence	African- American Students	31.3%	26%	20%	3: Students are reading at or above grade level.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Reduce Chronic Absence rate (students with absences of 10% or more of school days or more) by at least 5%.	Chronic Absence	All Students	31.3%	26%	20%	5: Students are engaged in school everyday.
Climate & Culture	Reduce Severe Chronic Absence (students with absences of 20% or more of school days or more) by at least 5%.	Chronic Absence	All Students	31.3%	26%	20%	6: Parents and families are engaged in school activities.
Climate & Culture	Reduce truancy (excessive tardies) (students with more than 10 tardies) by 10%	Chronic Absence	All Students	30%	25%	15%	5: Students are engaged in school everyday.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** Tier 1, 2, and 3 systems are established for school culture and academic acceleration and are agreed upon and followed by all team members.

### KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
		Advance positive attendance through a coordinated system of recognition, engagement, data tracking, early outreach, and formative evaluation.
Teachers will conduct weekly assessments on students who have not come to school.	SCHOOLWIDE CULTURE OF ATTENDANCE. Develop and oversee implementation of plan to cultivate school wide culture of attendance. Include plans to: 1) Start outreach to families before the school year begins; 2) Leverage existing activities to communicate the importance of good attendance and offer support; 3) update and refine schoolwide system of attendance incentives	"MLK will host beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Develop schedule for schoolwide system attendance incentives that is integrated and dovetails with other schoolwide culture building systems and practices. Allocate time and resources for incentives and recognition. In addition to planning recognition of students/families, include recognition for teachers who effectively address attendance.

<p>Review attendance data to look for patterns in who is absent and what days are most frequently missed. Look at excused as well as unexcused absences. Call or conduct parent conferences with parents of chronically absent students.</p>	<p>USE DATA TO DETERMINE STRATEGIES AND ACTION. Develop and oversee implementation of plan to use chronic absence data to determine need for additional support: 1) convene and task an Attendance Team to regularly review attendance data; 2) Identify individuals and groups of students who are missing 10% of their school days and use se data, both quantitative and qualitative, to provide additional supports for chronically absent students; 3) Set interim goals and continuously monitor progress, and update strategies and actions</p>	<p>Calendar and assign someone lead responsibility for tracking and monitoring attendance data.</p>
<p>Teachers will receive training that reinforces or introduces classroom best practices that promote positive attendance: 1) establishing practices of greeting students warmly in the morning and asking about them when they come back after an absence; 2) engaging students in tracking their own attendance; hanging posters about attendance (availalbe from Attendance Works website); 3) offering incentives for good or improved attendance, whether a good star, a certificate or a monthly celebration, and making sure to let the parents know, so they can feel proud of their children! Plan classroom recognition that makes sense in relation to schoolwide incenetives.</p>	<p>Conduct classroom walkthroughs with CCTLs to monitor positive classroom environment practices in each classroom; offer coaching when needed; IMPROVE STAFF CAPACITY. Develop and oversee implementation plan to improve Staff Capacity to Adopt Effective Attendance Practice: 1) Determine what existing team or newly established team will address attendance; Team will conduct an annual School Attendance Self-Assessment; 3) Describe an updated tiered system of supports; 4) Team will determine, plan and oversee professional development for staff</p>	<p>After it is determined whether an existing team or newly established team will address attendance, establish structures and timelines for the work of the Attendance Team. Ensure that people involved establish agreements for mutual accountability to ensure effort and results are sustained.</p>
<p>Teachers will identify Homeless and foster students by going through the Coordinated of Services Team Committee.</p>	<p>The COST Team will start process of the Student Success Team to work with families by having an needs assessment meeting to identify interventions and resources for homeless families.</p>	<p>The COST Team and School Site Counselor will follow up with families by providieng resources to help the teachers.</p>

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$53,101.79	21st Century	After School Program - Interventions & Enrichment strategies to help students achievement academic success	There will be After School Classes for the ELL students 3 days a week for one hour to show proficiency in reading and writing.	A1.6: After School Programs	5825	n/a	n/a	n/a	182-1	182
\$96,879.17	After School Education & Safety (ASES)	After School Program - Interventions & Enrichment strategies to help students achievement academic success	The Community Service will establish partnerships with organizations that purposely focus on student leadership.	A1.6: After School Programs	5825	n/a	n/a	n/a	182-2	182
\$6,000.00	General Purpose Discretionary	To provide stipends for the the Instructional Leadership Team	Teachers will review SRI, F & P, SMI, Math EOU data in PLCs to plan and prepare small group instruction and intervention groups	A3.4: Teacher Professional Development focused on Literacy	1120	n/a	n/a	n/a	182-3	182
\$15,660.23	General Purpose Discretionary	To purchase supplies & materials that will be used as teaching aids to help students achieve proficiency in ELA, Math, Science, & PE	Teachers will show and proficiency in ELA and mathematics Common Core Standards by planning and preparing lessons based on the TGDS system.	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	182-4	182
\$5,000.00	General Purpose Discretionary	This is the Copier Maintenance Agreement for the 3 copy machines that we have in the school.	Teachers will post specific daily schedules that include what time mini-lessons with clear teaching points, guided reading, and student independent practice occur. An annual assessment plan for all formative assessments taken will be developed.	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	182-5	182
\$7,719.13	General Purpose Discretionary	To fund the STEM lab through the Faith Network. This is our Science Lab with scientist that teach students.	Teachers will post specific daily schedules that include what time mini-lessons with clear teaching points, guided reading, and student independent practice occur. An annual assessment plan for all formative assessments taken will be developed.	A2.1: Implementation of CCSS & NGSS	5825	n/a	n/a	n/a	182-6	182
\$42,519.13	LCFF Concentration	To fund the Intervention Support Specialist who will be conducting interventions in literacy using the LLI system.	Teachers will review SRI, F & P, SMI, Math EOU data in PLCs to plan and prepare small group instruction and intervention groups	A2.3: Standards-Aligned Learning Materials	n/a	INSTRUCTIONAL SUPP SPECIALIST	INSSSE0148	0.56	182-7	182
\$48,520.00	LCFF Concentration	To fund the school psychologist for 2 days a week.	Progress Monitor the student Intervention Groups so that students are showing growth and movement within Reading. Meeting with the Intervention Team on a weekly basis. Use the F & P growth chart to map out when and how the students will show performance growth on each assessment.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	5734	n/a	n/a	n/a	182-8	182
\$8,960.87	LCFF Concentration	To fund the Reading Clinic that will be monitored by the Faith Network	Teachers will use Reading Records to understand individual student skills, guide instruction and determine differentiation of skills to determine Intervention Groups.	A2.3: Standards-Aligned Learning Materials	5825	n/a	n/a	n/a	182-9	182
\$111,789.74	LCFF Supplemental	TSA/CCTL Literacy: Targeted PD focused on backwards planning in ELA and mathematics aligned to district core curriculum, supporting PLCs with implementing DDI practices, LLI targeted reading acceleration, co-plan/facilitate ILT	The TSA and CCTL will devise a graphic organizer that will assist the teachers in organizing the Project Based Academic Discussions.	A2.1: Implementation of CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0133	1	182-10	182
\$33,407.88	LCFF Supplemental	To fund the Intervention Support Specialist who will be conducting interventions in literacy using the LLI system.	The Intervention teacher will provide extra support on decoding, phonemic awareness, word recognition and sorting using Systematic ELD to help our newcomers learn English.	A2.9: Targeted School Improvement Support	n/a	INSTRUCTIONAL SUPP SPECIALIST	INSSSE0148	0.44	182-11	182
\$11,234.10	LCFF Supplemental	To fund the Noon Duty Supervisor	The Community Service will establish partnerships with organizations that purposely focus on student leadership.	A5.2: Health and Wellness (Mental & Physical Health)	n/a	NOON SUPERVISOR	NOONSV0116	0.4	182-12	182
\$149.22	LCFF Supplemental	To purchase supplies & materials that will be used as teaching aids to help students achieve proficiency in ELA, Math, Science, & PE	Teachers will implement Reading & Writing Workshop aligned to Common Core State Standards	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	182-13	182
\$2,672.43	LCFF Supplemental	To fund a portion of the MSW Social Worker Interns	Teachers will conduct Community Circles on a weekly basis to teach the SEL standards to the students.	A2.2: Social Emotional Learning	5739	n/a	n/a	n/a	182-14	182
\$19,539.32	Measure G (School Libraries)	To fund the .8 Stip Sub that will provide interventions and more planning time for teachers.	The Intervention teacher will provide extra support on decoding, phonemic awareness, word recognition and sorting using Systematic ELD to help our newcomers learn English.	A2.9: Targeted School Improvement Support	n/a	TEACHER STIP	TCSTIP9999	0.4	182-15	182
\$1,460.68	Measure G (School Libraries)	To purchase books for the school library	Teachers will implement Reading & Writing Workshop aligned to Common Core State Standards	A3.2: Reading Intervention	4200	n/a	n/a	n/a	182-16	182
\$19,539.32	Measure G (TGDS)	To fund the .8 Stip Sub that will provide interventions and more planning time for teachers.	Teachers will review SRI, F & P, SMI, Math EOU data in PLCs to plan and prepare small group instruction and intervention groups	A2.9: Targeted School Improvement Support	n/a	TEACHER STIP	TCSTIP9999	0.4	182-17	182



Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$350.68	Measure G (TGDS)	To purchase materials & supplies for student achievement	Teachers will post specific daily schedules that include what time mini-lessons with clear teaching points, guided reading, and student independent practice occur. An annual assessment plan for all formative assessments taken will be developed.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	182-18	182
\$29,070.00	Program Investment	To fund the Community Service Manager	Teachers will use Reading Records to understand individual student skills, guide instruction and determine differentiation of skills to determine Intervention Groups.	A3.3: Family Engagement focused on Literacy Development	5825	n/a	n/a	n/a	182-19	182
\$46,960.10	Title I Basic	To fund the 1.0 Stip Sub who will be providing interventions for the all students especially ELL students	The Intervention teacher will provide extra support on decoding, phonemic awareness, word recognition and sorting using Systematic ELD to help our newcomers learn English.	A2.9: Targeted School Improvement Support	n/a	TEACHER STIP	TCSTIP0344	1	182-20	182
\$15,327.57	Title I Basic	To fund the MSW Social Worker Interns to help with the Social Emotional learning & awareness of all students	Students will be engaged in school as evidenced by school site activities and classroom responsibilities. (Classroom Ambassadors, Lunch Monitors, Hall Monitors, Recess Coaches, and Classroom Responsibilities)	A2.2: Social Emotional Learning	5739	n/a	n/a	n/a	182-21	182
\$1,000.00	Title I Parent Participation	To purchase meeting refreshments for all of the Family Engagement activities for the entire school year	Students will be engaged in school as evidenced by school site activities and classroom responsibilities. (Classroom Ambassadors, Lunch Monitors, Hall Monitors, Recess Coaches, and Classroom Responsibilities)	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	182-22	182
\$596.68	Title I Parent Participation	To purchase materials & supplies for the Family Resource Center			4310	n/a	n/a	n/a	182-23	182

*School Compact - MLK*

**Martin Luther King, Jr. Elementary School Compact  
2015 - 2016**

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

**Staff/Teacher Pledge:**

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

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

**Teacher/Staff Signature** \_\_\_\_\_

Signed on November 12, 2015

**Student Pledge:**

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

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

**Student Signature** \_\_\_\_\_

Signed on November 12, 2015

School Compact = MLK

**Family/Parent Pledge:**

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

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

**Parent/Guardian or Family member Signature** \_\_\_\_\_

Signed on November 12, 2015

*Yvonne Thomas, Principal*

# MLK Parental Involvement Policy

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## **Parental Involvement Policy**

### Title I School Parental Involvement Policy 2015 - 2016

#### **Involvement of Parents in the Title I Program**

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

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

#### **Building Parent Capacity for Involvement**

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

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
  - [Annual Title I Meeting](#)
  - [School Site Council Meetings](#)
  - [English Language Advisory Committee Meetings](#)
  - [Monthly Family Engagement Nights](#)
  - [Monthly Family Meet and Greet Sessions](#)
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:

# MLK Parent Involvement Policy

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- The requirements of the Title I Program
- How to monitor their child's progress

Teacher Parent Grade Level Newsletters

Teacher Parent Academic Conferences (After each marking period)

Monthly Family Engagement Nights

School Site Council Meetings

English Language Advisory Committee Meetings

Monthly Family Meet and Greet Sessions

Principal Monthly Community Newsletters

Annual Back to School Night

Annual Open House

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

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

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

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

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

MLK and the After school program BACR will continue to work with parents to encourage and support parents to participate by making the monthly Family Engagements Nights fun and innovative. We will serve dinner, offer translation services, prizes, and babysitting. The goal is to

# MLK Parental Involvement Policy

make these family engagement nights as comfortable as possible for families.

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

Teacher Parent Grade Level Newsletters  
Monthly Community Newsletter from Principal Groves

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

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

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

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

## Annual Title I Meeting

- 1) *Martin Luther King, Jr. Elementary School* will convene an annual Title I meeting to inform parents of the following:
  - That the school participates in the Title 1 Program
  - How the school implements the Title I Program
  - The requirements of the Title 1 Program
  - The parents' right to be involved
  - The parents' right to participate in the development of the District's Title 1 Plan

# MLK Parental Involvement Policy

## Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by School Site Council Meetings and PTA meetings. November 12, 2015

This policy was adopted by the Martin Luther King, Jr. Elementary School School Site Council on November 12, 2015 and will be in effect for the period of 2015 - 2016. The school will distribute this policy to all parents of participating Title I, Part A, children on or before the beginning of school. It will be made available to the local community on or before October 30, 2016. The Martin Luther King, Jr. Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's signature)

11/12/15

November 12, 2015

(Date)



## School Site Council Membership Roster - Elementary

**School Name:** Martin Luther King, Jr. Elem.

**School Year:** 2015 - 2016

<b>Chairperson :</b> Toni Hamilton	<b>Vice Chairperson:</b> Margaret Baker
<b>Secretary:</b> Leonard Hooper	<b>*LCAP Parent Advisory Nominee:</b> Toni Hamilton
<b>*LCAP EL Parent Advisory Nominee:</b> Kim Tran	<b>*LCAP Student Nominee:</b>

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Roma Groves	X			
Elizabeth Yu		X		
Michele Williams		X		
Leonard Hooper		X		
Margaret Baker			X	
Toni Hamilton				X
Jean Adams				X
Kim Tran				X
George Henderson				X
Jeremy Gladson				X

<b>Meeting Schedule</b> (day/month/time)	Every 2nd & 4th Thursday at 3:30pm
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**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
 3-Classroom Teachers  
 1-Other Staff  
**And**  
 5-Parent /Community

\*Please submit nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org) for participation in district elections.

Revised 9/2/15