

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	23-1629
Introduction Date	8/9/23
Enactment Number	23-1410
Enactment Date	8/9/2023 os



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for Martin Luther King Jr. Elementary School

**Ask of the Board** Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2023-2024 School Plan for Student Achievement (SPSA) for Martin Luther King Jr. Elementary School



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

## **2023-2024 School Plan for Student Achievement (SPSA)**

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

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: 5/16/2023*

*The District Governing Board approved this revision of the SPSA on: 8/9/2023*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Mike Hutchinson, Board President**

## 2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input checked="" 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          | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant  | <input type="checkbox"/> Early Literacy Support Block Grant      |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                          |  |

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

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

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

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

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|---|

**Signatures:**

Roma Groves-Waters  
Principal

Roma Groves-Waters  
Signature

5/16/2023  
Date

Asmeret Abreha  
SSC Chairperson

Asmeret Abreha  
Signature

5/16/2023  
Date

Leroy Gaines  
Network Superintendent

Leroy Gaines  
Signature

5/25/23  
Date

Lisa Spielman  
Director, Strategic Resource Planning

Lisa Spielman  
Signature

5/25/23  
Date

## 2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/1/2022	Faculty Meeting	Reviewed and discussed the 2023 - 2024 SPSA to add input in Needs Assessment section.
1/6/23	Instructional Leadership Support Meeting	Reviewed and discussed the 2023 - 2024 SPSA to add input in Needs Assessment section and identify sections for Principal only.
1/10/2023	Instructional Leadership Team Meeting	Reviewed and discussed the 2023 - 2024 SPSA to add input in Needs Assessment section.
1/18/2023	Teacher/Staff PD	The ILT lead the teachers in reviewing and giving input on Part 1,Part 2, and Part 3 Strategies & Evidence.
1/23/2023	All Staff Faculty Meeting	The Faculty discussed the SPSA needs assessment and strategies & actions.
1/24/2023	SSC & SELLS	Review the Needs Assessment and Strategies and Action, Enrollment Plan
1/27/2023	TSAs	Reviewed and discussed the strategies of action, and implement appropriate action steps.
2/21/2023	ILT Meeting	Reviewed and added the enrollment promotion plan

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

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

### **Early Childhood Education Program**

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

### **Summer Learning Program**

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

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

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

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

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$130,380.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$563,166.43

### 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)	\$119,250	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$22,080	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,180	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$279,460	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$7,950	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$130,380</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$432,786</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$563,166</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2023-24 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. . 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. The students at Martin Luther King, Jr. Elementary are positioned to navigate academic and social-emotional challenges, everyday.

**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 engaged in academic discourse, writing with evidence, and reading informational texts to prepare them to be college and career ready.

**School Demographics, 2021-22**

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
55.8%	44.3%	29.2%	5.9%	2.1%	1.2%	97.1%	20.4%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
58.4%	12.7%	9.7%	9.7%	0.6%	0.3%	0.6%	2.7%

**1B: STUDENT GOALS & TARGETS**

<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>						
<b>School Goal for College, Career &amp; MLK will focus on 60% of the students reading at and above grade level as Community Readiness: measured by the iReady Reading Assessment and SBAC.</b>						
<b>Early Literacy Measures &amp; Annual Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Outcome</b>	<b>2023-24 Target</b>
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	34.4%	23.4%	<i>not available until Fall 2023</i>	50.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	17.2%	26.2%	<i>not available until Fall 2023</i>	25.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	4.3%	10.7%	<i>not available until Fall 2023</i>	10.0%
<b>English Language Arts Measures &amp; Annual Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Outcome</b>	<b>2023-24 Target</b>
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-97.1	n/a	-108.4	<i>not available until Fall 2023</i>	-77.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	3.7%	4.9%	<i>not available until Fall 2023</i>	10.0%
<b>Mathematics/Science Measures &amp; Annual Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Outcome</b>	<b>2023-24 Target</b>
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-73.6	n/a	-119.0	<i>not available until Fall 2023</i>	-53.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	9.6%	<i>not available until Fall 2023</i>	8.0%
CAST (Science) at or above Standard	All Students	0.0%	n/a	8.5%	<i>not available until Fall 2023</i>	5.0%



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

**School Goal for Targeted Supports for MLK** will reduce the ELA Distance from Standard Met by 50 points for **Focal Student Groups:** African American students as measured by SBAC, iReady ELA assessments, and SIPPS Mastery Tests.

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-171.3	n/a	-150.6	<i>not available until Fall 2023</i>	-149.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-102.3	n/a	-115.3	<i>not available until Fall 2023</i>	-80.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	5.0%	2.9%	<i>not available until Fall 2023</i>	12.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-154.9	n/a	-162.0	<i>not available until Fall 2023</i>	-134.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-73.5	n/a	-131.8	<i>not available until Fall 2023</i>	-53.0

**Reclassification Measures & Annual Targets** *\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	4.3%	0.0%	6.1%	<i>not available until Fall 2023</i>	6.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	<i>not available until Fall 2023</i>	0.0%

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

**School Goal for Student & Family Engagement:** MLK will focus on all families in being connected to the school by providing resources, parent workshops, and weekly parent meetings that support Attendance, Academic Achievement, and School Wellness.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	70.8%	70.2%	77.5%	<i>not available until Fall 2023</i>	75.0%
Out-of-School Suspensions	All Students	1.4%	n/a	3.0%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	African American Students	2.3%	n/a	3.0%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	Special Education Students	0.9%	n/a	3.0%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	33.3%	34.5%	63.6%	<i>not available until Fall 2023</i>	30.0%
Chronic Absenteeism	African American Students	38.0%	45.8%	67.9%	<i>not available until Fall 2023</i>	32.0%

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

**School Goal for High-Quality Staff:** MLK will focus on supporting teachers and staff in being reflective on their practice by providing quality Professional Learning and Professional Learning Communities weekly that support strengthening the academic success of students.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	92.0%	75.7%	78.2%	<i>not available until Fall 2023</i>	90%%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	Every class is using iReady and 3rd - 5th IAB assessments to prepare the students in reading and math.	Teachers agreed to make sure that all students are using iReady regularly and consistently. Parents and students know how to log onto iReady.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Daily Tier 2 Interventions using SIPPS with grades TK - 5th; Early Literacy Tutors to support all grade levels as well as TSAs providing LLI Intervention on Reading Comprehension.	MLK has a strong COST team for student academic and behavior referrals. Creating the Intervention schedules for the teachers has kept our school organized with data on student learning.
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	Weekly Parent Coffee chats with the principal; Quarterly Monthly Family Engagement Activities: Literacy Night, Math Festival, Talent Show, and Attendance Assemblies.	Having a community manager, case manager, after school coordinator, and community based organized have supported the efforts of student & family engagement.
<i>LCAP Goal 4: Staff Supports</i>	Weekly PLCs, Weekly Professional Development, Peer Observations, ILT Team, & School Site committees	The support staff like the TSAs and Stip Subs have made it possible to have organized PLCs & Professional Development.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	There are over 50% of the students who have scored below grade in reading and math.	There was a lot of learning loss during the two years of the pandemic. Students in grades 1st and 2nd grade didn't attend school in person full time.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Students don't come to school daily. Attendance issues and concerns are a challenge because either students are absent or they come to school after 9am, very late for the first intervention.	Over 2 years of learning loss from the Pandemic. Students didn't have the face to face learning that supports them in learning how to read, write, and do the basic skills of learning.
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	Covid 19 and the violent acts nationwide prevented families from wanting to come outside of their homes. Parents preferred to Zoom. There were too many family members getting sick.	The nationwide pandemic caused parents to not come out to meetings. Parents were very clear about not getting sick. Our staff did not want to have in person meetings. We started having Zoom meetings. One of the only reasons that parents would come to the school is if there is something that their children are involved in.

<i>LCAP Goal 4: Staff Supports</i>	Staff absenteeism is a challenge. There are two new curricula that staff are still trying to learn. The curriculum has been tough and demanded extensive preparation. There are many parts to learn, copy, and implement that has stifled the staff from staying on pace.	Staff root causes are about folks individual belief systems regarding how the students learn. Staff have to believe that all students can and will learn. Staff have to communicate weekly with parents. Staff have to plan, prepare, and differentiate instruction for all learners in their classroom. Staff have to come to work consistently to teach the students. 50% of the staff do not come to work consistently.
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**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

MLK has 7 Special Education classes, 1 Resource Specialist Teacher for grades TK - 5th, , 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 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 Absentissm rate has been historically high because of all of the issues that families have with their children's chronic illnesses like asthma. We need a full time nurse. There are a lot of discipline issues at MLK. There are students with a lot of anger issues that need support with counselors. MLK needs more school site counselors and a Restorative Justice Coach to help with the discipline issues at the school. Students need support that will help them regulate their anger. MLK needs a full time Community Manager that will lead with partnerships, COST Team, Attendance Team, and Family Engagements for the school.

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

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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.

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

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

**SPSA Year Reviewed:** 2022-23

**SPSA Link:** [2022-23 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

All the practices mentioned in implementation are performed via collaboration and agreement reached in the biweekly meetings of the ILT. These strategies have become practices adopted by staff and faculty of MLK. The leadership has provided necessary professional development to support teachers in using the SEL program, EL Education and Eureka Math 2. The leadership also provides weekly PLC session time, and teacher planning time to support the extensive planning that the EL Education and Eureka Math 2 curricula require. The lack of coverage for SPED teacher and general teacher absences has impacted the provision of intervention and PLC meeting time. The rain in winter also impacts student and staff absences.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

The data in iReady Reading and Math Diagnostics generally indicates the growth in reading and math among students.

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

There will be an Early Literacy tutor at each grade level to support reading by using Sips program.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
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<p>Extended Contracts for Teachers</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Teachers will provide extra intervention to students below benchmark before or after school to reduce the distance from standards met</p>	<p>Teachers will work with students who cannot read. Teachers will review and go over the basic foundational skills of reading and literacy to support students in reading at and above their grade levels. Based on our data from iReady ELA, iReady Math, and SIPPS, 30% of the students made growth on each of these assessments.</p>	<p>MLK school will continue to support students in Interventions using Leveled Literacy Intervention, ELD, and SIPPS mastery.</p>
<p>Lakeshore Instructional Materials</p>	<p>College/Career Readiness</p>	<p>To help teachers to buy instructional materials to conduct their lessons</p>	<p>Instructional supplies and materials support the staff, students, and teachers in receiving resources that support student achievement. Based on our observance of the teachers with their students, student class participation in the classroom has been boosted by about 70%. Students loved participating in the activities. 100% of the students love the new instructional materials that enhance their learning.</p>	<p>Instructional materials and supplies will be readily available by inventory sheet completion to all student achievement endeavors for teachers and staff to have resources. This is a resource for student achievement.</p>

<p>Intervention Specialist - This is the Intervention Specialist position. The Intervention Specialist will conduct interventions for below basic students in reading. She will also provide newcomers ELD and other ELLs ELD lessons. The curriculum the STIP sub will use are Systematic ELD kits and Leveled Literacy Intervention. We will use the data from these platforms to see the growth and development of the ELD (for reclassification) and students who are 2 or more reading levels below.</p>	<p>ELL Reclassification</p>	<p>This Intervention Specialist will provide Newcomers English Language acquisition class and ELLs ELD classes. Her focus is to support as many ELLs as possible to get reclassified to be proficient in English. She also provides reading intervention as iReady Reading diagnostic is used as one of the determining factors to be reclassified. She is also the ELPAC test examiner so she can have first hand information about the trend and how students are doing in summative ELPAC.</p>	<p>The STIP Sub was able to pull some students from time to time to provide reading intervention. What was not working was that she did not help with summative ELPAC as she served as a long term sub for an SDC class when the teacher resigned in the middle of the school year and no OUSD substitutes picked up the job. Before that, the STIP Sub was requested to cover classes all the time as no other OUSD substitutes came even though most teacher absences had been recorded days and weeks ahead of time.</p>	<p>We believe that the Intervention Specialist position is necessary as she will help reclassify more ELLs as we had only reclassified a few students for the last few school years. She is also needed to provide reading intervention to students as over 50% of MLK students are not reading at grade level.</p>
<p>Contracted Translation Services</p>	<p>ELL Reclassification</p>	<p>To help support parents in language support</p>	<p>Having translation services support the families that need this resource for understanding their children's education. Based on principal observation, providing translation has increased the number of parents that can attend parent engagement opportunities.</p>	<p>This is a resource for families and staff to be able to communicate effectively.</p>
<p>Educational Field Trips</p>	<p>Student Connectedness to School</p>	<p>To engage and support students in learning outside of the classroom.</p>	<p>Students like to see and do hands on activities. This gives students the opportunity to learn outside of the classroom. Teachers have noticed an increase in engagement from student during instruction and a decrease in absenteeism overall as a result from field trips.</p>	<p>We will continue to support students in learning outside of the classroom and in the bay area so that they are exposed to other learning opportunities that supplement their education.</p>

Assemblies	Student Connectedness to School	To engage students in learning from outside agencies that support student learning beyond the classroom.	The assemblies will be about cultural relevant pedagogy that support student achievement. Teachers have noticed an increase in engagement from student during instruction and a decrease in absenteeism overall as a result from assemblies.	The assemblies supplement student achievement by adding student participation and support in the arts.
Parent Professional Development	Parent Engagement	To help parents understand the curriculum and acquire parenting skills to support students' academic and social emotional well-being.	Professional development sessions have been organized for parents based on their needs to support students and families. Parents that attend professional development have participated more in school activities and have a more connection with teachers.	This is a resource to support families and students so students can be fully supported in all aspects of life.
Intervention Specialist - continued from above	SBAC ELA Distance from Standard Met	This Intervention Specialist will provide reading and math intervention to support students to close the distance from Standards met in SBAC ELA and Math.	The Intervention Specialist will work with students who cannot read or below grade level in math. The Specialist reviews and goes over the basic foundational skills of reading and literacy to support students in reading at and above their grade levels. The Specialist uses Do the Math program for math intervention. Based on our data from iReady ELA, iReady Math, and SIPPS, 30% of the students made growth on each of these assessments.	MLK school will continue to support students in Interventions using Leveled Literacy Intervention, ELD, and SIPPS mastery.



**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

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

**School ID:** 182

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:** 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.

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

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	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.	learning objectives and standards posted; unpacking standards and their expected progression; teacher-guided questions promoting the standards of mathematical practice	MLK will focus on 60% of the students reading at and above grade level as measured by the iReady Reading Assessment and SBAC.	Tier 1

1-2	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.	small group instruction; use of math manipulatives based on needs; sentence frames; anchor charts; heterogenous grouping; IReady suggested groups, language support; talking tool	MLK will focus on supporting teachers and staff in being reflective on their practice by providing quality Professional Learning and Professional Learning Communities weekly that support strengthening the academic success of students.	Tier 2
1-3	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	exit tickets; teacher generated assessment; peer-to-peer tutoring; data conferences; addressing multiple levels of achievement; adjusting small group instruction based on performance (data dives); topic tests; cold calls/equity sticks	MLK will focus on supporting teachers and staff in being reflective on their practice by providing quality Professional Learning and Professional Learning Communities weekly that support strengthening the academic success of students.	Tier 1
1-4	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.	progress reports; data conference sheets; BOY & MOY data report and report cards; student action plans	MLK will focus on supporting teachers and staff in being reflective on their practice by providing quality Professional Learning and Professional Learning Communities weekly that support strengthening the academic success of students.	Tier 1

1-5	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.	teach Eureka Math/FOSS with fidelity; PLC lesson study design with unpacking lesson, teacher observation , peer observation	MLK will focus on supporting teachers and staff in being reflective on their practice by providing quality Professional Learning and Professional Learning Communities weekly that support strengthening the academic success of students.	Tier 1
1-6	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.	Weekly PLC Notes in the Google Drive; Wed PD; grade level meetings	MLK will focus on supporting teachers and staff in being reflective on their practice by providing quality Professional Learning and Professional Learning Communities weekly that support strengthening the academic success of students.	Tier 1
1-7	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.	Data Analysis with identified groupings and focal students; iReady groupings; small groups; heterogenous groupings	MLK will focus on 60% of the students reading at and above grade level as measured by the iReady Reading Assessment and SBAC.	Tier 2

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

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Implement a Readers/Writers ALL Block/Lab model during part of the ELA block; Guided Reading; K-2 teachers teach SIPPS with fidelity and monitor progress with SIPPS Mastery Tests.	Guide teams to collaboratively analyze the content, language, and literacy demands of complex texts and tasks.	teacher guided ALL Block instruction; independent ALL Block student tasks (reading, research, writing); AIR; SIPPS groups; student work; literacy center in the classroom	MLK will focus on 60% of the students reading at and above grade level as measured by the iReady Reading Assessment and SBAC.	Tier 1
2-2	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.	talking tools; sentence frames; conservation cues; turn and talks; TPT; check for understanding	MLK will focus on 60% of the students reading at and above grade level as measured by the iReady Reading Assessment and SBAC.	Tier 1

2-3	Integrate technology through the use of blended and personalized learning platforms (i.e. i-Ready,, Newsela, Epic, SORA, Imagine Learning and Brain POP ELL.)	Provide ongoing professional development on personalized learning platforms focusing specifically on how to pull and analyze data from the platforms to drive instruction.	Assigned whole class/targeted lessons on iReady; Data usage on learning sites; learning paths	MLK will focus on 60% of the students reading at and above grade level as measured by the iReady Reading Assessment and SBAC.	Tier 1
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Priority:</b>	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.
<b>School Theory of Change:</b>	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.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers will use the Caring School Curriculum weekly to ensure the SEL component of this goal. Teachers implement explicit instruction that focuses on emotional competencies that connect across students' identity, experience, and is inclusive of student voice.	Use Caring School Curriculum school wide as a the foundation of the SEL program to help the school reduce suspensions, conflicts and attendance.	Peace/calm down corner in each classroom, (Peace Path on playground-check if repainted), Buddy classroom passes for students, Reflection sheet for students to use in buddy class, classroom norms, classroom incentives.	The school will focus on supporting students with their SEL Curriculum.	Tier 1
3-2	All teachers will conduct Community Circles to reinforce SEL strategies for students to feel engaged and connected in learning.	Conduct school wide weekly and monthly assemblies to incentivize students for Perfect, Most Improved and Academic Growth in i-Ready, SRI and Math.	Implement circles two or more times per week after breakfast or lunch.	The school will make sure that all classes are practicing mindfulness.	Tier 1

3-3	All teachers will make monthly calls/communication with parent regarding their Attendance, Behavior, & Academic Progress by either using Class Dojo, Parent Square, 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.	One PD/PLC monthly designated for teachers to communicate with parents, classroom newsletters, Parent Square messaging	MLK will focus on all families in being connected to the school by providing resources, parent workshops, and weekly parent meetings that support Attendance, Academic Achievement, and School Wellness.	Tier 1
3-4	Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	Partner with Community Based Organizations like BACR Afterschool Program, Oakland Natives Give Back, Children Rising, and Lend a Hand Foundation for support for parents and students in Attendance, Academics, and family supplies.	Teachers will do this by Zoom Meetings, Family Engagement Nights, Face to Face Meetings, Parent Teacher Conferences, progress reports, text messages, and email.	MLK will focus on all families in being connected to the school by providing resources, parent workshops, and weekly parent meetings that support Attendance, Academic Achievement, and School Wellness.	Tier 1
3-5	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 .	Teachers implement curriculum provided by district to support teaching SEL and inclusion, sentence frames for academic discussions.	MLK will focus on all families in being connected to the school by providing resources, parent workshops, and weekly parent meetings that support Attendance, Academic Achievement, and School Wellness.	Tier 1
3-6	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.	Community circle/morning meetings.	MLK will focus on all families in being connected to the school by providing resources, parent workshops, and weekly parent meetings that support Attendance, Academic Achievement, and School Wellness.	Tier 1

3-7	Community Assistant Bilingual Liaison to support parents in Arabic and Spanish to support parents with school site information. School Culture and Climate leader with the PBIS team will use data informed cycles of inquiry using the Caring School Communities curriculum to lead students in setting and monitoring their own goals and provide individual feedback to students to build agency, motivation, and independence with all students.	School leadership uses academic and culture data from the PBIS Walkthroughs to progress monitor the data to identify focal students, as well as to provide targeted interventions to improve teaching and student learning for all.	Consistent language for problem solving. Restorative procedures for conflict. Morning meeting/community circle in every class. School wide behavior system/reward	MLK will focus on all families in being connected to the school by providing resources, parent workshops, and weekly parent meetings that support Attendance, Academic Achievement, and School Wellness.	Tier 1
3-8	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.	Meetings with ASP teachers. Share materials. Informal check-ins.	MLK will focus on all families in being connected to the school by providing resources, parent workshops, and weekly parent meetings that support Attendance, Academic Achievement, and School Wellness.	Tier 1

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>	
<b>School Priority:</b>	Results Focused Differentiated Professional Learning & Collaboration
<b>School Theory of Change:</b>	If teachers engage in PLCs weekly focusing on the 4 essential questions, use data to drive their instruction, have coaching support, build capacity through inquiry based Professional Learning, reflect on their practice, analyze student learning, then our teachers and leaders would build collective efficacy and transform results for students.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Use Common Formative Assessments on a consistent basis as part of grade level collaboration in all content areas	Display school wide data and achievements in a prominent place and update the data throughout the year	Complete curriculum embedded assessments in Eureka Math and EL ED. iReady Assessments	MLK will focus on supporting teachers and staff in being reflective on their practice by providing quality Professional Learning and Professional Learning Communities weekly that support strengthening the academic success of students.	Tier 1
4-2	Analyze Common Formative Assessments and adjust instruction to meet the needs of students	Celebrate student achievement through regular (at least monthly) assemblies	PLCs. Create and adjust small groups. Adjust pacing. Supplement curriculum	MLK will focus on supporting teachers and staff in being reflective on their practice by providing quality Professional Learning and Professional Learning Communities weekly that support strengthening the academic success of students.	Tier 1
4-3	Ensure that students are aware of the performance expectations on formative assessments and receive timely feedback on their progress	Implement a system for collecting/documenting, analyzing, reflecting upon and acting upon the data of all district-level assessments	Student conferences. Use of rubrics. Whole class discussions. Relate to end of year standards.	MLK will focus on supporting teachers and staff in being reflective on their practice by providing quality Professional Learning and Professional Learning Communities weekly that support strengthening the academic success of students.	Tier 1



4-4	Meet with students during class time to set goals and monitor progress towards meeting those goals on a regular basis	Train teams in Assessment Literacy, teams will then analyze data and make instructional decisions during PLCs.	Student conferences. Reflections embedded in EL Education. iReady reflections	MLK will focus on supporting teachers and staff in being reflective on their practice by providing quality Professional Learning and Professional Learning Communities weekly that support strengthening the academic success of students.	Tier 1
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**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	Use reading instructional strategies to support black students in growing 1 level or more as measured by iReady in Reading and Math
<b>School Theory of Change:</b>	If ELA teachers create a culture of academic courage and use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students... then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for stall related to anti-racism and implicit bias	Classroom environment created to reflect student body diversity and cultral competency. Have an accurate depiction of history .	MLK will focus on 60% of the students reading at and above grade level as measured by the iReady Reading Assessment and SBAC.	Tier 1

5-2	Teachers progress monitor the learning of AA students towards meeting the learning target.	Provide professional development on high leverage teaching strategies	Teacher to student conferences. Weekly assessments. Self-reflection.	MLK will reduce the ELA Distance from Standard Met by 50 points for African American students as measured by SBAC, iReady ELA assessments, and SIPPS Mastery Tests.	Tier 2
5-3	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies	Parent teacher conferences in setting individualized and attainable goals for AA students to improve their attendance, performance, and overall achievement in all areas.	MLK will focus on 60% of the students reading at and above grade level as measured by the iReady Reading Assessment and SBAC.	Tier 2
5-4	Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled.	Parent square messages and updates. Calls and emails.	MLK will focus on all families in being connected to the school by providing resources, parent workshops, and weekly parent meetings that support Attendance, Academic Achievement, and School Wellness.	Tier 1

## CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

<b>School Priority:</b>	EL Reclassification
<b>School Theory of Change:</b>	If we focus on the English Learner students who score 1 year below grade level on the SRI and provide targeted intervention and support, then we will be able to reclassify more English Learners.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	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.	Designated English Language Development schedules, lesson planning during PLCs and peer observation. Learning walks and observations	MLK will focus on 60% of the students reading at and above grade level as measured by the iReady Reading Assessment and SBAC.	Tier 1
6-2	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.	Sentence unpacking. Language dives, and other integrated talking tools in EL Ed curriculum	MLK will reduce the ELA Distance from Standard Met by 50 points for AfricanAmerican students as measured by SBAC, iReady ELA assessments, and SIPPS Mastery Tests.	Tier 1
6-3	Teachers prepare students to participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Teachers assess students' word knowledge using a list of high-frequency words.	Continue to support ELLs with language supports to engage in deeper discussions around the meaning and function texts. Guide grade level teams to collaboratively analyze the content, cognitive, language and literacy demands of complex texts and tasks.	Word wall. Discussion prompts. Sentence starters. Anchor charts. Norms for discussions. Hand signals. Think-Pair-Share. Number talks. Variety of speaking routines.	MLK will focus on supporting teachers and staff in being reflective on their practice by providing quality Professional Learning and Professional Learning Communities weekly that support strengthening the academic success of students.	Tier 1

6-4	Teachers utilize questioning strategies (e.g. text dependent questions) that require the use of evidence and elaboration. This also includes the use of GLAD/SADIE strategies to support integrated ELD.	Provide allocated PLC time to compile ELL strategies. PLCs appoint a lead to create a document with ELL strategies for teachers to reference throughout the lesson/unit.	Anchor charts. RACE/RACER.	MLK will focus on supporting teachers and staff in being reflective on their practice by providing quality Professional Learning and Professional Learning Communities weekly that support strengthening the academic success of students.	Tier 2
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PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
afterschool Contract over \$25K	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement small group instruction to focus learning for student growth, acceleration and understanding of math concepts and skills.	182-1
Afterschool Contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement small group instruction to focus learning for student growth, acceleration and understanding of math concepts and skills.	182-2
Restorative Justice Facilitator	\$135,185	California Community Schools Partnership Program	2205	Classified Support Salaries	New	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will use the Caring School Curriculum weekly to ensure the SEL component of this goal. Teachers implement explicit instruction that focuses on emotional competencies that connect across students' identity, experience, and is inclusive of student voice.	182-3
Family/Parent Liaison, Bilingual	\$63,068	California Community Schools Partnership Program	2405	Clerical Salaries	New	Family/Parent Liaison, Bilingual	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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".	182-4
Case Manager	\$113,155	California Community Schools Partnership Program	2405	Clerical Salaries	7792	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	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".	182-5
Supplies	\$13,592	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Math at or above Mid-Grade	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	182-6

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
BACR Contract for CSM	\$40,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will collaborate with the BACR's After School Program to coordinate student homework, Common Core Assignments, and SEL Caring School curriculum.	182-7
Heroes Contract	\$40,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Use Caring School Curriculum school wide as a the foundation of the SEL program to help the school reduce suspensions, conflicts and attendance.	182-8
Teacher Extended Time	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Reading Inventory (RI) Growth of One Year or More	Teachers progress monitor the learning of AA students towards meeting the learning target.	182-9
STIP Teacher	\$102,823	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	6477	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	182-10
Early Literacy Tutor	\$30,533	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8018	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement a Readers/Writers ALL Block/Lab model during part of the ELA block; Guided Reading; K-2 teachers teach SIPPS with fidelity and monitor progress with SIPPS Mastery Tests.	182-11
Early Literacy Tutor	\$32,009	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8016	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement a Readers/Writers ALL Block/Lab model during part of the ELA block; Guided Reading; K-2 teachers teach SIPPS with fidelity and monitor progress with SIPPS Mastery Tests.	182-12
Early Literacy Tutor	\$32,009	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8017	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement a Readers/Writers ALL Block/Lab model during part of the ELA block; Guided Reading; K-2 teachers teach SIPPS with fidelity and monitor progress with SIPPS Mastery Tests.	182-13

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
School Supplies	\$9,340	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-14
copy machine	\$12,740	LCFF Discretionary	6425	Duplicat Equipment >= \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	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.	182-15
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$13,828	LCFF Supplemental	1105	Certificated Teachers' Salaries	4270	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Implement a Readers/Writers ALL Block/Lab model during part of the ELA block; Guided Reading; K-2 teachers teach SIPPS with fidelity and monitor progress with SIPPSS Mastery Tests.	182-16
STIP Teacher	\$75,899	LCFF Supplemental	1105	Certificated Teachers' Salaries	981	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	182-17
10-Month Classroom Teacher on Special Assignment (TSA)	\$15,761	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9222	10-Month Classroom Teacher on Special Assignment (TSA)	0.10	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	182-18
10-Month Classroom Teacher on Special Assignment (TSA)	\$53,848	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7138	10-Month Classroom Teacher on Special Assignment (TSA)	0.40	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Integrate ELD into all Content areas focused on skills students need to engage in the rigors of the core content	182-19

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher Extended Time	\$14,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Teachers progress monitor the learning of AA students towards meeting the learning target.	182-20
Family/Parent Liaison, Bilingual	\$21,023	LCFF Supplemental	2405	Clerical Salaries	New	Family/Parent Liaison, Bilingual	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Community Assistant Bilingual Liaison to support parents in Arabic and Spanish to support parents with school site information. School Culture and Climate leader with the PBIS team will use data informed cycles of inquiry using the Caring School Communities curriculum to lead students in setting and monitoring their own goals and provide individual feedback to students to build agency, motivation, and independence with all students.	182-21
Noon Supervisor	\$15,854	LCFF Supplemental	2905	Other Classified Salaries	8591	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will use the Caring School Curriculum weekly to ensure the SEL component of this goal. Teachers implement explicit instruction that focuses on emotional competencies that connect across students' identity, experience, and is inclusive of student voice.	182-22
Noon Supervisor	\$18,898	LCFF Supplemental	2905	Other Classified Salaries	New	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will use the Caring School Curriculum weekly to ensure the SEL component of this goal. Teachers implement explicit instruction that focuses on emotional competencies that connect across students' identity, experience, and is inclusive of student voice.	182-23
Supplies	\$7,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Provide quality resources and supplies for all students to learn and show growth daily on their assessments.	182-24



PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Diablo Ballet Contract	\$5,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	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.	182-25
Excel Consulting / Coaching	\$12,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	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.	182-26
Children Rising Contract	\$15,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Implement small group instruction to focus learning for student growth, acceleration and understanding of reading and math skills.	182-27
Field Trips admission fees	\$2,000	LCFF Supplemental	5829	Admission Fees	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	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".	182-28
Tech Licenses	\$3,500	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Implement a lesson design model in math and science, incorporate the mathematical practices: use and connect mathematical practices: use and connect mathematical representations, build procedural fluency and conceptual understanding, support productive struggle.	182-29

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Field trip Buses	\$5,849	LCFF Supplemental	5880	Transportation (Contracted)	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-30
10-Month Classroom Teacher on Special Assignment (TSA)	\$141,851	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	9222	10-Month Classroom Teacher on Special Assignment (TSA)	0.90	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-31
Instructional Books	\$4,799	Literacy Coaches & Reading Specialists Grant	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	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".	182-32
Library Technician	\$89,029	Measure G, Library Support	2205	Classified Support Salaries	8550	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	The Library Tech will make sure that all students read the themes of books to educate students on diversity and inclusion of book authors and titles.	182-33
Contract	\$16,800	Preschool Support Budget	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-34
Early Literacy Tutor	\$4,362	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8018	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Implement small group instruction to focus learning for student growth, acceleration and understanding of reading comprehension skills.	182-35

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$4,573	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8016	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Implement small group instruction to focus learning for student growth, acceleration and understanding of reading comprehension skills.	182-36
Early Literacy Tutor	\$4,573	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8017	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Implement small group instruction to focus learning for student growth, acceleration and understanding of reading comprehension skills.	182-37
Early Literacy Tutor	\$33,246	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8095	Early Literacy Tutor	0.80	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Implement a Readers/Writers ALL Block/Lab model during part of the ELA block; Guided Reading; K-2 teachers teach SIPPS with fidelity and monitor progress with SIPPS Mastery Tests.	182-38
Conferences	\$1,590	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	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.	182-39
Professional Development	\$1,590	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	182-40
STIP Teacher	\$83,169	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Growth of One Year or More	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-41
10-Month Classroom Teacher on Special Assignment (TSA)	\$26,924	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7138	10-Month Classroom Teacher on Special Assignment (TSA)	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	182-42

**PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2023.	\$9,156	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	To support parents in being an integral part of the school site by working and volunteering in their classrooms, understanding the curriculum, and supporting their children's growth.	182-43
Assemblies	\$2,650	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	School Culture & Climate	Engaging students in meaningful learning that promotes positive behavior.	182-44
Field Trips admission fees	\$2,650	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will use the Caring School Curriculum weekly to ensure the SEL component of this goal. Teachers implement explicit instruction that focuses on emotional competencies that connect across students' identity, experience, and is inclusive of student voice.	182-45
Field trip Buses	\$2,650	Title IV, Part A Student Support & Academic Enrichment	5880	Transportation (Contracted)	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	182-46



**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.*

*2022 - 2023 School Parent and Family Engagement Policy*

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

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

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

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

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

- Annual Title I Meeting
- Parent Teacher Conferences twice a Year
- Parent Workshops once a month
- School Site Council Meetings
- SELLS Meetings
- Bi - Monthly Principal Meetings with Parents

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

- Having Mandatory Parent Teacher Conferences

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

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

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

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

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

- Flyers by email, Parent Square, & School Messenger
- Robo Call
- Text messaging - Talking Points
- Emailing Parents

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

- Parent-Teacher Conferences.
- Parent Conferences virtually.
- Phone calls
- Emails

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 on the value of parent contributions, and how to work with parents as equal partners by:

- **Parent-Teacher Conferences**
- **PTA Meetings work in progress**
- **Principal Meetings on Zoom.**

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**
- **PTA**

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 Meetings on Zoom.

**Adoption**

This policy was adopted by (Martin Luther King, Jr. Elementary) and will be in effect for the period of August 25, 2022 - May 26, 2023.

**The school will distribute this policy to all parents by Parent Square.**

**Signature of Principal**

*Mrs. Roma Groves - Waters*

**Date: August 25, 2022**

*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**

### **2022 - 2023**

*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 2022 - 2023 school year.*

#### **School Responsibilities**

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

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

**Teachers will teach the Common Core Standards daily.**

**Provide Quality Learning to all students using the district curriculum**

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

**Parent Teacher Conferences**

**Provide weekly feedback to parents virtually regarding the students work**

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

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

**Report Cards will be sent home every trimester.**

Parent Teachers Conferences are mandatory for all Report Cards except the last one in May 2021.

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

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

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

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

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

### Parent Workshops

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

### Principal Parent bi-weekly meetings

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

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

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

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

### Teacher Responsibilities

*Teachers will respond to parents within 24 hours. Teachers will call, text, and email parents. Teachers will set up virtual meetings to address parent and student concerns. Teachers will make sure that all students are fully engaged in learning, showing evidence of student work.*

*Examples:*

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

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

### **Parent Responsibilities**

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

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

### **Student Responsibilities**

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

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

This Compact was **adopted by Martin Luther King, Jr. Elementary School on August 25, 2022,** and will be in effect for the period of August 25, 2022, to May 26, 2023.

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, 2022.**

**Signature of Principal**

*Mrs. Roma Groves - Waters*

**Date: August 25, 2022, at Annual Title I Meeting.**

Martin Luther King, Jr. Elementary School

Strategic Resource Planning (SRP)



OAKLAND UNIFIED SCHOOL DISTRICT  
Community Schools, Thriving Students

**Template ELEMENTARY SCHOOL**

**School Site Council Membership Roster**

**MLK SSC Roster 2022 - 2023**

**SSC - Officers**

Chairperson:	Asmeret Abreha
Vice Chairperson:	Jason Joseph
Secretary:	Jen Darmstadt - Holm

**SSC - Members** *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Roma Groves - Waters	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cindy Hukill	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
James Jacobs, II	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Jason Joseph	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Regina Brooks - Day	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Jen Darmstadt - Holm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Asmeret Abreha	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Nawal Alabd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Gamalah Munassar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Naja Munassar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	1st Thursdays of the month at 4:30pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

