

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

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 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
- After School Education and Safety (ASES)
- 21<sup>st</sup> Century Learning

**Recommendation:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Martin Luther King, Jr. Elementary School.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2017-2018 Single Plan for Student Achievement (SPSA)**

**School:** Martin Luther King, Jr. Elementary School  
**CDS Code:** 1612596072235  
**Principal:** Roma Groves-Waters  
**Date of this revision:** 6/6/2017

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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

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

*The District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

# 2017-2018 Single Plan for Student Achievement Recommendations and Assurances

**School Site:**

Martin Luther King, Jr. Elementary School

**Site Number:** 182

☒

Title I Schoolwide Program

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Local Control Funding Formula (LCFF) Base Grant

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Title I Targeted Assistance Program

☒

LCFF Supplemental Grant

☒

21st Century

☒

After School Education & Safety Program (ASES)

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LCFF Concentration Grant

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School Improvement Grant (SIG)

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:

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 Single 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 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).
5. 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:

**Date(s) plan was approved:**

4/27/17

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

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Flyers in students' home languages

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Announcement at a public meeting

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Other (notices, media announcements, etc.)

## Signatures:

Roma Groves-Waters

School Principal

*Roma Groves-Waters*

Signature

5/3/2017

Date

*Toni Hamilton*

Print name of SSC Chairperson

*Toni Hamilton*

Signature

5/3/2017

Date

Ron Smith

Network Superintendent

*Ron Smith*

*Ron Smith*

Signature

5-17-17

Date

*Marcus Silva*  
Coordinator, OAP

*Marcus Silva*

Signature

5/25/17

Date

## 2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
8/18/2016	Faculty/Staff	Reviewed SPSA goal, instructional blueprints, and common core standards
9/7/2016	Faculty/Staff	Reviewed and discussed the school site items that help teachers understand the dynamics of the school.
9/13/2016	ILT	To review the SPF, SPSA, and school goals
9/27/2016	ILT	Reviewed and discussed the School Culture, Restorative Justice, and wellness solutions for the students, parents, and staff.
10/10/2016	Faculty/Staff	Review how to deal with trauma; provided awareness training on mental health issues in the community
10/11/2016	ILT	Reviewed and discussed School Site Data
10/14/2016	Faculty/Staff	School Culture & Climate; ELA & Math Data Analysis
10/13/2016	SSC/Community Meeting	School Site Council Establishment Meeting; School Site Data; Title I Information; Parent Education Awareness; Parental Involvement Policy and Home School Compact
11/4/2016	Parent Community Meeting	Family Kindergarten Readiness Workshop
10/25/2016	ILT	Common Core Math Shifts: SPSA
11/2/2017	Faculty/Staff	Complex Texts, Close Reading, and Data Review in ELA
11/14/2016	Faculty/Staff	Review of the School Performance Framework; Enrollment Projections; Universal Referral Form; and Common Core Standards
12/8/2016	SSC	Reviewed and discussed the SPF, SPSA priorities, and school site data
12/8/2016	Community/Parent Meeting	Reviewed School Data and merger possibilities
12/13/2016	Community/Parent Meeting	Review of Merger Configuration and school site data
12/15/2016	Community/Parent Meeting	Reviewed School Data and merger possibilities
1/3/2017	ILT	To review and discuss the SPSA; Data Conferences; ANET Instructional Goals, & Merger Proposal
1/13/2017	Community/Parent Meeting	Reviewed and discussed the school site priorities that related to Attendance, Student Performance, and
1/13/2017	Parent Community Meeting	Family Kindergarten Readiness Workshop
1/31/2017	SSC	To review and discuss the SPSA Priorities for the 2017 - 2018 school year
2/3/2017	Parent Community Meeting	School Site Priorities
2/8/2017	Faculty/Staff	SPSA Priorities, KPI Data, & Report Cards
2/13/2017	Faculty/Staff	SPSA Priorities, Data Information, CHKS Survey, Tech Survey, & Budget Priorities
2/21/2017	ILT	2017 - 2018 Budget Priorities

2/24/2017	SSC	Budget Priorities for 2017 - 2018 for the SPSA
5/3/2017	Joint SSC Mtg. w/Lafayette	To review, discuss, and approve the 2017 - 2018 SPSA Priorities and Budget

## 2017-2018 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 ... <b>General Purpose Discretionary #0000</b>	\$61,950.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$189,228.00	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$50,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$96,628.84	TBD
<b>TOTAL:</b>	<b>\$397,806.84</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$49,684.53	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,663.87	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$67,188.50	TBD
<b>TOTAL:</b>	<b>\$118,536.90</b>	<b>\$0.00</b>

## PART A: ABOUT THE SCHOOL

### School Description

Martin Luther King, Jr. (MLK) Elementary is a STEM 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 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 they will be equipped for the future. On March 8, 2017, the Oakland Unified School board voted to consolidate grades K-3 from Lafayette Elementary into the Martin Luther King Jr. Elementary campus. 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.

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### LANGUAGE & LITERACY PRIORITY: Reading

#### SCHOOL GOAL for Reading:

By 2017 - 2018, 30% of the students will be at/above grade level as measured by SBAC assessment. K - 5th grade students will move 2 or more levels of reading level growth as measured by the F & P Test. 3rd - 5th grade students will move 1 grade level of growth as measured by the SRI test.

#### SCHOOL TARGETS for Reading:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
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SBAC ELA	Lowest Performing Racial Group	12.00%	12.00%	12.00%
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#### Other Leading Indicators for Reading:

SRI, F & P, & Bi-weekly Common Core Assessments - These are our most aligned data points. We will use ANET assessments to progress monitor with grade level expectations.

#### NEEDS ASSESSMENT for Reading:

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> <li>- Best practices are implemented through teacher collaboration and PLC structures.</li> <li>- Teachers are supported in best practices, content specific questions, resources, and exemplars through the ELA CCTL.</li> <li>- Teachers and leaders are building Common Core knowledge and implementing instructional practices through ANet resources, materials, and coaching.</li> <li>- Strong culture of literacy with community partners, building library, and classroom leveled-libraries. All students have books available to take home.</li> </ul>	<ul style="list-style-type: none"> <li>- More than 50% of students are reading below grade level.</li> <li>- Difficulty transitioning from Opencourt to Reading and Writing Workshop model. Teachers have varying levels of curriculum practices and common core.</li> <li>- Difficulty implementing all portions of the balanced literacy model, especially given the variance in how long teachers have been in building. We are still learning Tier I instructional strategies within all portions, making it harder to implement Tier II and III strategies to support all students.</li> <li>- Students with Disability lack exposure to technology and grade level content.</li> <li>- Chronic absentee rate makes coherent instruction difficult.</li> </ul>

ROOT CAUSE ANALYSIS
<ul style="list-style-type: none"> <li>- Lacking knowledge of all aspects of balanced literacy, especially work with complex texts, decreases the effectiveness of Tier I instruction and reduces ability to differentiate for all learners. Students do not have enough exposure to grade level texts and standards.</li> <li>- Teachers need more time to collect analyze data and implement data-based instruction.</li> </ul>

<b>MATHEMATICS PRIORITY:</b>	<b>Mathematics</b>
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#### SCHOOL GOAL for Mathematics:

By 2017 - 2018, 30% of the 3rd - 5th grade students will be at/above grade level as measured by SBAC assessment. By 2017 - 2018, 25% of the K - 5th grade students will be at/above grade level as measured by the CEOU - Math Test. 30% of the 3rd - 5th grade students will be at/above grade level as measured by SMI assessment.

#### SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	Lowest Performing Racial Group	8.00%	8.00%	8.00%

**Other Leading Indicators for Mathematics:**

SMI, Bi-weekly Common Core Assessments will be the indicators along with ANET assessments to progress monitor with grade level expectations.

**NEEDS ASSESSMENT for Mathematics:**

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> <li>- Best practices are implemented through teacher collaboration and PLC structures.</li> <li>- Teachers are supported in best practices, building standards knowledge, resources, and exemplars through the Math CCTL.</li> <li>- Teachers are building knowledge of standards, look at standards when planning, and using a standards-based lens when analyzing data through math coaching + PLCs.</li> <li>- Teachers content knowledge is supported through intentionally using curriculum, purple guides, and ANet resources.</li> <li>- A clear focus on implementing standards has driven PD, PLC, and collaboration. This clear priority has created a through line between all teacher development.</li> </ul>	<ul style="list-style-type: none"> <li>- Standards are not driving curriculum modification and instruction.</li> <li>- Lack of clarity around math common core shifts disempowers teachers to make meaningful adjustments.</li> <li>- Chronic absentees make coherence and build difficult. Group work is challenging when students are not consistently in class.</li> </ul>

**ROOT CAUSE ANALYSIS**

Lack of clarity around math common core shifts disempower teachers from making meaningful adjustments to curriculum and lesson plans. Specifically, we need to build knowledge around rigor and focus to ensure our pacing and tasks align with the demands of common core.

**CULTURE & CLIMATE PRIORITY: Attendance****SCHOOL GOAL for Attendance:**

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.

**SCHOOL TARGETS for Attendance:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	African American Students	31.11%	30.11%	29.11%

**Other Leading Indicators for Attendance:**

We will do the following: home visits, Student Success Team Meetings, Mandatory Parent SART/SARB meeting, Teacher Check - ins with phone calls, COST Team interventions, Social Workers to check in on families, the Community Service Manager to follow up with families, and daily phone calls home to students who are absent.



**NEEDS ASSESSMENT for Attendance:**

STRENGTHS	CHALLENGES
Weekly COST Team meetings that address Attendance as one of the topics; School Site Counselor, Local Agencies, and Social Worker Interns are matched with families who are on the chronic absent list; Parent Ambassador from the Oakland Housing Authority makes daily phone calls to parents; Attendance Clerk calls and meets with Chronic Absent families; Community Service Manager and Parent Liaisons conducts home visits to chronic absent families	The same families are absent. Chronic absent families are more tardy than absent. Chronic absent families are tardy and students must the first 1 hour of school.

ROOT CAUSE ANALYSIS
Tardies are the root cause of the absences. Families that are chronically absent have severe poverty issues that are beyond what the school can do for them.

**FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement****SCHOOL GOAL for Family Engagement:**

80% of families will utilize the Full Service Community Health and Wellness Center located on the Lowell Campus. The ultimate goal is to have 100% of families using the facilities by 2019. To have monthly Family Engagements that gets parents involved in school site curriculum, Data, activities, and self - development that will enhance their children's learning.

**SCHOOL TARGETS for Family Engagement:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Frequency of family engagements	All Students	n/a	n/a	Monthly

**Other Leading Indicators for Family Engagement:**

Trends from Merger that creates greater community between Lafayette and MLK, Jr. Families to utilize Health and Wellness Center and all its components: Medical, Dental, Mental Health, Wellness/Parenting Classes, Family Resource Center, and Parent Engagment Activities designed to uplift, inform, and provide for families in crisis impacted by trauma. Parent Surveys and Feedback sheets will be given to parents after each Family Engagment Night.

**NEEDS ASSESSMENT for Family Engagement:**

STRENGTHS	CHALLENGES
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Monthly Family Engagement Nights; Parent Teacher Student Led Conferences; Parent Workshops; Community Service Manager that outreaches to parents; Parent Volunteers in the classroom.	Teachers need to come out and support some the night events; Parents need to follow through on commitments to the school. We need more parent volunteers. We need parents to be consistent in volunteering and sticking to their commitments.
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ROOT CAUSE ANALYSIS
Parents who really need to be at the Parent Workshops do not attend. Some families do not update their phone number to the school.

<b>ADDITIONAL PRIORITY:</b>	<b>EL Reclassification</b>
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**SCHOOL GOAL for EL Reclassification:**

By 2017 - 2018, 30% of EL Learners will be reclassified as measured by SRI and Teacher Assessments.
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**SCHOOL TARGETS for EL Reclassification:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	English Learners	18.00%	18.00%	18.00%

**Other Leading Indicators for EL Reclassification:**

We will monitor the SRI data, Systematic ELD assessments, and teacher made assessments to monitor the growth and progress of reclassifying our EL students.

**NEEDS ASSESSMENT for EL Reclassification:**

STRENGTHS	CHALLENGES
Daily ELD instruction using Systematic ELD; After School classes for EL students to focus on Vocabulary Development	Absentism is a factor; Vocabulary Development is a factor; Teachers must modify lessons that include intention to the ELL student.

ROOT CAUSE ANALYSIS
50% of the English Language Learners are newcomers, beginners, and intermediate levels of learning English. We get about 15% of newcomers in the middle of the school year that do not speak English. We would need a teacher that teachers Arabic to really help the students learn to speak English fluently.

**PART C: THEORY OF ACTION**

<b>SCHOOL THEORY OF ACTION for Reading:</b>	If we use complex, grade-level texts in all grade levels and content areas (science, social studies, ELA) with quality, standards-aligned, text dependent questions, complex 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 SRI, F & P, & SBAC ELA. If teachers provide students with daily writing lessons using the Lucy Calkins writing program, then students will show improvements in reading as reflected on SRI, Reading, & SBAC ELA indicators. If students speak about texts using text evidence and academic language, then (Mastery)
<b>SCHOOL THEORY OF ACTION for Mathematics:</b>	If we implement instruction based on the major focus of our grade level and aspect(s) of rigor of the standard(s) and teachers utilize resources CCTL Math and myANet, then students will receive aligned, common-core based instruction which allows them to master standards.
<b>SCHOOL THEORY OF ACTION for Attendance:</b>	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>SCHOOL THEORY OF ACTION for Family Engagement:</b>	If we conduct 3 Data Nights, 2 Mandatory Report Card Conferences, send home Progress Reports, conduct monthly Family Fun Nights, then we will have fully engaged families in the educational process. If students are in leadership roles in the classroom and in the school, then we will be developing a culture of leadership where students feel honored and respected as individuals.
<b>SCHOOL THEORY OF ACTION for EL Reclassification:</b>	If we focus on the English Learner students who score 1 year below grade level on the SRI and provide targeted interventions and support, then we will be able to reclassify more students.

## PART D: 17-18 STRATEGIES & KEY PRACTICES

<b>Improvement Strategy #1:</b>	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.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
1-1	Guided Reading - Work in small group instruction on reading practices specifically for our students with disabilities, low income, and TK/K students.	Observations	Weekly PLCs
1-2	Shared Reading	Weekly Feedback Sessions	Weekly Coaching by the Literacy Coach
1-3	Interactive Reading	Cycles of Inquiry - Data Conferences	Every Wednesday Professional Learning Sessions
1-4	Reading Workshop	Literacy Coach will provide weekly coaching & modeling of lessons on the fundamentals of English Language Arts.	Once a month Faculty Meetings
1-5	Small Group Instruction		School Site Committees
1-6	Vocabulary Development		Bi - monthly Leadership Team Meetings

1-7	Writing Workshop		Every grade level teaching WRITING at the same time everyday
1-8	Grades 4th & 5th Light Sail - Digital Library - Close Reading		Peer Observations once a month
1-9	Close Reading - all grades		Grade Level specific instructional strategies that illustrate the continuum of the Common Core Standards
1-10	Complex Texts		Team Teaching for grade levels to go deeper in the subject matter or strategy being taught.
1-11	Every grade level will have Word Walls		Differentiated Coaching for all grade levels
1-12	Test Taking Strategies for SRI		Provide Cultural Responsive Text
1-13	Word Study		
1-14	Conduct small group instruction with AA, Arabic, and Latino students by having the School Psychologist and Social Worker Interns help the students with life skills	COST Team to identify students based on Teacher Referrals.	Use school site data to determine groups. Use surveys to determine make up of the groups.

<b>Improvement Strategy #2:</b>	Teacher and staff teams use cycles of inquiry to guide collaboration by assessing, scoring, analyzing and planning from data together.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People / Teams / Time / Resources</i>
2-1	Numbered Talks - Read and identify the	Weekly Walkthroughs	Weekly Teacher Coaching
2-2	3 Reads + Writing	Observations	PLCs every Monday
2-3	Cooperative Group Work	Cycles of Inquiry - Data Conferences	Professional Learning Sessions once a month
2-4	Progress Monitor the Tier 1 students	Math Coach will provide weekly coaching, modeling, and demonstrating of key Common Core Instructional Strategies	Instructional Leadership Team
2-5	Frontloading - Gate Students and Low performing students will be specifically working in small group instruction.	Gate Students will meet with the Instructional Teacher Leader/TSA monthly to participate and study challenging Complex Text and higher grade level standards.	Peer Observations once a month

2-6	Problem of the Day - Gate students will receive more challenging questions daily.	Gate Students will meet with the Instructional Teacher Leader/TSA monthly to participate and study challenging Complex Text and higher grade level standards.	TSA will engage students in challenging curriculum monthly.
2-7	Weekly Grade Level Common Assessments	Gate Students will meet with the Instructional Teacher Leader/TSA monthly to participate and study challenging Complex Text and higher grade level standards.	Purpose focused field trips for GATE students
2-8	Use exemplars in explaining the answer and using rubrics to define the work	Gate Students will meet with the Instructional Teacher Leader/TSA monthly to participate and study challenging Complex Text and higher grade level standards.	Complex Texts with Vocabulary Development strategies will be given to the GATE students monthly.

<b>Improvement Strategy #3:</b>	Tier 1, 2, and 3 systems are established for school culture and academic acceleration and are agreed upon and followed by all team members.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
3-1	Teach the SEL Standards weekly in a group effort by each pod. Primary and Secondary Targeted students will work with the School Psychologist and Tier 2 teachers for support in Reading Acquisition.	Weekly Observation & Feedback sessions with all of the students.	Advance positive attendance through a coordinated system of recognition, engagement, data tracking, early outreach, and formative evaluation.
3-2	Teachers will conduct weekly assessments on students who have not come to school. All targeted groups will have the expectation of working in small group instruction with Tier 1 & 2 teachers.	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.

3-3	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.	USE DATA TO DETERMINE STRATEGIES AND ACTION. Develop and oversee implementation of plan to use chronic absence data to determine need for additional support: 1) convene and task an Attendance Team to regularly review attendance data; 2) Identify individuals and groups of students who are missing 10% of their school days and use se data, both quantitative and qualitative, to provide additional supports for chronically absent students; 3) Set interim goals and continuously monitor progress, and update strategies and actions	Calendar and assign someone lead responsibility for tracking and monitoring attendance data.
3-4	Teachers will receive training that reinforces or introduces classroom best practices that promote positive attendance: 1) establishing practices of greeting students warmly in the morning and asking about them when they come back after an absence; 2) engaging students in tracking their own attendance; hanging posters about attendance (available from Attendance Works website); 3) offering incentives for good or improved attendance, whether a good star, a certificate or a monthly celebration, and making sure to let the parents know, so they can feel proud of their children! Plan classroom recognition that makes sense in relation to schoolwide incentives.	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	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.
3-5	Teachers will identify Homeless and foster students by going through the Coordinated of Services Team Committee.	The COST Team will start process of the Student Success Team to work with families by having a needs assessment meeting to identify interventions and resources for homeless families.	The COST Team and School Site Counselor will follow up with families by providing resources to help the teachers.

<b>Improvement Strategy #4:</b>	Students and families are engaged as equal partners, setting long term and short goals and developing personalized plans to meet them.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
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4-1	Provide families with timely information about classroom practices, expectations, including school and classroom protocol, assessment dates and assessment information	Provide materials that support teachers in efforts of student and family engagement, including basic office supplies, and materials needed to display positive images	Establish a school-wide culture that embraces student and family engagement by gathering input from ILT team, and associated committees
4-2	Ensure that families are aware of their rights and responsibilities within the MLK school community	Conference and collaborate with teachers to ascertain any need or support	Ensure that all faculty and staff members have access to MLK's school vision and mission, and the faculty is clear about their specific roles and responsibilities in upholding both through dialogue at staff meetings and additional meetings
4-3	Encourage family participation for school and classroom events including students' performance assemblies, field trips and other MLK programs	Observe teaching practices in classrooms to determine sound strategies are being utilized	Establish staff and faculty committees that are focused on student and family engagement
4-4	Monitor students' attendance and tardiness and keep clear classroom records for attendance and tardy data	Provide teachers with a list of classroom expectations and school wide vision and mission	Provide regularly-scheduled newsletter or source of information about the school for parents and caregivers
4-5	Identify a Class Parent to assist with communication and dissemination of classroom information.	Establish a protocol for student behavior, including options for student non-compliance	Provide space for parents to meet and for parents to share concerns and questions
4-6	Display family friendly images that are inclusive and culturally appropriate for the MLK population.	Meet with teachers to discuss strategies, ideas and teacher ideas to enhance student and family engagement	Establish a protocol for communication between parents and school personnel (staff and faculty).
4-7	Provide students with family images,, family-centered literature, and class decor that reflects the student body.	Have targeted groups to work on life and culturally relevant pedagogy.	Provide a welcoming environment to all parents and caregivers at the school
4-8	Review extra-curricular materials that support family		Establish a protocol for security and safety for parents and other visitors
4-9	Instruct utilizing practices of OUSD's SEL (social emotional learning) standards and protocol to allow students exposure and practices with SEL strategies		Make technology options available for parents in order to communicate with MLK school (telephone, FAX, email addresses of Principal and staff members)
4-10	Provide a welcoming environment to students and families		Disperse "all-call" phone calls to the MLK parent/caregiver community to alert families about timely, critical and crucial information
4-11	Provide a welcoming classroom environment that encourages positive behavior		Organize family-centered events to include all families (Health Fair, Science Night, Literacy Night, etc.)

4-12	Display images, posters, signs and words that are positive and goal-focused on student proficiency and ability		Provide families information about health, social and wellness care for students (vision, dental, asthma), and social system support for families.
4-13	Provide students with visible and clear expectations of behavior within the classroom and school		Solicit and encourage community organizations to assist and support families
4-14	Review expectations to ensure students' understanding		
4-15	Community Service Manager will work with families and community partnerships that provides resources to families.		
4-16	Parent Liaison will provide support to families.		

<b>Improvement Strategy #5:</b>	Teachers plan instruction to meet the needs of the diverse English Learners in their classrooms, including content language objectives, integrated and/or designated ELD.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
5-1	Identification of students' levels of Language acquisition	Provide data of individual students' levels of language acquisition (CELDT data)	Adhere to school-wide expectations of ELD teaching practices, including a curriculum and materials that are grade-level appropriate.
5-2	Group students by level to provide appropriate instruction	Provide designated time to group students and clearly identify students by levels.	Utilize common language and common rubrics to ensure grade-level continuity.
5-3	Design specific curriculum and best practices to address levels of English proficiency	Ensure materials are available for each student and provide teachers a pathway to acquire materials in a timely manner	Collaborate as a teaching team to share best practices in and across grade levels
5-4	Monitor progress of each student to ascertain whether students are moving and how	Confer with teachers to provide support in creating systems of data collection and display	Provide common area for display of school-wide data, and meet to analyze school-wide data
5-5	Use assessments daily or weekly to ensure data collection	Review assessments with teachers individually and/or at grade-level meetings to check content and rigor	Aggregate data as a grade-level to norm data results and analysis of data.
5-6	Conference with students to determine language facility, both speaking and listening	Provide teachers materials and rubrics for conferencing with students - Newcomers will get small group instruction daily with ELD Teacher.	Continue the Adult Education Classes for all parents in the West Oakland Community



5-7	Engage students in collaborate group work to give students access to standard English language use	Schedule weekly conferences to review data and review data collection	Daily Targeted ELD instruction for all English Learner students.
5-8	Provide realia, pictures, and maniulatives to engage students	Collect data from teachers and review on a grade level, and school-wide basis	Targeted ELD instruction with all EL students using the SRI Assessment.
5-9	Use technology and media as additional sources of access for student engagement	Support teachers with additional materials that enhance curriculum	Support Newcomers with daily targeted vocabulary instruction during Reading and Writing Workshop
5-10	Recognize the asset value of bilingualism	Newcomers will have 2 targeted instruction times a day with Vocabulary Development and small group instruction.	Every class use small group instruction during Reading & Writing Workshop.
5-11	Support students' reading choices by providing diverse text and reading materials	Newcomers will have daily targeted Systematic ELD instruction with the ELD teacher.	All English Learners will all have a mandatory Vocabulary List of words and journal to chart progress.
5-12	Provide images and opportunities to students to see role models that are culturally appropriate	EL students with disabilities will have a targeted small group instruction daily using Leveled Literacy Intervention and Systematic ELD.	TK - K students will be going daily to the ELD Intervention teacher for Leveled Literacy Support.

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 CA 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, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **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.

**PROPOSED 2017-18 BUDGET**
**Site Number:**
**182**
**School:**
**Martin Luther King, Jr. Elementary School**

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$67,188.50	21st Century Community Learning Centers	Contract with afterschool provider	Monitor progress of each student to ascertain whether students are moving and how	A1.6: After School Programs	5825				182-1
\$96,628.84	After School Education & Safety (ASES)	Contract with afterschool provider	Encourage family participation for school and classroom events including students' performance assemblies, field trips and other MLK programs	A1.6: After School Programs	5825				182-2
\$16,000.00	Call for Quality Schools	Extended contracts for teachers	Small Group Instruction	A2.1: Implementation of CCSS & NGSS	1120				182-3
\$43,000.00	Call for Quality Schools	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				182-4
\$15,482.08	Call for Quality Schools	Conference expenses	Close Reading - all grades	A2.10: Extended Time for Teachers	5220				182-5
\$50,000.00	Call for Quality Schools	Contract	Community Service Manager will work with families and community partnerships that provides resources to families.	A3.3: Family Engagement focused on Literacy Development	5825				182-6
\$3,000.00	General Purpose Discretionary	Clerical stipends	Provide a welcoming environment to students and families	A2.2: Social Emotional Learning	2420				182-7
\$15,000.00	General Purpose Discretionary	Supplies	Progress Monitor the Tier 1 students	A2.3: Standards-Aligned Learning Materials	4310				182-8
\$1,500.00	General Purpose Discretionary	Refreshments for meetings	Encourage family participation for school and classroom events including students' performance assemblies, field trips and other MLK programs	A3.3: Family Engagement focused on Literacy Development	4311				182-9
\$5,183.09	General Purpose Discretionary	Computers	Test Taking Strategies for SRI	A3.1: Blended Learning	4420				182-10
\$5,000.00	General Purpose Discretionary	Copier maintenance contract	Provide students with family images,, family-centererd literature, and class decor that reflects the student body.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				182-11
\$8,945.00	General Purpose Discretionary	IT	Teach the SEL Standards weekly in a group effort by each pod.	A3.2: Reading Intervention	5737				182-12
\$11,629.80	General Purpose Discretionary	To support School Climate and Culture by providing healthy recess and lunch activities	Display family friendly images that are inclusive and culturally appropriatæ for the MLK population.	A5.2: Health and Wellness (Mental & Physical Health)	2905	NOON SUPERVISOR	NOONSV0116	0.40	182-13
\$1,480.00	LCFF Concentration	To support students and families in counseling, life skills, and motivation for school.	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.	A2.2: Social Emotional Learning	5739				182-14
\$48,520.00	LCFF Concentration	SEL Implementation Support: School Psychologist	The COST Team and School Site Counselor will follow up with families by providieng resources to help the teachers.	A5.2: Health and Wellness (Mental & Physical Health)	5734				182-15

\$64,299.29	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Literacy Coach will provide weekly coaching & modeling of lessons on the fundamentals of English Language Arts.	A2.9: Targeted School Improvement Support		TEACHER STRUCTURED ENG IMMERSN	K12TCH2505	1.00	182-16
\$759.86	LCFF Supplemental	Supplies to support academic acceleration.	Progress Monitor the Tier 1 students	A2.1: Implementation of CCSS & NGSS	4310				182-17
\$73,520.00	LCFF Supplemental	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				182-18
\$13,035.44	LCFF Supplemental	To support students and families in counseling, life skills, and motivation for school.	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.	A2.2: Social Emotional Learning	5739				182-19
\$3,800.00	Measure G: TGDS	Extended contracts for teachers to support TGDS.	Weekly Feedback Sessions	A2.6: Teacher Evaluation	1120				182-20
\$43.60	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				182-21
\$14,226.39	Measure G: TGDS	To conduct ELD/AED Interventions for students and provide PE support to classroom teachers	Provide realia, pictures, and manipulatives to engage students	A5.1: School Culture & Climate (Safe & Supportive Schools)		TEACHER STIP	TCSTIP0687	0.30	182-22
\$24,160.44	Supplemental Program Investment	To conduct ELD/AED Interventions for students and provide PE support to classroom teachers	Small Group Instruction	A5.2: Health and Wellness (Mental & Physical Health)		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0133	0.35	182-23
\$3,484.56	Supplemental Program Investment	To support students and families in counseling, life skills, and motivation for school.	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.	A2.2: Social Emotional Learning	5739				182-24
\$1,280.21	Title I Basic	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				182-25
\$48,404.32	Title I Basic	ELD Intervention Teacher - To work with students on Tier 2 Interventions	Engage students in collaborate group work to give students access to standard English language use	A4.1: English Learner Reclassification	4399	TEACHER STIP	TCSTIP0344	1.00	182-26
\$1,663.87	Title I Parent Participation	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				182-27

## **Martin Luther King, Jr. Elementary School Compact**

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

### **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: Pre – K, Transitional Kindergarten,  
Kindergarten, First Grade, Second Grade, Third Grade,  
Fourth, & Fifth Grade – In recognition of all grade levels

### **Parent/Guardian or Family Member Pledge:**

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

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

Parent/Guardian or Family member signatures - Written Parent Agreement Notices

## Teacher Pledge:

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

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

Teacher signature: All MLK Teachers acknowledge the School Compact and adhere to its pledges.

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

Signed on this \_\_\_\_13\_\_\_\_ day of \_\_\_\_October\_\_\_\_, 2016\_\_\_\_.



## School Site Council Membership Roster – Elementary School

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

**School Year:** 2016 - 2017

<b>Chairperson:</b> Toni Hamilton	<b>Vice Chairperson:</b> Christopher Heath
<b>Email:</b> h Phone: 5	<b>Email:</b> t Phone: 5
<b>Secretary:</b> Tracey Mitchell	<b>LCAP Parent Advisory Nominee:</b> Christopher Heath
<b>Email:</b> Phone: 4	<b>Email:</b> n Phone: 5
<b>LCAP EL Parent Advisory Nominee:</b> Karam Omar	<b>LCAP Student Nominee:</b>
<b>Email:</b> Phone:	<b>Email:</b> Phone:

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Roma Groves - Waters	roma.groves@ousd.org; 5	X				
Lena Williams	lena.williams@ousd.org		X			
Zachary Haber	zachary.haber@ousd.org; 7		X			
Leonard Hooper	leonard.hooper@ousd.org; 5		X			
Corigan Malloy	corigan.malloy@ousd.org; 4			X		
George Henderson					X	
Toni Hamilton					X	
Christopher Heath					X	
Tracey Mitchell					X	
Karam Omar					X	

<b>Meeting Schedule</b> (day/month/time)	Every 3rd Tuesday of the month. 10/13/16; 11/15/16; 1/17/17; 2/21/17; 3/21/17; 4/18/17; 5/16/17
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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

1-Principal  
3-Classroom Teachers  
1-Other Staff

**AND**

5-Parent /Community

Revised 8/22/2016





## **Title I School Parental Involvement Policy 2016-17**

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

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

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

Martin Luther King, Jr. Elementary School agrees to implement the following statutory requirements:  
(Name of school)

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title I Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title I Plan.  
(In the box below, briefly describe or bullet how this happens at your school.)

Annual Title I Meeting every year; School Site Council Meetings; SELL Meetings; Monthly Family Engagement Nights; & Monthly Family Meet and Greet Sessions

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

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.

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

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





## Building Parent Capacity for Involvement

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

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

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

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

Back to School Nights - the teacher explains the instructional plan of the grade level.  
Progress Reports are sent home every 6 to 8 weeks.  
Parent Teacher Conferences two times a year.  
Student Data Conferences are held after every assessment.  
Data Driven Conferences are held at the Report Card Conferences.  
Teacher made syllabus.

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

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

Adult Literacy Classes are held weekly for parents.  
School Site Council Meetings  
Annual Title I Meetings  
Monthly Parent Meetings

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

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

Wednesday Professional Learning Sessions for Staff - on-going information on education students.  
Staff Bulletins on updates of educating parents.



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

Teachers use the Remind text message system. Leadership uses Monthly Community Newsletters, and the School Messenger system.

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

Parent Teacher Conferences are held two times a year. In addition to the Parent Teacher Conferences, Progress Reports are sent home every 6 weeks. Teachers now use Remind system of text messages families of academic concerns and needs.

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

School Site Council Meetings; SELL Meetings, Parent Meetings, Parent Coffee Tea Chats, and Parent Advisory Committee Meetings.

### School-Parent Compact

(Name of school) Martin Luther King, Jr. Elementary :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.





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

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

Monthly Family Engagement Nights: Literacy Night, Black History Night, MLK Day, Science Night, & Math Nights

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

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

Monthly Community Newsletter, School Messenger, and teacher Remind Text System.

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

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

Translators, hand - outs, and informational sessions.

### Accessibility

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

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

School Site Council Meetings, SELL Meetings, Monthly Parent Community Newsletters and the Adult Literacy Class. Information is sent home by letter, School Messenger, and by text message using the Remind system.



## Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) Martin Luther King, Jr. School Site Council on (Date) 10/13/16 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (Name of school) Martin Luther King, Jr. 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Roma Shores-Waters  
(Principal's Signature)

10/13/16  
(Date)