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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Martin Luther King, Jr. Elementary School.

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

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

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

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

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Martin Luther King, Jr. Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Martin Luther King Jr. Elementary School
CDS Code: 1612596072235
Principal: Roma Groves-Waters
Date of this revision: 5/7/2020

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

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/7/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site:

Martin Luther King Jr. Elementary School

Site Number: 182

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

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

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

Date(s) plan was approved: 5/7/20

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

<input checked="" type="checkbox"/> Flyers in students' home languages	<input checked="" type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Roma R. Groves - Waters

5/11/2020

Principal

Signature

Date

Toni Hamilton

5/13/2020

SSC Chairperson

Signature

Date

LaResha Martin

5/14/2020

Network Superintendent

Signature

Date

Lisa Spielman

5/20/2020

Director, Strategic Resource Planning

Signature

Date

Jody London

Kyla Johnson Trammell

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/25/2020	ILT	Discussed the school site priorities in academics and discussed the needs assessment that will go into the SPSA
1/30/2020	SSC	Reviewed, discussed, and analyzed the school site needs assessment
2/6/2020	SSC	Continued working on the Needs Assessments and reviewing school data.
2/10/2020	Faculty Meeting	Review and discuss the Needs Assessments. Develop a plan of action for teaching and learning for 2020 - 2021 school year.
2/11/2020	ILT	Review and discuss SPSA and inputted information into the planning tool.
2/13/2020	FC/OEA Meeting	Reviewed, discussed, and analyzed the school site needs assessment. Added input into the 2020-2021 SPSA.
2/14/2020	COST Team	Reviewed and discussed the school data and SPSA 2020 - 2021
2/25/2020	Family Resource Meeting	To engage the families in the school site SPSA and other resources for the school
3/5/2020	SSC & SELLS	To review, discuss, and approve the 2020 - 2021 SPSA budget and finalization of the SPSA.
3/17/2020	ILT	Reviewed and discussed the school data and SPSA 2020 - 2021
3/26/2020	SSC	To approve and finalize the SPSA 2020 - 2023 Budget Allocations

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$357,410.00
Total Federal Funds Provided to the School from the LEA for CSI	\$135,100.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$870,879.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$131,316.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$23,400.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,824.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$321,300.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$88,170.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$54,320.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$135,100.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$357,410.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$513,469.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$870,879.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School:** Martin Luther King Jr. Elementary School**School ID:** 182**School Description**

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

School Mission and Vision

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

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**Focus Area:****Priority Strengths****Root Causes of Strengths**

<p><i>College/Career Readiness</i></p>	<p>SBAC Data for 2018 - 2019 ELA Overall Data 15.6% standard exceeded/met; 14.4% standard nearly met; 70% standard not met; SBAC Data for 2018 - 2019 Math Overall Data - 23.8% standard exceeded or met; 24.3% standard nearly met; 51.9% standard not met. CAST - 5th grade Science 38.3% standard nearly met; 61.7% standard not met; SBAC Grade Levels ELA- 3rd grade - 7.8% standard exceeded/met; 18.8% standard nearly met; 73.4% standard not met; 4th grade 25% standard exceeded/met; 11.7% standard nearly met; 63.3% standard not met; 5th grade - 14.3% standard exceeded/met; 12.5% standard nearly met; 73.2% standard not met; SBAC Math Grade Levels - 3rd grade 16.7% standard exceeded/met; 25.8% standard nearly met; 57.6% standard not met; 4th grade 40.3% standard exceeded or met; 32.3% standard nearly met; 27.4% standard not met; 5th grade - 14.8% standard exceeded/met; 14.8% standard nearly met; 70.5% standard not met F & P Reading Inventory Kindergarten 35.5% above grade level; 11.3% at grade level; 29% approaching grade level; 1.6% below grade level; 22.6% were not tested 1st - 39.7% above grade level; 11.5% at grade level; 19.2% approaching grade level; 21.9% below grade level; 2.6% not tested 2nd - 30.8% above grade level; 13.5% at grade level; 11.5% approaching grade level; 44.2% below grade level; 3rd - 18.2% exempted b/c they are already above grade level; 3.6% above grade level; 16.4% at grade level; 5.5% approaching grade level; 52.7% below grade level; 3.6% not tested 4th - 9.8% exempted b/c they are already above grade level; 8.2% above grade level; 18% at grade level; 14.8% approaching grade level; 44.3% below grade level; 4.9% not tested 5th - 17.2% exempted b/c they are already above grade level; 15.6% above grade level;</p>	<p>K - repetition of letters daily 1st - consistent focus on phonics 2nd - 5th - students reading below benchmark got pulled for LLI intervention by school staff and intervention by volunteers and other agencies. SRI - 3rd - 5th Most students are familiar with their new teacher as they are returning students. 4th and 5th graders should be familiar with this online testing. 3rd - 5th Use of NewsELA (Complex texts) and annotation (with schoolwide annotation chart) help produce such results as MLK has a high percentage of students approaching. Three Reads and anchor charts help students understand how to approach word problems and the anchor charts remind students the procedures of solving math problems.</p>
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<p><i>Focal Student Supports</i></p>	<p>SBAC focal students are nearly met students: 3rd grade 18.8%; 4th grade 11.7%; 5th grade 12.5%; These students are receiving Tier 1 supports from their teacher. The students who are below grade level in SBAC in Math and ELA are receiving Leveled Literacy Intervention supports. Grades 3rd - 5th are receiving LLI. The students attend LLI for 8 weeks and then are released to go back to their classes. Next other students are chosen to attend based on IAB and teacher assessments. The Math Curriculum Embedded Assessment Overall Grade Level Averages: Kindergarten 27 out of 63 students (42.8%) scored above grade level, 17 out of 63 (26.9%) scored at grade level; 5 out of 63 (7.9%) scored approaching grade level, and 12 out of 63 (19%) scored below grade level. 1st grade overall Math - 20 out of 69 (29%) scored above grade level, 22 out of 69 (31.9%) scored at grade level, 7 out of 69 (10.1%) scored approaching grade level, and 20 out of 69 (29%) scored below grade level. 2nd grade Math CEOU overall results - 9 out of 45 students (20%) scored above grade level, 10 out of 45 (22.2%) scored at grade level, 3 out of 45 (6.7%) scored approaching grade level, and 23 out of 45 (51.1%) scored below grade level.</p>	<p>Students are receiving Tier 1 supports from the classroom teacher like small group instruction, 2 reads, numbered talks, guided reading, independent reading on a daily basis in their reading level, weekly common grade level assessments, and Leveled Literacy Intervention.</p>
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<p><i>Student/Family Supports</i></p>	<p>Chronic Absence rate is 29% currently. We went up from last year which was 23%. Suspension rate is down from 1.4% to now 2019 - 2020 to 1.6%.</p> <p>The Attendance Team meets every week to discuss, plan, and work with parents on improving their attendance. MLK has some partners who come to the school to support families in Attendance like Oakland Natives Give Back and the Oakland Housing Authority. The California Healthy Kids Survey 74% of feel like they are part of the school and adults at the school treat all students with respect. 73.7% of the students feel happy, close, safe, and that adults treat them fairly at the school. 41.3% of the students have witnessed violence or a family member has died. 56.8% of the students feel like they can say no if they don't want to do something with their friends. 50.8% of the students believe that adults will step in the situation to help someone is being bullied. 80% of the students believe they will be going to college. The After School Program is a big support to MLK. There are over 140 families that get additional support in learning. There are extra curricular activities for the students that the parents love. There is sports that are coed for boys and girls like football, basketball, cheerleading, Prescott Clowns, dance, Science classes, Boys Scouts, and cooking classes.</p>	<p>The Attendance Team meets weekly to work with parents. Oakland Housing Authority has given MLK a Parent Ambassador that works with parents on resources they need to help the families come to school. There are monthly assemblies that acknowledge the student Attendance at the school. Suspensions are down because the Social Workers one from West Oakland Health Center and one from East Bay Community Associates conduct conflict management with the students. The School Psychologist with the Social Workers have boys and girl groups that support student learning in social skills and conflict management. The school psychologist also does conflict mediation with students. MLK has developed a Positive Behavior Intervention System called PBIS to support overall social emotional, school culture & climate supports for the school. The PBIS team plans dances and positive incentives for the students like "Caught you being Good tickets". MLK also acknowledges students of the month. These students are acknowledged and recognized with certificates and prizes.</p>
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<p><i>Staff Supports</i></p>	<p>The practices that have produced the strengths are: the collaboration of teachers in Professional Development (PD) sessions, and Professional Learning Communities (PLC), coupled with the additional Math PDs that have occurred due to the CORE Math initiative for grades 3rd, 4th, & 5th. Additional coaching with 3rd, 4th, & 5th grades which are the testing grades. High functioning COST Team has been in effect for over 11 years. The COST Team meets bi-weekly to discuss strategies, counseling, meetings with parents & teachers, and put systems in place so that students can have a better chance of learning. Coaching by the TSA (Teacher on Special Assignment) meets weekly in Math, ELA, and credentials. The Instructional Leadership Team meets twice a month to review school site data and review the academic strategies that will help the teachers improve in their practices. Also, the ILT devises plans that support student achievement. Every week the TSA and Principal meet to devise a plan for the teachers to master student achievement and conduct walkthroughs to give feedback on the subject matter and strategies to improve instruction. The TSA and Principal have conducted Academic Conferences with each grade level to review their data.</p>	<p>Professional Development is every Wednesday based on the schools Cycles of Inquiry. The PDs are scheduled and planned out for the entire school year by using the Cycles of Inquiry process. PLCs are every Wednesday for 30 minutes. This is the grade levels collaboration time. The TSA works with the 3rd - 5th grade weekly on Math strategies. They disaggregate the data in Math and create grade level assessments weekly to show growth in student Math instruction. The COST Team meets bi-weekly to discuss strategies, counseling, meetings with parents & teachers, and put systems in place so that students can have a better chance of learning.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<p><i>College/Career Readiness</i></p>	<p>SBAC ELA 2018 - 2019 Overall Data: 70% of the students have not met the standard. SBAC Math 2018 - 2019 51.9% of the students have not met the standard. SBAC ELA 3rd grade 73.4% of the students did not meet the standard; 4th - ELA 63.3% did not meet the standard; 5th - ELA 73.2% did not meet the standard. SBAC Math 3rd - 57.6% of the students did not meet the standard; 4th - Math 27.4% of the students did not meet the standard; 5th - Math 70.5% did not meet the standard.</p>	<p>K - not enough letter sound exposure & time to teach 1st - not enough students coming to school on time 2nd - 5th students lack incentive and motivation to practice reading at home. Students think they know how to read, they understand the book but it's not the case as they have to answer questions beyond the text (which students lack the maturity and life experience) and about the text (which the writer's craft is not taught enough or simply left out by teachers)</p>
<p><i>Focal Student Supports</i></p>	<p>SBAC focal students are nearly met students: 3rd grade 18.8%; 4th grade 11.7%; 5th grade 12.5%; These students are receiving Tier 1 supports from their teacher. African American males are the lowest performing students in the school. In ELA, 78% of African American male students on the SBAC are the lowest performing and 52.5% in Math. African American males are the highest percentage of students who are suspended and have the most Universal Referral Forms. 68.4% of the African American male students scored the lowest on the CAST. MLK has not reclassified English Language Learners at the school this 2019 - 2020 school year. Special Education students will also be a focal group so that we can continuously be mainstreaming. There needs to be training for how to bridge the gap on General Education and Special Education.</p>	<p>African American boys are the lowest scoring students in the school. The causes are lack of fathers in the home. There is a lot of defiance and feelings of not being heard by the staff. A lot of the African American boys have stated that they feel like adults at the school don't believe them when they state a concern. Teachers send the African American boys out of class without a plan of action to help them redirect or regulate themselves to get back to learning. There is a lot of resistance from some of the teachers on testing the English Learners in 2nd grade on the SRI exam. This is the one of the best practices to get the ELs reclassified. The other root cause is that MLK gets a lot of newcomers. This means we are starting from scratch on learning English. We have 2 Stip Subs who specialize and have been trained in ELD strategies. The Stip Subs are former teachers who understand and know the curriculum to teach the strategies but they are often subbing classes because teachers are not putting in subs in a timely manner for their classes.</p>

<i>Student/Family Supports</i>	Chronic Absence rate is 29% currently. We went up from last year, which was 23%. Suspension rate is down from 1.4% to now 2019 - 2020 to 1.6%. The challenges are that families do not respond to the Attendance written notices that are sent to the school regarding their child's attendance. Many parents are in denial regarding their child's behavior at school. Often MLK faces a lot of challenges with parents that curse out staff. Some of those issues have made staff feel unsafe at school.	The root causes of chronic absentism are a lot of parents bring their students late to school. Students are getting a lot of tardies meaning they are arriving at school 30 to 45 minutes late daily. A lot of teachers are not following up with the families as per family request. Some families believe that the teachers do not like their students. The other causes is that a lot of parents do not respond when called to the school to help resolve school site issues. Another challenge is that not every family can get After School services. We are only allotted 140 students to the After School Program. There is not a school site SEL Program to support the discipline needs of the students.
<i>Staff Supports</i>	The challenges with the teacher's PD is that some teachers do not attend the PDs consistently. Most teachers do not complete the feedback forms regarding how to make PD better. PLCs are only 30 minutes long. Teachers have a high absentee rate. Teachers are not calling in subs in a timely manner causing the Stip Subs to not do interventions with the students that need it the most. The majority of the teachers are not disaggregating their classroom data to address the student needs appropriately. In each grade level, there are more than 50% of the students not reading on grade level.	The challenges with the staff/teachers is that they are not using student data enough to drive their daily instruction. Some classified staff feel like the majority of the teachers do not appreciate their contributions to the staff. There is a lot of blaming of who is not doing what. There is not enough school site staff trust and collaboration with each other. Teachers need be trained to mainstream. Special Education teachers need to sit in the General Education classes before making a decision on placement for a Special Ed student. There should be more collaboration with Special Education teachers and General Education teachers. These teachers need to work together on curriculum and having the students work together and team teach.

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	By May 2023, 70% of students will be reading at/above grade level as measured by RI & F & P.
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Instructional Focus Goal: All students experience success in the early years.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	43.3%	n/a	60.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	40.4%	n/a	55.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-97.8	n/a	-50.1
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	39.6%	n/a	55.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-73.6	n/a	-10.0
CAST (Science)	All Students	TBD	0.0%	n/a	55.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:		By May 2023, 50% of African American male students will be at/above grade level in Math and Reading measured by RI, F & P, CEOU, & SBAC.			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-171.3	n/a	-131.3
SBAC ELA	African-American Students	+20 points DF3	-102.3	n/a	-63.3
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	47.8%	n/a	25.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					

SBAC Math	Students with Disabilities	+20 points DF3	-154.9	n/a	-114.0
SBAC Math	African-American Students	+20 points DF3	-73.5	n/a	0.0
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	0.0%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023:	By May 2023, a PTA will be established to enlist parent volunteering in classroom help, lunch and yard supervision, and organizing events.
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Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	73.7%	n/a	75.8%
Suspensions	All Students	-2pp	1.9%	n/a	0.5%
Suspensions	African-American Students	-2pp	2.7%	n/a	0.5%
Suspensions	Students with Disabilities	-2pp	4.5%	n/a	10.0%
Chronic Absence	All Students	-2pp	46.1%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	52.3%	n/a	24%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:	By May 2023, 100% of teachers are trained in curricular materials, and engage in PLCs and PDs as observed in learning walks. 100% of classified staff are trained to support student safety, school policy, and instruction, as observed in learning walks.
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Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
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Percent of teachers trained in curricular materials, and engaged in PLCs and PDs as observed in learning walks	All Teachers	n/a	50.0%	75.0%	100.0%
Percent of classified staff trained to support student safety, school policy, and instruction, as observed in learning walks	All Staff	n/a	50.0%	75.0%	100.0%

1D: IDENTIFIED NEED

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

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

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
<div> <div>Martin Luther King Jr. Elementary</div> <div>School: School</div> </div> <div>SPSA Year Reviewed: 2019-20</div> <div>SPSA Link: 19-20 SPSA</div>	
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Reading	
Theory of Change:	<p>T1 & 1.2: If we use complex, grade-level texts in all grade levels and content areas (science, social studies, ELA) with quality, standards-aligned instruction using Lucy Calkins' reading workshop, text-dependent questions, complex text reading (in the form of Close Reading, Interactive Reading & Shared Reading), then students will build independence, and mastery of grade level standards, and show growth as measured by F & P, SRI, and SBAC ELA.</p> <p>T1 & 1.2: If teachers will provide daily writing lessons using the Lucy Calkins' Writing Units of Study, then students will show improvement in writing as well as reading as reflected on on-demand writing, SRI, F & P, & SBAC ELA indicators.</p> <p>T1 & 2.3: If students talk about texts using text evidence and academic language, then students will show growth in understanding the complex texts and be able to communicate more effectively in speaking and writing as measured by ELD standards, on-demand writing, SRI, F & P, and SBAC ELA.</p>
Related School Goal:	By June 2021, 20% of 3rd - 5th students will meet or exceed standard as measured by the IAB and SBAC ELA. By June 2021, students grade 2nd - 5th grade will show collective growth of 35% as measured by the RI. By June 2021, 50% of K and 1st grade will meet benchmark as measured by the iReady assessments. By June 2021, 80% of the TK students will meet proficiency on reading foundational skills as measured by the SEEDS of Learning assessment. Our goal is to make sure that all of the students show growth measured by the benchmark assessments.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
<p>All teachers use Lucy Calkins' Reading Units of study to teach reading using mini-lessons, conferring with students while students read independently using the leveled classroom library as one of the components in balanced approach literacy. Teacher also pull small group for guided reading instruction to improve students' reading accuracy, fluency, and comprehension. Teachers have been using Annotation Chart when reading to highlight important ideas, main ideas and details, character traits and other important information to reflect on comprehension. Teachers also use Sentence Unpacking strategy to unpack sentences for easier comprehension. especially for second language learners. 3rd-5th grade teachers also use NewsELA text and passages for comprehension practice and vocabulary instruction. 3rd-5th grade teachers use Words Their Way to support vocabulary instruction and spelling. K-2nd teachers use Phonemic Awareness and SIPPS for phonological and phonics instruction. Students who are reading below grade level are supported by in class Tier II small group guided reading instruction or pulled-out Leveled Literacy Intervention by TSA and STIP Subs.</p>	
What evidence do you see that your practices are effective?	
Students' reading performance is reflected in Reading Inventory and Fontas and Pinnell assessments. 3rd-5th students' reading has shown improvement in IAB ELA Literary Texts and Informational Texts assessments.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We plan to add Imagine Learning Language & Literacy Online program so students will receive differentiated intervention to address the needs of individual student.	

19-20 Standards-Based Instruction Priority: Mathematics	
Theory of Change:	If we implement instruction based on the major focus of grade level and aspect(s) of rigor of the standard(s) and teachers utilize resources in OUSD Math website and the Math Core Curriculum Guide and research-based strategies (Number/Math Talks, 3-Reads, Math Workshop (CGI)) , then students will receive aligned, common-core standards-based instruction which allows them to master the standards.
Related School Goal:	By May 30, 2021, 20% of all 3rd through 5th grade students will achieve "Standards Met" or "Standards Exceeded" as measured by the IAB Math assessment and SBAC in Math. By May 20, 2021, K through 2nd grade students will achieve Above Grade Level and/or At Grade Level on the CEOU Math and district level Math assessments.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Teachers will teach the Math CCSS using the district adopted curriculum: Math Expressions and the grade level curriculum guide. In addition, teachers will also engage students using Number/Math Talks, 3-Read strategies, and Math Workshop (Cognitively Guided Instruction). Teachers also have students use ST Math for at least 90 minutes per week to support conceptual understanding of math claims and standards.	
What evidence do you see that your practices are effective?	
These practices are effective as reflected in the IAB Math scores in 3rd-5th grades.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Teachers in grades Kindergarten to 2nd grade will receive coaching in Math instruction like the 3rd - 5th grade teachers have been receiving since 2017 - 2018 school year.	
19-20 Conditions for Student & Adult Learning Priority:	MTSS - Create a schoolwide plan (which includes the use of PBIS, Culture and Climate, COST, and Attendance Teams) to promote the social emotional competencies and articulate a shared set of values, themes, and essential life habits.
Theory of Change:	L3: If we focus on chronic absent families in each grade level and match each family with a resource and community based organization to give them support , then we will have provided each chronic absent family support in getting their children to school on time.
Related School Goal:	By June 2021, all grade level teams will have established protocols and systems for teachers collaboration grounded in data based cycles of inquiry in connection with grade level and school priorities for PLCs.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Prinicpal, Community Service Manager, and the attendance clerk have weekly meeting to review school attendance and take necessary steps to contact families by phone and mail, do home visits, send home notices, and as a last resort, SART and/or SARB students with chronic absences. The School COST team also discuss the underlying cause of student absence and arrange SST meetings to help address the issue.	
What evidence do you see that your practices are effective?	

It has not been effective yet as the chronic absence rate has gone up.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
On top of everything done, we plan to hire a parent liasion to build relationship with families to help them address the attendance issue.	
19-20 Conditions for English Language Learners Priority:	EL Reclassification
Theory of Change:	1.4, 3.3 & 3.4: If we focus on the English Learner students who score 1 year below grade level on the SRI and provide targeted intervention and support, then we will be able to reclassify more English learners.
Related School Goal:	By June 2021, 20% of English Language Learners will be reclassified as Fluent English proficient. English Language Learners continue to expand their oral language skills and to interact in meaningful ways.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
K-3rd teachers provide daily differentiated ELD instruction using Systematic ELD Kits and/or Discussions 4 Learning. 4th-5th teachers use SERP Word Generators involving students in various Speaking, Listening, Reading, and Writing activities. Students are also engaged in academic discussion in all areas to support student speaking and writing.	
What evidence do you see that your practices are effective?	
It has not been as effective as expected because the benchmark for reclassification has been raised to an overall 4 in ELPAC tests (instead of a 3 in CELDT).	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We plan to add Imagine Learning Language & Literacy Online program so English Learners students, especially newcomers, will receive differentiated intervention to address the needs of individual student.	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	
The discretionary funding has been significantly reduced. We have CSI funding now to specifically work with our English Language Learner students. We have more funding in Supplemental and Concentration funds. I believe we will be able to maintain our same level of support for our students at MLK based on the 2020 - 2021 funding.	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Martin Luther King Jr. Elementary School			School ID: 182	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Caring School - SEL/MTSS Program - Create a schoolwide plan using SEL practices which include PBIS as the Framework to promote the social emotional needs of students and the academic success of all students.			
School Theory of Change:	If MLK uses the Caring School SEL Program to address and implement cultural, attendance, discipline, and student leadership, then we will have provided each student monthly cultural family engagements, a resource for chronic absences, and restorative justice practices that honor student's learning.			
Related Goal(s):	By May 2021, we will have implemented 100% of the Caring School curriculum with all students and staff with fidelity of the program. By May 2021, we will reduce the Chronic Absent rate by 10% with a focus on our TK and Kindergarten students. All students build healthy and safe relationships to feel connected and engaged in their learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

1-1	Teachers will use the Caring School curriculum weekly to ensure the SEL component of this goal.	Use Caring School Curriculum school wide as the foundation of the SEL Program to help the school reduce suspensions, conflicts, and attendance.	Lesson plans from the grade level/teachers using the Caring School curriculum.	Chronic Absence rate is 29% currently. We went up from last year, which was 23%. Suspension rate is down from 1.4% to now 2019 - 2020 to 1.6%. The challenges are that families do not respond to the Attendance written notices that are sent to the school regarding their child's attendance. Many parents are in denial regarding their child's behavior at school. Often MLK faces a lot of challenges with parents that curse out staff. Some of those issues have made staff feel unsafe at school.
1-2	All teachers will conduct Community Circles to reinforce SEL strategies for students to feel connected and engaged in learning.	Conduct School wide weekly and monthly assemblies to incentivize students for Perfect, Most Improved, & Academic Growth in F & P, SRI, & Math.	8:30am - 8:45am all classes will conduct Community Circles as evidenced by Walkthroughs and on the Instructional Schedule. Monthly assemblies documented by giving certificates & academic prizes to the students.	
1-3	All teachers will make weekly calls/communication with parent regarding their Attendance, Behavior, & Academic Progress by either using Class Dojo, Talking Points, Google Classroom, and/or grade level/class newsletters.	Conduct weekly Attendance Team Meetings to review the data, reach out to parents, and offer supports to the parents.	Teachers will document calls on a weekly google drive folder. The Attendance Team will have evidence of notes/minutes, SART meeting documentation, agendas, & sign in sheets.	

1-4	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Teachers will do this by Zoom Meetings, Family Engagement Nights, Face to Face Meetings, Parent Teacher Conferences, text messages, and email.	Partner with Community Based Organizations like Oakland Natives Give Back, Children Rising, and Lend a Hand Foundation for support for parents and students in Attendance, Academics, and family supplies.	Family Engagement Meetings - We will have at least one family event a month to engage families. We will have 2 one week Parent Teacher Conference meetings with teachers.	
1-5	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experiences by using Academic Discussions.	Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans .	The COST team will meet bi - weekly to address student behavior & academic referrals from teachers. We will hold SSTs with the parent, student, teachers, and COST to review and discuss a plan of success for the students academically and behaviorally. Leadership will review data and implement MTSS for Chronic Absence, COST, and PBIS to ensure a positive school culture and climate. We will progress monitor our data every 6 weeks to determine effectiveness and make adjustments where needed.	
1-6	Teachers implement weekly community meetings to review and discuss with students the Caring School Model	Provide multi - tiered levels of academic and social emotional supports (MTSS) to all students using a Response to Instruction (RTI) model to accelerate student learning.	Use Talking points, Parent Zoom Conference Meetings, Teacher Conferences, emails, texting, and Parent Newsletters to communicate with parents for engagement and continuity of school priorities.	

1-7	School Culture and Climate leader with the PBIS team will use data informed cycles of inquiry using the Caring School Communities curriculum to lead students in setting and monitoring their own goals and provide individual feedback to students to build agency, motivation, and independence with all students.	School leadership uses academic and culture data from the PBIS Walkthroughs to progress monitor the data to identify focal students, as well as to provide targeted interventions to improve teaching and student learning for all.	Teachers will document calls on a weekly google drive folder. The Attendance Team will have evidence of notes/minutes, SART meeting documentation, agendas, & sign in sheets.	
1-8	Teachers will collaborate with the BACR's After School Program to coordinate student homework, Common Core Assignments, and SEL Caring School curriculum.	Leadership will collaborate and work with BARC After School Program to teach and learn the SEL curriculum.	BACR After School Program Coordinate will coordinate activities and parent engagement meetings that support the Caring School curriculum.	

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Math & Science
School Theory of Change:	If MLK implements instruction in Math based on the Common Core grade level aspects of rigor of the standards, backwards map and to plan and align learning, conduct regular cycles of inquiry to plan instruction, teachers utilize resources in OUSD Math website, Math Core Curriculum Guide and research based strategies like Numbered Talks, 3 Reads, Math/Science workshop, then students will receive aligned, common-core standards based instruction which allows them to master standards. This includes implementing explicit lesson design steps, along with complex tasks that support deeper learning (i.e. collaboration, communication, critical thinking, problem solving and academic mindsets). This addresses the shifts related to focus, coherence, and rigor.
Related Goal(s):	By May 30, 2021, 20% of all 3rd through 5th grade students will achieve "Standards Met" or "Standards Exceeded" as measured by the IAB Math assessment and SBAC in Math. By May 20, 2021, K through 2nd grade students will achieve Above Grade Level and/or At Grade Level on the CEOU Math and district level Math assessments.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Know and understand grade level standards and major focus for math instruction.	Develop Math Standards Institute for grade levels at beginning of the year to unpack the Math and Science Standards.	Students will be able to explain their reasonings in solving math problems and concepts. Students will be able to identify errors and justify their thinking in their Math Journals, exit tickets, workbook, and teacher-created assessments.	SBAC focal students are nearly met students: 3rd grade 18.8%; 4th grade 11.7%; 5th grade 12.5%; These students are receiving Tier 1 supports from their teacher. African American males are the lowest performing students in the school. In ELA, 78% of African American male students on the SBAC are the lowest performing and 52.5% in Math. African American males are the highest percentage of students who are suspended and have the most Universal Referral Forms. 68.4% of the African American male students scored the lowest on the CAST. MLK has not reclassified English Language Learners at the school this 2019 - 2020 school year. Special Education students will also be a focal group so that we can continuously be mainstreaming. There needs to be training for how to bridge the gap on General Education and Special Education.

2-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Use the Teachers Math Planning of the standards and aligned Units of Study as a evidence guide. Teacher created lesson plans to address the needs of groups or individual students.	SBAC ELA 2018 - 2019 Overall Data: 70% of the students have not met the standard. SBAC Math 2018 - 2019 51.9% of the students have not met the standard. SBAC ELA 3rd grade 73.4% of the students did not met the standard; 4th - ELA 63.3% did not meet the standard; 5th - ELA 73.2% did not met the standard. SBAC Math 3rd - 57.6% of the students did not meet the standard; 4th - Math 27.4% of the students did not meet the standard; 5th - Math 70.5% did not meet the standard.
2-3	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	Teacher created assessments in Math & Science. Exit Tickets, quick quizzes, curriculum guide tasks, and other assessments to be determined as needed.	
2-4	Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	Guide teams in backwards planning from standards and using data, including authentic student work, to assess the progress of students towards standards.	Grade level academic plans submitted to the principal. Math discussions and posted anchor charts both procedural and content - specific, as well as the Standards for Mathematical Practice.	

2-5	Implement a lesson design model in math and science, incorporate the mathematical practices: use and connect mathematical practices: use and connect mathematical representations, build procedural fluency and conceptual understanding, support productive struggle.	Coaching-- Observe and provide feedback to teachers, focusing on the student learning outcome and the quality of the task.	Develop and manage data-driven professional learning and assessment plans that improve student learning and teaching practice.	
2-6	Incorporate spiral review and fun Math games while implementing SEL curriculum to review prior knowledge while building culture.	Grade Level PLCs - plan and implement math review, keeping in mind culture routines and procedures.	Math discussions and posted anchor charts both procedural and content specific, as well as the Standards for Mathematical Practice.	
2-7	Participate in weekly grade level meetings to discuss trends in learning/skills needed for mastery and strategies to teach those skills.	Provide time and tools for data analysis during PLCs during the day. Kindergarten to Fifth grade will have PLCs during the day. This is to provide extra PLC planning time in math.	Use an analysis tool for tracking trends and planning to reteach.	
2-8	Implement small group instruction to focus learning for student growth, acceleration and understanding of math concepts and skills.	Create professional learning plan with ILT that includes relevant professional development on small group instruction in Math using the Math Workshop model.	Conduct observation and feedback. Appropriate components for each curriculum, appropriate number of workbooks, correct amount of chromebooks. Allocate time for Math in the professional learning plan for group planning meeting.	

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

School Priority ("Big Rock"):	Reading Complex Texts and Writing with Evidence
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School Theory of Change:	If we use complex, grade level texts in all grades and content areas (science, social studies, & ELA) with quality, standards- aligned instruction using Lucy Calkins reading workshop, text dependent questions, complex text reading (in the form of Close Reading, Interactive Reading & Shared Reading), then students will build independence, and mastery of grade level standards, and show growth as measured by F & P, SRI, and SBAC ELA. If teachers will provide daily writing lesson using the Lucy Calkins Writing Units of Study, then students will show improvement in writing as well as reading as reflected on on-demand writing, SRI, F & P, & SBAC ELA indicators. If students talk about texts using text evidence and academic language, then students will show growth in understanding the complex texts and be able to communicate more effectively in speaking and writing as measured by ELD standards, on-demand writing, SRI, F & P, and SBAC ELA.			
Related Goal(s):	By June 2021, 20% of 3rd - 5th students will meet or exceed standard as measured by the IAB and SBAC ELA. By June 2021, students grade 2nd - 5th grade will show collective growth of 35% as measured by the RI. By June 2021, 50% of K and 1st grade will meet benchmark as measured by the iReady assessments. By June 2021, 80% of the TK students will meet proficiency on reading foundational skills as measured by the SEEDS of Learning assessment. Our goal is to make sure that all of the students show growth measured by the benchmark assessments.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Implement a Readers/Writers Workshop model during part of the ELA block; Guide Reading	Guide teams to collaboratively analyze the content, language, and literacy demands of complex texts and tasks.	One level of growth of reading as measured by F & P & SRI. We will use the data as evidence.	

3-2	Engage students in Academic Discussions and Meaningful Discourse, across content areas, with student-led active voice, peer-to-peer dialog, and metacognition. Use of structures from Jeff Zwiers "Academic Conversations".	Observe and provide feedback to teachers on classroom practice focusing on effective use of the language and literacy teaching practices and the use of equity focused observation tools.	Academic Conferences for teachers after every Assesment.	SBAC ELA 2018 - 2019 Overall Data: 70% of the students have not met the standard. SBAC Math 2018 - 2019 51.9% of the students have not met the standard. SBAC ELA 3rd grade 73.4% of the students did not meet the standard; 4th - ELA 63.3% did not meet the standard; 5th - ELA 73.2% did not meet the standard. SBAC Math 3rd - 57.6% of the students did not meet the standard; 4th - Math 27.4% of the students did not meet the standard; 5th - Math 70.5% did not meet the standard.
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3-3	<p>Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery</p>	<p>Ensure weekly schedules provide a balance of literacy experiences (e.g. guided, independent, shared reading/writing) and designated/integrated ELD.</p>	<p>Common Grade Level Assessments to review the data on performance.</p>	<p>SBAC focal students are nearly met students: 3rd grade 18.8%; 4th grade 11.7%; 5th grade 12.5%; These students are receiving Tier 1 supports from their teacher. African American males are the lowest performing students in the school. In ELA, 78% of African American male students on the SBAC are the lowest performing and 52.5% in Math. African American males are the highest percentage of students who are suspended and have the most Universal Referral Forms. 68.4% of the African American male students scored the lowest on the CAST. MLK has not reclassified English Language Learners at the school this 2019 - 2020 school year. Special Education students will also be a focal group so that we can continuously be mainstreaming. There needs to be training for how to bridge the gap on General Education and Special Education.</p>
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3-4	Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.	Lesson Plans; PLC agendas, notes and tools; walkthroughs; learning walk observations focusing on the instructional core - Collect quantitative and qualitative data including student interviews, as well as formative and benchmark assessment data to monitor school wide literacy growth. Provide targeted interventions using a robust Response to Intervention RTI model by conducting small group instruction using Leveled Literacy Intervention, SIPPS and 1:1 literacy support.	
3-5	Integrate technology through the use of blended and personalized learning platforms (i.e. Freckle, Newsela, ELA, and Imagine Learning) to support mastery - based learning.	Provide ongoing professional development on personalized learning platforms focusing specifically on how to pull and analyze data from the platforms to drive instruction.	PLCs agendas with clear next steps; notes; planning templates and follow up plans. Hire two STIP subs to provide classroom coverage for teachers to collaborate, to conduct peer observations and to conduct inquiry cycles.	

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

School Priority ("Big Rock"):	Results Focused Differentiated Professional Learning & Collaboration
School Theory of Change:	If teachers engage in PLCs weekly focusing on the 4 essential questions, use data to drive their instruction, have coaching support, build capacity through inquiry based Professional Learning, reflect on their practice, analyze student learning, then our teachers and leaders would build collective efficacy and transform results for students.
Related Goal(s):	By June 2021, all grade level teams will have established protocols and systems for teachers collaboration grounded in data based cycles of inquiry in connection with grade level and school priorities for PLCs.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Use Common Formative Assessments on a consistent basis as part of grade level collaboration in all content areas	Display school wide data and achievements in a prominent place and update the data throughout the year	Grade level and individual Academic Conferences to review, discuss, and plan next steps for student learning and instructional strategies.	
4-2	Analyze Common Formative Assessments and adjust instruction to meet the needs of students	Celebrate student achievement through regular (at least monthly) assemblies	Monthly assemblies and certificates to students who have made 1 level or more of growth on any assessment.	
4-3	Ensure that students are aware of the performance expectations on formative assessments and receive timely feedback on their progress	Implement a system for collecting/ documenting, analyzing, reflecting upon and acting upon the data of all district-level assessments	Goal setting forms for every student.	
4-4	Meet with students during class time to set goals and monitor progress towards meeting those goals on a regular basis	Train teams in Assessment Literacy, teams will then analyze data and make instructional decisions during PLCs	Academic Conferences with students by the teachers.	
4-5	Teachers will engage in communities of practice focused on specific instructional areas of growth.	Facilitate PD experiences that empower teacher leaders in communities of practice.	Walkthroughs to identify and celebrate learnings from PD cycles, as well as identify next steps for learning.	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	EL Reclassification
School Theory of Change:	If we focus on the English Learner students who score 1 year below grade level on the SRI and provide targeted intervention and support, then we will be able to reclassify more English Learners.

Related Goal(s):		By June 2021, 20% of English Language Learners will be reclassified as Fluent English proficient. English Language Learners continue to expand their oral language skills and to interact in meaningful ways.		
Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	Ensure at least 30 minutes daily of designated ELD and integrated ELD throughout the day.	Student work	SBAC ELA 2018 - 2019 Overall Data: 70% of the students have not met the standard. SBAC Math 2018 - 2019 51.9% of the students have not met the standard. SBAC ELA 3rd grade 73.4% of the students did not meet the standard; 4th - ELA 63.3% did not meet the standard; 5th - ELA 73.2% did not meet the standard. SBAC Math 3rd - 57.6% of the students did not meet the standard; 4th - Math 27.4% of the students did not meet the standard; 5th - Math 70.5% did not meet the standard.
5-2	Use recommended supplementary materials and move towards lessons derived from content using ELD Framework Practices (e.g. sentence unpacking, text reconstruction).	Provide integrated professional learning and resources which support the teaching of language and literacy across all content areas.	Lesson plans Evidence of routines to build relationships	

5-3	Teachers prepare students to participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Teachers assess students word knowledge using a list of high-frequency words.	Continue to support ELLs with language supports to engage in deeper discussions around the meaning and function of texts. Guide grade level teams to collaboratively analyze the content, cognitive, language and literacy demands of complex texts and tasks.	Academic discussions - Progress monitor monthly using F & P reading foundation assessments using a data tracker in Illuminate data management system. Extension: Ask students if they recognize the work, define, make an association and use it in a sentence.)	
5-4	Teachers utilize questioning strategies (e.g. text dependent questions) that require the use of evidence and elaboration. This also includes the use of GLAD/SDAIE strategies to support integrated ELD.	Provide allocated PLC time to compile ELL strategies. PLCs appoint a lead to create a document with ELL strategies for teachers to reference throughout the lesson/unit.	Evidence of print - rich environment including anchor charts, sentence stems, realia, visual aids, word wall for students to access. Google document created and shared with teachers for reference.	
5-5	100% of classrooms will participate in Close/Shared reading of complex texts with a focus on language features/structures and key vocabulary, to ensure accelerated language and reading growth.	Create full year PD/Coaching Cycle - Hire an elementary newcomer teacher leader to work with ILT and TSA to create professional learning to increase support and proficiency for ELLs.	Essential Practices for ELL Achievement includes (1) Access & Rigor; (2) Designated and Integrated ELD; (3) Data Driven Decisions; (4) Asset Based Approach and (5) Meeting the needs of the Whole Child by leveraging family and community resources.	

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 182

School: Martin Luther King Jr. Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
After School Program usage for extra - curricular activities.	\$88,170	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide multi - tiered levels of academic and social emotional supports (MTSS) to all students using a Response to Instruction (RTI) model to accelerate student learning.	182-1
After School usage to pay the instructional coaches their bi - weekly hourly rates.	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Use Caring School Curriculum school wide as the foundation of the SEL Program to help the school reduce suspensions, conflicts, and attendance.	182-2
This TSA will focus on ELD and Literacy strategies for students who are English Language Learners and students who are far below in reading and math. Small group instruction, Leveled Literacy Intervention, and CEOU Math strategies to help students excel. Also, this TSA will be the Lead for the School Culture & Climate by making sure that the Caring School curriculum is used with fidelity.	\$127,844	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	2047	10-Month Classroom TSA	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	182-3
Children Rising will conduct literacy and Path 2 Math strategies for 2nd and 3rd grade students. This is an organization that will use data to help students achieve proficiency in reading, writing, and Math.	\$6,121	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Use recommended supplementary materials and move towards lessons derived from content using ELD Framework Practices (e.g. sentence unpacking, text reconstruction).	182-4
School site instructional materials will be brought using this funding to support student learning and to aid the teacher with supplies to conduct quality standards based aligned instruction.	\$12,315	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-5
MLK has 3 copiers that need maintenance, toner, and ink to keep them running efficiently. Also, each copier has an agreement that has to be signed because the Smile copiers are on a lease basis.	\$8,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-6

This consultancy is with BACR for the Community Manager position. The Community Manager will engage the teachers, staff, students, parents, and community partners in school site activities, workshops, grants, and planning that is in the best interest of the students.	\$40,000	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. Teachers will do this by Zoom Meetings, Family Engagement Nights, Face to Face Meetings, Parent Teacher Conferences, text messages, and email.	182-7
This funding is for the 4th grade students to attend the Mosaic Field Trip that supports students learning Cooperative Learning skills. Students will also learn SEL strategies that improve their ability to solve problems.	\$4,320	LCFF Concentration	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will use the Caring School curriculum weekly to ensure the SEL component of this goal.	182-8
This is an English Language Learner program that focuses on reading comprehension, inferences, checking for understanding, and word recognition strategies for students to become proficient in reading and writing.	\$10,000	LCFF Concentration	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrate technology through the use of blended and personalized learning platforms (i.e. Freckle, Newsela, ELA, and Imagine Learning) to support mastery - based learning.	182-9
This is the Noon Duty Supervisor that is funded through School Site Funds to support recess and lunch duty.	\$10,573	LCFF Supplemental	2905	Other Classified Salaries	1468	Noon Supervisor	0.30	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Use Caring School Curriculum school wide as the foundation of the SEL Program to help the school reduce suspensions, conflicts, and attendance.	182-10
The Teacher on Special Assignment in this funding source will support in coaching teachers in the Common Core Grade Level Standards, conduct Professional Learning Sessions, help facilitate Professional Learning Communities, progress monitor data to ensure students are growing, and have a daily intervention group using Leveled Literacy Intervention that supports students in Reading and Writing.	\$130,265	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7138	10-Month Classroom TSA	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	182-11
ILT team and Data Tech Leads to contracts and stipends.	\$10,072	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	182-12
This TSA will focus on coaching teachers, conducting small group interventions using the Leveled Literacy Intervention curriculum daily, conduct Professional Learning, support new teachers, help facilitate and plan the PLCs, be apart of the ILT planning, and work with principal on initiatives that support school site learning.	\$71,301	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7794	10-Month Classroom TSA	0.80	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will engage in communities of practice focused on specific instructional areas of growth.	182-13

This is the Noon Duty Supervisor that is funded through School Site Funds to support recess and lunch duty. This is the Noon Duty Supervisor's salary.	\$18,126	General Purpose Discretionary	2905	Other Classified Salaries	987	Noon Supervisor	0.10	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Use Caring School Curriculum school wide as the foundation of the SEL Program to help the school reduce suspensions, conflicts, and attendance.	182-14
This source is to fund the replacement of our student Google Chromebooks.	\$10,000	LCFF Supplemental	4420	Computer < \$5,000	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Integrate technology through the use of blended and personalized learning platforms (i.e. Freckle, Newsela, ELA, and Imagine Learning) to support mastery - based learning.	182-15
This funding will be replaced to be used to fund computers for students and staff.	\$24,302	LCFF Supplemental	5734	School Psychologist	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrate technology through the use of blended and personalized learning platforms (i.e. Freckle, Newsela, ELA, and Imagine Learning) to support mastery - based learning.	182-16
\$35,000 is for Hero, Inc which is an organized recess program that is apart of our school's SEL program to train and coach students to learn cooperative coping skills and conflict resolution skills while on the playground and around the school. \$5,000 dollars is for the principal to be coached to run the school effectively with data, PD, school site conflicts and resolutions to student and staff achievement.	\$40,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	182-17
This is to fund admissions for field trips and buses to attend field trips that expand student learning beyond the classroom.	\$760	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experiences by using Academic Discussions.	182-18
This is to fund Newsela online platform for grades 3rd - 5th that focus on reading comprehension. This program makes students learn predicting, inferences, cause and effect, and making connections that are from the Common Core Standards to improve reading comprehension.	\$10,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrate technology through the use of blended and personalized learning platforms (i.e. Freckle, Newsela, ELA, and Imagine Learning) to support mastery - based learning.	182-19
This is the Library Clerk position that is part time.	\$28,080	Measure G: Library	2205	Classified Support Salaries	7791	Library Clerk	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Meet with students during class time to set goals and monitor progress towards meeting those goals on a regular basis	182-20
This funding source is to fund books for the library. We are going to expand our library with current books that interest the lives of our children.	\$1,621	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-21

This Stip Sub is to fund a Stip Sub that will do small group interventions in Reading using the Leveled Literacy Intervention curriculum. This Stip Sub will also conduct interventions for our English Language Learners using the Systematic ELD program.	\$73,891	Title I: Basic	1105	Certificated Teachers' Salaries	6477	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Use recommended supplementary materials and move towards lessons derived from content using ELD Framework Practices (e.g. sentence unpacking, text reconstruction).	182-22
This Stip Sub is to fund a Stip Sub that will do small group interventions in Reading using the Leveled Literacy Intervention curriculum. This Stip Sub will also conduct interventions for our English Language Learners using the Systematic ELD program.	\$52,862	Title I: Basic	1105	Certificated Teachers' Salaries	981	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	182-23
This funding has been allocated for the SSC to vote. The recommendation is to use this funding for more supplementary materials for our English Language Learners.	\$5,368	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	182-24
This funding is for ST Math - \$3,500.00 dollars that supports students in learning abstract Math. The remaining \$1,500 is for the Math Shelf which is a Math program for TK - Kindergarten students to learn math concepts on a tablet daily for 30 minutes to build Math competency skills.	\$5,000	Title I: Basic	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-25
The SSC will have parents decide how to use this funding for the 2020 - 2021 school year.	\$2,824	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	All teachers will make weekly calls/communication with parent regarding their Attendance, Behavior, & Academic Progress by either using Class Dojo, Talking Points, Google Classroom, and/or grade level/class newsletters.	182-26
This funding will fund Children Rising for their support in tutoring 2nd and 3rd grade students in Reading and the Path 2 Math program for 2nd and 3rd students.	\$8,825	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will engage in communities of practice focused on specific instructional areas of growth.	182-27



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

MARTIN LUTHER KING, JR. ELEMENTARY SCHOOL

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

- Having Mandatory Parent Teacher Conferences.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

- School Site Council Meeting
- Parent Newsletters
- School Website
- Class Dojo in grades 3rd, 4th, & 5th.

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

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

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

- Parent Teacher Conferences.

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Following the OUSD Volunteer Process.

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Providing Parent Workshops.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

- School Site Council Meeting
- SELLS Meetings
- PTS.

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

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

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

- SELLS Meeting.

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

- Monthly Family Engagement Nights with the students.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- Parent Coffee Tea Chat with the Principal monthly.

Adoption

This policy was adopted by the (Martin Luther King, Jr. Elementary) School Site Council on (October 10, 2019) and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Name of Principal: Roma Groves - Waters

Signature of Principal

Date: October 10, 2019

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School - Student-Parent Compact

Martin Luther King, Jr. Elementary School

2019-2020

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

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

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

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

Teachers will teach the Common Core Standards daily.

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

Parent Teacher Conferences

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

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

Report Cards will be sent home every trimester.

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

4) Provide parents reasonable access to staff.

Parents can call, email, and set up an appointment to meet with any staff.

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

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

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

Parent Workshops

Class Dojo helps parents with how to access the work of their child.

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

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

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

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

Teacher Responsibilities

[This section is optional; schools may identify additional responsibilities for teachers.]

Examples:

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

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

Parent Responsibilities

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

- Volunteer in my child's classroom if possible. *At least 10 hours a school year.*
- Participate in decisions related to the education of my child. *Daily*

- Promote positive use of my child's extracurricular time. *[by limiting television watching or video games, ensuring 30 minutes of reading, and promoting regular exercise time.]*
- [Add other responsibilities at school's discretion]

Student Responsibilities

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

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

This Compact was **adopted by the Martin Luther King, Jr. Elementary School on October 10, 2019**, and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, **Part A program on or before October 31, 2019.**

Signature of Principal

Date: August 29, 2019 at Annual Title I Meeting and School Site Council Meeting October 10, 2019



Strategic Resource Planning

2019-2020

School Site Council Membership Roster – Elementary

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

Chairperson : Charlene Adams

Vice Chairperson: Charlene Adams

Secretary: Jennifer Darmstadt - Holm

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Roma Groves-Waters	x			
Jazlynn Lee		x		
James Jacobs		x		
Selina Perera		x		
Penelope Harris			x	
Charlene Adams				x
Toni Hamilton				x
Jennifer Darmstadt - Holm				x
Ropesha Turner				x
Asmeret Abreha				x

Meeting Schedule
(day/month/time)

2nd Thursdays of Every month

SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff

AND

5 Parents/Community
Members