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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 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 2024-2025 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)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Martin Luther King Jr. Elementary School

## 2024-25 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 type="checkbox"/> Additional Targeted Support & Improvement                 | <input checked="" type="checkbox"/> 21st Century Community Learning Centers          |
| <input type="checkbox"/> Title I Targeted Assistance Program                        | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier            | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>   |

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 § 6500.
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:** 4/25/2024

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

- Flyers in students' home languages     
  Announcement at a public meeting     
  Other (notices, ParentSquare blasts, etc.)

**Signatures:**

Roma Groves-Waters <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	<i>Roma Groves - Waters</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	4/25/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date
Racquel Payton <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	<i>Racquel Payton</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	4/25/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/22/24 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/22/24 <hr style="border: 0; border-top: 1px solid black;"/> Date



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

## 2024-25 School Plan for Student Achievement (SPSA)

**School:** Martin Luther King Jr. Elementary School  
**CDS Code:** 1612596072235  
**Principal:** Roma Groves-Waters  
**Date of this revision:** 4/25/2024

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: 4/25/2024*

*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Benjamin "Sam" Davis, Board President**

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/21/2024	ILT	Reviewed, discussed, and planned out the teacher goals and actions for the academic focus of the school.
1/30/2024	SSC	Reviewed and discussed the needs assessment and the budget.
2/2/2024	TSA	Reviewed and placed the data in the needs assessment to review with the parents.
2/14/2024	Classified Staff	Reviewed and discussed the needs assessment and the budget and the SPSA.
2/21/2024	ILT	Reviewed and discussed Part 3 and wrote out the action strategies
3/11/2024	Faculty Mtg.	Review of Part 3
3/14/2024		
4/25/2024		

## 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.

### **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.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$276,991.00
Total Federal Funds Provided to the School from the LEA for CSI	see FTE award
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,013,511.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$112,320	LCFF Discretionary (General Purpose Discretionary #0000)	\$16,500
Title I, Part A Parent & Family Engagement (Title I #3010)	\$3,120	LCFF Supplemental (LCFF Supplemental #0002)	\$217,350
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$153,751	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$7,800	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	see FTE award	California Community Schools Partnership Program (CCSPP #6332)	\$305,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$65,187
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$276,991</b>		<b>\$736,520</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,013,511.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

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

**School ID: 182**

**CDS Code: 1612596072235**

**SSC Approval Date: 4/25/2024**

**Board Approval Date: 8/14/2024**

**School Mission and Vision**

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

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

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

Not yet available

for the following groups:

to be populated once CSI list is released

The purpose of this plan is to explain the dynamics of the structures and systems in place at Martin Luther King, Jr. Elementary School that support student learning. The SPSA will explain the academic, behavioral, attendance, and structures that support teacher and student learning at the school site. Our goal is to make sure that we have interventions in place that support how we help students in learning. The plan will explain how we academically support every Special Education student, English Language Learner, and subgroups in learning everything they need to matriculate through the curriculum successfully. This plan will support our how teachers will be trained and supported in implementing the instruction needed to teach all of the students in the school.

**Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)**

The resource inequities at Martin Luther King, Jr. are based on the socially economic disadvantages that are derived from the community in which the students live. 97% of the students are on free and reduced lunch. Over 60% of the families are on some type of aid from the government. This doesn't give many of the families resources to adequately support the number of their children with food and clothes. There is about 15% of the students who are unhoused. The families need support in receiving housing that they can sustain and afford. As far as in the school, we have eradicated the inequalities on curriculum, materials, and supplies. Our goal is to support the families with the inequalities outside of the school site that are effecting the student's academic growth.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.5%	52.7%	8.7%	0.0%	13.0%	16.4%	95.7%	25.4%	1.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.6%	6.3%	6.6%	0.0%	0.3%	0.9%	94.8%	4.0%	79.7%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	75% of the students reading and writing on grade level as measured by iReady, SBAC, & teacher assessments. The goal is for students to show growth in each and every area of reading measured by Dibels, SIPPS, iReady ELA & Math, and teacher embedded assessments.
<b>Identified School Need:</b>	Every student in interventions that support reading on grade level. This will include SIPPS and Dibels instruction in TK - 2nd grade. Identified 3rd - 5th grade students will receive SIPPS for supplemental reading instruction. Students will work with Early Literacy Tutors for support in small group instruction. Teachers using iReady daily to support students in learning and practice comprehension skills.

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	22.0%	not available until fall 2024	not available until fall 2025	40.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	6.5%	not available until fall 2024	not available until fall 2025	20.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	50.0%	not available until fall 2024	not available until fall 2025	75.0%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-110.9	not available until fall 2024	not available until fall 2025	-50.0



Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	43.7%	not available until fall 2024	not available until fall 2025	65.0%
<b>Mathematics/Science Measures &amp; Targets</b>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-96.6	not available until fall 2024	not available until fall 2025	-50.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	12.6%	not available until fall 2024	not available until fall 2025	25.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	8.5%	not available until fall 2024	not available until fall 2025	20.0%

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

<b>School Goal:</b>	50% of the ELLs and African American male students will demonstrate one or more levels of accelerated growth as measured in iReady Reading & Math, SBAC ELA & Math, and teacher embedded assessments that show evidence of student growth and learning. MLK will reduce the ELA Distance from Standard Met by 25 points for African American male students and ELLs...
<b>Identified School Need:</b>	43% of the ELLs and African American male students are far below grade level in reading and math.

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-196.2	not available until fall 2024	not available until fall 2025	-150.0
SBAC ELA Distance from Standard Met	English Learners	-107.8	not available until fall 2024	not available until fall 2025	-80.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	69.6%	not available until fall 2024	not available until fall 2025	-45.0
SBAC Math Distance from Standard Met	Special Education Students	-193.4	not available until fall 2024	not available until fall 2025	-150.0
SBAC Math Distance from Standard Met	African American Students	-113.1	not available until fall 2024	not available until fall 2025	-85.0

Reclassification Measures & Targets <i>*Complete <a href="#">Part 1 of ELD Reflection</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	8.6%	not available until fall 2024	not available until fall 2025	20.0%
LTEL Reclassification	Long-Term English Learners	50.0%	not available until fall 2024	not available until fall 2025	65.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
<b>School Goal:</b>	MLK will engage, welcome, and support a safe and healthy school environment with 100% of the families as measured by the CHKS survey, family engagement nights, parent coffee chats, and parent meetings, parent workshops, and parents volunteering to support the academic success of their children. The goal is to have 100% of the parents fully engaged in the school by volunteering in the classrooms, participating in Parent Teacher Conferences, and the curriculum to support student learning and growth in reading and math.				
<b>Identified School Need:</b>	100% of the parents actively participate in school site activities.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	71.1%	not available until fall 2024	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	2.6%	not available until fall 2024	not available until fall 2025	1.0%
Out-of-School Suspensions	African American Students	3.8%	not available until fall 2024	not available until fall 2025	1.0%
Out-of-School Suspensions	Special Education Students	2.6%	not available until fall 2024	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	83.6%	not available until fall 2024	not available until fall 2025	65.0%
Chronic Absenteeism	African American Students	83.7%	not available until fall 2024	not available until fall 2025	63.0%

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>					
<b>School Goal:</b>	100% of the teachers will be certificated, trained, coached, and focused on student achievement. 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.				
<b>Identified School Need:</b>	30% of the teaching staff is working on or does not have their clear teaching credential.				
<b>Measure</b>	<b>Target Staff Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
One-Year School Teacher Retention Rate	All Teachers	78.4%	not available until fall 2024	not available until fall 2025	85.0%

<b>1C: STRENGTHS &amp; CHALLENGES</b>		
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1:</i>	<i>75% of the students reading and writing on grade level as measured by iReady, SBAC, &amp; teacher assessments. The goal is for students to show growth in each and every area of reading measured by Dibels, SIPPS, iReady ELA &amp; Math, and teacher embedded assessments.</i>	<i>Schoolwide Progress to Annual Typical Growth of 45% for the latest IReady Reading Diagnostics. 17% of students at Early Grade Level or Mid Grade Level, up from 8%. 58% of Kindergarteners have mastered lowercase letter names; 62% have master uppercase letter names.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>50% of the ELLs and African American male students will demonstrate one or more levels of accelerated growth as measured in iReady Reading &amp; Math, SBAC ELA &amp; Math, and teacher embedded assessments that show evidence of student growth and learning. MLK will reduce the ELA Distance from Standard Met by 25 points for African American male students and ELLs...</i></p>	<p><i>MLK has reclassified about two English Language Learner students a year. MLK has interventions for newcomers daily. Teachers are teaching and scheduling Designated ELD daily for our ELL students. Teachers are pulling and supporting small groups of instruction with the students testing two or more grades below. Stip Subs are conducting interventions in small group instruction for reading and math.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>MLK will engage, welcome, and support a safe and healthy school environment with 100% of the families as measured by the CHKS survey, family engagement nights, parent coffee chats, and parent meetings, parent workshops, and parents volunteering to support the academic success of their children. The goal is to have 100% of the parents fully engaged in the school by volunteering in the classrooms, participating in Parent Teacher Conferences, and the curriculum to support student learning and growth in reading and math.</i></p>	<p><i>65% of Parents completed the CHKS survey in 23-24. Parent/Principal coffees meetings with the principal. Progress reports at the midway point of the first and second trimester. Required Parent/Teacher report card conferences after the first and second trimester.65</i></p>

LCAP Goal 4:	100% of the teachers will be certificated, trained, coached, and focused on student achievement. 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.	Twice weekly PLCs for grade levels. New Teacher Support Coach Matching for 100% of new teachers. Weekly PDs focused on instruction and student learning. Grade level leads from the ILT.
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
LCAP Goal 1:	75% of the students reading and writing on grade level as measured by iReady, SBAC, & teacher assessments. The goal is for students to show growth in each and every area of reading measured by Dibels, SIPPS, iReady ELA & Math, and teacher embedded assessments.	The challenges MLK faces with this goal is that a lot of the students are not mastering the basic skills. Students do not come to school consistently to grasp all of the concepts of learning. The majority of the students come to school late. They arrive around 9am when instruction begins at 8:30am. We have interventions for students to attend every day. The Stip Subs conduct the interventions until teachers are absent and they have to sub the classes for the absences. We have had too many absences for the lessons. Teacher and staff absences are preventing the interventions for SIPPS and iReady growth. There is an inequality with some grade levels on homework. Some classroom teachers give out homework to enforce the standard taught and other teachers do not believe in homework. Parents like the students to have the homework but do not enforce the students to complete and turn in the homework.
LCAP Goal 2:	50% of the ELLs and African American male students will demonstrate one or more levels of accelerated growth as measured in iReady Reading & Math, SBAC ELA & Math, and teacher embedded assessments that show evidence of student growth and learning. MLK will reduce the ELA Distance from Standard Met by 25 points for African American male students and ELLs...	The African American students at MLK have been scoring two or more levels below grade level as measured by the iReady assessments in Reading and Math. The school's COST team gets a lot of referrals on African American boys that need academic and behavior support. A lot of the boys have challenges that relate to not being able to read and write on grade level. Our English Language Learner students require the same support with the scaffolds for vocabulary development. The challenges with out ELL students is that we have to train new teachers every year to learn the new curriculum to support the students learning.

<p><i>LCAP Goal 3:</i></p>	<p><i>MLK will engage, welcome, and support a safe and healthy school environment with 100% of the families as measured by the CHKS survey, family engagement nights, parent coffee chats, and parent meetings, parent workshops, and parents volunteering to support the academic success of their children. The goal is to have 100% of the parents fully engaged in the school by volunteering in the classrooms, participating in Parent Teacher Conferences, and the curriculum to support student learning and growth in reading and math.</i></p>	<p><i>MLK needs the support of the families to respond to the learning. There are less than 50% of the parents that attend the Parent Teacher Conferences to review and discuss the report cards with the teachers. We also have less than 50% of the parents volunteering at the school. The parents that have their children participate in the After School Program respond better to school site than the parents who do not have their children attend the program.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>100% of the teachers will be certificated, trained, coached, and focused on student achievement. 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.</i></p>	<p><i>MLK has about 7 new teachers this year. Every teacher has to be trained with the OUSD curriculum. 5 out of the 7 teachers have to get their intern credentials. The teachers need coaching and training that supports them in learning in the learning curriculum to support student learning.</i></p>

## 2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Martin Luther King Jr. Elementary

School: School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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.**

Regular SIPP instruction and DIBELS assessment in grade K-2. SIPP intervention groups have been established and implemented for 3rd (Extension) and 4th/5th Grades (Plus), with training for the STIP Subs in both curriculums. Early Lit Tutors conduct daily SIPP intervention pullouts in grades K-2. Weekly IReady Reading lesson completion goals have been established and are regularly tracked. Teachers have identified focal (1) ELL and (2) African American Male students for progress monitoring and additional intervention based on assessment data. MLK has implemented regular Parent/Principal chats and encourages regular parent/teacher contact through Parentsquare, conferences, and progress reports. 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 effective strategies like three reads, RACER for writing, small group instruction, one on one, student exit tickets, teacher embedded assessments, memory cards, practice tests, strategic highlighting, reciprocal questioning, notetaking, and graphic organizers have been ways that teachers and staff engage students in meaningful learning. The strategies listed show evidence of student learning. Teachers are able to work in the strategies that support what they know how to effectively teach. The students work in the strategies taught to them so that they can show evidence of student learning.

**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.**

The changes that will be made will be that we are adding Math Tutors to support students in mastering their basic math skills. We will increase intervention time for the TSA to 3 times a day., Children Rising Tutoring Program will work 4 days a week to support learning in reading and math with 2nd and 3rd graders. A major change is that we do not have 3 TSAs this year. Our budget has been reduced down to 1 TSA and only 2 Stip Subs.

<b>2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION</b>				
<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working? Why?</b> <b>What is not working? Why not?</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Conferences for Parents to attend	Student Connectedness to School	The conference will give parents strategies to support their children in strengthening their reading, writing, and math skills.	What is working is that we have some dedicated Kindergarten parents that would like to attend conferences to support their children until they graduate from MLK.	Our goal is to continue to support parents in learning how to help their children in school. The change will be the
Parent Professional Development	Staff Satisfaction with Professional Development	Professional Development will be differentiated to support the educational needs of the parents.	Parents are asking for trainings for themselves to attend that are certified that support students in learning the curriculum.	Our goal is to continue to support parents in learning how to help their children in school.
Stip Sub	Reading Inventory (RI) Growth of One Year or More	The Stip Sub will conduct interventions using the SIPPS, ELD strategies, & Math basic skills daily for about four times a day. This will entail doing small group instruction on supporting students in reading, writing, and basic math skills.	45% of the students who are two or more levels below grade level will work with the Stip Sub in small group instruction daily. The Stip Sub will use the pre and post tests and the iReady, SIPPS, and Dibels to work with the students.	45% of the students will receive daily interventions in 6 week intervals that show support of student mastery of comprehension skills in reading and basic skills in math.
Materials and Supplies	CAST (Science) at or above Standard	Buy supplemental materials to support students learning the basic skills of Science.	45% of the student in 5th grade are two or more grade levels below on the CAST assessment. Teachers that teach science by the recommendations from the district show growth. What is not working is that some teachers are not teaching Science at all. The teachers state they have so much to teach and not enough time.	100% of the teachers will be teaching Science from TK to 5th grade as the recommended guidelines for student instruction. We will make this our goal by placing this as a Cycle of Inquiry to support teachers and student in learning.



Admission Fees for Field Trips	Student Connectedness to School	The admission fees to field trips will enhance the educational process of learning for the students. Students will be exposed to places that will give ideas of why we study and learn in school.	The admission fees to field trips will enhance the educational process of learning for the students. Students will be exposed to places that will give ideas of why we study and learn in school.	80% of the student body will engage in educational field trips that will engage them in meaningful learning. The field trips will supplement learning that supports students in understanding and learning the instructional standards.
Transportation for Field Trips	Student Connectedness to School	The transportation is to fund the educational field trips.	The transportation is to fund the educational field trips.	80% of the student body will engage in educational field trips that will engage them in meaningful learning. The field trips will supplement learning that supports students in understanding and learning the instructional standards.
Music Equipment	Student Connectedness to School	Students from TK to 5th grade will be engaged in learning how to sing and play musical instruments.	Students from TK to 5th grade will be engaged in learning how to sing and play musical instruments.	100% of the students from TK to 5th grade will engage in learning how to sing and play musical instruments to supplement their social emotional learning.

**2024-25 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 Goal:**

75% of the students reading and writing on grade level as measured by iReady, SBAC, & teacher assessments. The goal is for students to show growth in each and every area of reading measured by Dibels, SIPPS, iReady ELA & Math, and teacher embedded assessments.

**Identified Need:**

Every student in interventions that support reading on grade level. This will include SIPPS and Dibels instruction in TK - 2nd grade. Identified 3rd - 5th grade students will receive SIPPS for supplemental reading instruction. Students will work with Early Literacy Tutors for support in small group instruction. Teachers using iReady daily to support students in learning and practice comprehension skills.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Small Group Stations/Workshop Time - Must Do, May Do, Can Do - Set up stations that have various instructional activities that support reading, writing, & math. Students will rotate in this session time in 45 minutes with 15 minute intervals. The teacher must see mastery at the station.	All Students	Academic	Tier 1 - Universal
1-2	Rigorous Site Word Usage Daily	All Students	Academic	Tier 1 - Universal
1-3	Homogenous Groups of Learners for Small Groups	All Students	Academic	Tier 2 - Supplemental
1-4	Universal, Schoolwide SIPPs Instruction Time ("Walk to Read"	All Students	Academic	Tier 2 - Supplemental

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

**School Goal:** 50% of the ELLs and African American male students will demonstrate one or more levels of accelerated growth as measured in iReady Reading & Math, SBAC ELA & Math, and teacher embedded assessments that show evidence of student growth and learning. MLK will reduce the ELA Distance from Standard Met by 25 points for African American male students and ELLs...

**Identified Need:** 43% of the ELLs and African American male students are far below grade level in reading and math.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Create, Track, and Target Instruction for African American Male Focal Groups (iReady and Illuminate)	African American Students	Academic	Tier 2 - Supplemental
2-2	Create, Track, and Target Instruction for English Language Learner Focal Groups (iReady and Illuminate)	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Supplemental ELD Curriculum and Instruction	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Vocabulary-focused test preparation for African-American Male students based on the theoretical framework of Thorndike's concept of test-wiseness, a test-taking capacity. Teachers will be introduced to Larry Bell's 12 Powerful Words strategy that aims to make students test-wise, that is, to familiarize them with key vocabulary terms related to tests.	African American Students	Academic	Tier 2 - Supplemental

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

**School Goal:** MLK will engage, welcome, and support a safe and healthy school environment with 100% of the families as measured by the CHKS survey, family engagement nights, parent coffee chats, and parent meetings, parent workshops, and parents volunteering to support the academic success of their children. The goal is to have 100% of the parents fully engaged in the school by volunteering in the classrooms, participating in Parent Teacher Conferences, and the curriculum to support student learning and growth in reading and math.

**Identified Need:** 100% of the parents actively participate in school site activities.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Parent Family Class Day/Invite all the parents to come and enjoy a lesson and work along side their student.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Family Literacy, Science, & Math Nights	All Students	Academic	Tier 1 - Universal
3-3	Publication Party - after the students complete their Performance Task/Students get to showcase what they do and engage with their child to read, math work, and	All Students	Academic	Tier 1 - Universal
3-4	Conduct a communications audit to get a handle on how teachers are communicating with parents, and then provide clear direction on which tool to use, as well as some general communication protocols. Finding one platform that every educator can use and explaining why this is a priority will increase buy-in from all stakeholders, and, collectively, our staff and faculty can enhance their success in engaging parents.	All Students	Academic	Tier 1 - Universal
3-5	Use today's digital communications channels to produce online advice videos where parents and teachers can share ideas via web videos on the school's website (Teachers can provide guidance on how parents can help with certain assignments and parents can provide feedback on areas where their child may need extra help); and/or, a dedicated blog and online calendar to keep parents in the loop.	All Students	Academic	Tier 1 - Universal

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

**School Goal:** 100% of the teachers will be certificated, trained, coached, and focused on student achievement. 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.

**Identified Need:** 30% of the teaching staff is working on or does not have their clear teaching credential.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Provide coaching time during the instructional day for teachers with non-clear credentials	All Students	Academic	Tier 1 - Universal
4-2	Create a school-based new teachers program for first- and second-year teachers where new teachers learn about school policies and culture, receive emotional support to ease their anxieties, and engage in professional growth activities that enhanced their knowledge of effective teaching strategies and techniques.	All Students	Academic	Tier 1 - Universal
4-3	New teachers will observe at least one teacher and meet as a group with the school TSA/Administrator once a month. Each session will be governed by one focus area: Classroom Management and Organization; Instruction; Students; Parents; School Context; or Professionalism.	All Students	Academic	Tier 1 - Universal
4-4	Encourage new teachers to maintain a reflection journal—to encourage consistent reflection on classroom practices—and a portfolio of best practices—a nonevaluative record of successes that captures the new teachers’ journey in developing effective teaching practices—that contain elements such as a unit plan, a videotape of a lesson, a parent contact log, a list of helpful websites, and notes from students or parents that have positively motivated the teacher.	All Students	SEL / Mental Health	Tier 1 - Universal

**CONDITIONS FOR BLACK STUDENTS** [\*Instructions & resources\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities.	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	African American	SEL / Mental Health	Tier 1 - Universal

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS** [\*Stages of ELD Implementation Self-Assessment\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Designated ELD - 30 minutes of instruction daily	English Learner Students	Academic	Tier 1 - Universal
6-2	Engage ELL students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning and implement systems of tiered support that support literacy.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$4,500	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Designated ELD - 30 minutes of instruction daily	182-1
6425 - Communication Equipment	\$12,000	LCFF Discretionary	6425	Copier Maintenance Agreement		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Teacher Preparation for student learning	182-2
5846 - Licensing Agreements	\$10,000	LCFF Supplemental	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Create, Track, and Target Instruction for African American Male Focal Groups (iReady and Illuminate)	182-3
Noon Supervisor	\$18,079	LCFF Supplemental	2905	Other Classified Salaries	8591	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Student Safety for health and wellness	182-4
Noon Supervisor	\$19,258	LCFF Supplemental	2905	Other Classified Salaries	9643	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Student Safety for health and wellness	182-5
4310 - Materials and Supplies	\$19,573	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Instructional materials that support student learning and growth in ELA, Math, & Science	182-6
5825 - Consultants	\$30,000	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Create, Track, and Target Instruction for English Language Learner Focal Groups (iReady and Illuminate)	182-7

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$42,547	LCFF Supplemental	1105	Certificated Teachers' Salaries	4270	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.30	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Homogenous Groups of Learners for Small Groups	182-8
Teacher STIP	\$77,892	LCFF Supplemental	1105	Certificated Teachers' Salaries	0981	STIP Teacher	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	ELL Reclassification	Engage ELL students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning and implement systems of tiered support that support literacy.	182-9
4310 - Materials and Supplies	\$1,590	Title I, Part A Schoolwide Program	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Engage ELL students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning and implement systems of tiered support that support literacy.	182-10
Teacher STIP	\$110,730	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6477	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Create, Track, and Target Instruction for English Language Learner Focal Groups (iReady and Illuminate)	182-11
5825 - Consultants	\$1,560	Title I, Part A Parent & Family Engagement	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Homogenous Groups of Learners for Small Groups	182-12
5220 - Conferences	\$1,560	Title I, Part A Parent & Family Engagement	5220	Conference Expense		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Parent Participation & Connectedness to the school	Parent Family Class Day/Invite all the parents to come and enjoy a lesson and work along side their student.	182-13
5825 - Consultants	\$21,703	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities.	182-14



PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Family Literacy, Science, & Math Nights	182-15
5100 - Subagreements For Services	\$107,048	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Parent Family Class Day/Invite all the parents to come and enjoy a lesson and work along side their student.	182-16
5829 - Admission Fees	\$1,000	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Provide fun and engaging opportunities for students to learn and grow beyond the classroom.	182-17
5826 - Contracted Transportation	\$1,000	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Provide fun and engaging opportunities for students to learn and grow beyond the classroom.	182-18
4310 - Materials and Supplies	\$5,800	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Vocabulary-focused test preparation for African-American Male students based on the theoretical framework of Thorndike's concept of test-wiseness, a test-taking capacity. Teachers will be introduced to Larry Bell's 12 Powerful Words strategy that aims to make students test-wise, that is, to familiarize them with key vocabulary terms related to tests.	182-19
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Create, Track, and Target Instruction for English Language Learner Focal Groups (iReady and Illuminate)	182-20

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Parent Family Class Day/Invite all the parents to come and enjoy a lesson and work along side their student.	182-21
4200 - Books other than Textbooks	\$5,652	Literacy Coaches & Reading Specialists Grant	4200	Books other than textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Rigorous Site Word Usage Daily	182-22
4310 - Materials and Supplies	\$7,840	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Instructional materials and supplies that support student growth and learning.	182-23
TSA Classroom 10Mos	\$137,451	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	7138	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Engage ELL students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning and implement systems of tiered support that support literacy.	182-24
1122 - Teachers Salaries Extra Comp	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Homogenous Groups of Learners for Small Groups	182-25
4310 - Materials and Supplies	\$1,933	California Community Schools Partnership Program	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Create, Track, and Target Instruction for English Language Learner Focal Groups (iReady and Illuminate)	182-26

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$25,000	California Community Schools Partnership Program	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	Encourage new teachers to maintain a reflection journal—to encourage consistent reflection on classroom practices—and a portfolio of best practices—a nonevaluative record of successes that captures the new teachers' journey in developing effective teaching practices—that contain elements such as a unit plan, a videotape of a lesson, a parent contact log, a list of helpful websites, and notes from students or parents that have positively motivated the teacher.	182-27
Liaison Family Parent Bil	\$56,277	California Community Schools Partnership Program	2405	Clerical Salaries	9647	Family/Parent Liaison, Bilingual	0.50	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Family Connectedness to the school	Parent Family Class Day/Invite all the parents to come and enjoy a lesson and work along side their student.	182-28
Case Manager 20	\$62,772	California Community Schools Partnership Program	2405	Clerical Salaries	7792	Case Manager	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Family Connectedness to the school	Conduct a communications audit to get a handle on how teachers are communicating with parents, and then provide clear direction on which tool to use, as well as some general communication protocols. Finding one platform that every educator can use and explaining why this is a priority will increase buy-in from all stakeholders, and, collectively, our staff and faculty can enhance their success in engaging parents.	182-29
Restorative Justice Facilitator	\$139,018	California Community Schools Partnership Program	2205	Classified Support Salaries	9646	Restorative Justice Facilitator	0001	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Create, Track, and Target Instruction for African American Male Focal Groups (iReady and Illuminate)	182-30

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$1,463	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Small Group Stations/Workshop Time - Must Do, May Do, Can Do - Set up stations that have various instructional activities that support reading, writing, & math. Students will rotate in this session time in 45 minutes with 15 minute intervals. The teacher must see mastery at the station.	182-31
Teacher Education Enhancement	\$25,489	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries		Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0000	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Homogenous Groups of Learners for Small Groups	182-32
Teacher Education Enhancement	\$38,234	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries		Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0000	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities.	182-33
TSA Classroom 10Mos	\$137,451	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	9222	10-Month Classroom Teacher on Special Assignment (TSA)	0001	Goal 1: All students graduate college, career, and community ready.	LTEL Reclassification	Small Group Stations/Workshop Time - Must Do, May Do, Can Do - Set up stations that have various instructional activities that support reading, writing, & math. Students will rotate in this session time in 45 minutes with 15 minute intervals. The teacher must see mastery at the station.	182-34
Library Technician	\$89,678	Measure G, Library Support	2205	Classified Support Salaries	8550	Library Technician	0001	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Engage ELL students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning and implement systems of tiered support that support literacy.	182-35



## **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.*

*2023 - 2024 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 24, 2023 - May 25, 2024.

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

**Signature of Principal**

*Mrs. Roma Groves - Waters*

**Date: August 24, 2023**

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





## **School-Student-Parent Compact**

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

### **2023 - 2024**

*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 2023 - 2024 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 2023.

**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 on 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 24, 2023,** and will be in effect for the period of August 24, 2023, to May 25, 2024.

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 May 25, 2024.**

### **Signature of Principal**

*Mrs. Roma Groves - Waters*

**Date: August 24, 2023, at Annual Title I Meeting.**

Martin Luther King, Jr. Elementary School

Strategic Resource Planning (SRP)



OAKLAND UNIFIED SCHOOL DISTRICT  
Community Schools, Thriving Students

**MLK ELEMENTARY SCHOOL**  
**School Site Council Membership Roster**  
**2023-2024**

**SSC - Officers**

Chairperson:	Racquel Payton
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"/>	
Racquel Payton	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Jason Joseph	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Deborah Nobles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Kristina Lee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Gamalah Munassar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Suad Mohammad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Miaad Abdullah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Mayahda Alkhafaji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Jen Darmstadt - Holm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</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.

