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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Martin Luther King Jr. Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Martin Luther King Jr. Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Martin Luther King Jr. Elementary School



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

2025-26 School Plan for Student Achievement (SPSA)

School: Martin Luther King Jr. Elementary School
CDS Code: 1612596072235
Principal: Roma Groves-Waters
Date of this revision: 4/15/25

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 | Position: Principal |
| Address: 960 10th Street Oakland, CA 94607 | Telephone: 510-874-3381 Email: roma.groves@ousd.org |

The School Site Council recommended this revision of the SPSA for Board approval on: 4/15/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- Title I Schoolwide Program
- Comprehensive Support & Improvement (CSI) Grant
- Additional Targeted Support & Improvement
- Title I Targeted Assistance Program
- Local Control Funding Formula Equity Multiplier
- Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/15/2025

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
Principal

Roma Groves-Waters
Signature

4/15/2025
Date

Racquel Payton
SSC Chairperson

Racquel Payton
Signature

4/15/25
Date

SELLS Representative (optional)

Signature

Date

Leroy Gaines
Network Superintendent

Leroy Gaines
Signature

5/28/2025
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

5/28/25
Date

2025-26 SPSA ENGAGEMENT TIMELINE

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

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|------------------------|--------------------------------------|--|
| 12/9/2024 & 12/11/2024 | Faculty Meeting & Classified Meeting | Review of the SPSA and all of its components. Review of the data of the school. |
| 12/16/2024 | Instructional Leadership Team | Comprehending the Needs Assessment and the data that we need to follow through with for the students. |
| 12/17/2024 | SSC | Review of the SPSA and all of its components. Review of the data of the school. |
| 1/7/2025 | MTSS | Review of the SPSA and all of its components. Review of the data of the school. |
| 1/13/25 & 1/15/2025 | Faculty Meeting & Classified Meeting | Needs Assessments completion. Getting input to add to the Needs Assessment. |
| 1/14/2025 | SSC & SELLS | Needs Assessments completion. Getting input to add to the Needs Assessment. |
| 1/21/2025 | ILT | Wrote in the Needs Assessments & started the Strategies & Activities of the teachers |
| 2/10/2025 | Faculty Meeting | Reviewed Strategies and Activities - Staff gave input. |
| 2/10/2025 | SSC & SELLS | Reviewed all components of the SPSA. SSC & SELLS inputted information to be added. |
| 2/12/2025 & 2/24/2025 | TSAs & Principal / CSM & Principal | Added the literacy component of the SPSA to the Strategies & Activities Reviewed and wrote out the components of the Community School Plan |
| 4/15/2025 | SSC & SELLS | Reviewed and approved the SPSA |

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|----------------|
| Total Funds Provided to the School Through the Consolidated Application | \$643,645.51 |
| Total Federal Funds Provided to the School from the LEA for CSI | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$1,319,656.73 |

Federal, State, and Local Funds

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

| Federal Programs | Allocation |
|--|------------------|
| Title I, Part A Schoolwide Program (#3010) | \$105,120 |
| Title I, Part A Parent & Family Engagement (#3010) | \$2,920 |
| 21st Century Community Learning Centers (Title IV, Part B #4124) | \$154,370 |
| Comprehensive Support & Improvement (CSI) Grant (#3182) | \$381,235 |
| | |
| SUBTOTAL OF FEDERAL FUNDING: | \$643,646 |

| |
|--|
| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: |
| \$1,319,656.73 |

| State and Select Local Resources | Allocation |
|---|------------------|
| LCFF Supplemental (#0002) | \$29,800 |
| LCFF Equity Multiplier (#7399) | \$0 |
| Expanded Learning Opportunities Program (ELO-P) (#2600) | \$150,000 |
| After School Education & Safety (ASES #6010) | \$133,033 |
| Community Schools Grant (CSPP #6332) | \$302,182 |
| Proposition 28 (Arts & Music in Schools #6770) | \$60,996 |
| | |
| | |
| SUBTOTAL OF STATE & LOCAL FUNDING: | \$676,011 |

2025-26 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:

Board Approval Date:

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):

- Comprehensive Support & Improvement

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

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, 2023-24 | | | | | | | | |
|------------------------------|--------------------------|----------|--------------------|----------------------------------|------------------------------|-----------------------------------|--------------------|-----------------------|
| % 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.

| | |
|--------------------------------|---|
| School Goal: | By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp |
| Identified School Need: | Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas." |

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% | 35.7% | 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% | 24.0% | 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% | 40.0% | 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 & CAST exclude 10% penalty, if applicable. | | | | | |
| SBAC ELA Distance from Standard Met | All Students | -110.9 | -121.5 | not available until fall 2025 | -50.0 |

| | | | | | |
|---|-----------------------------|-------------------------|------------------------|-------------------------------|-----------------------|
| SBAC ELA Participation | All Students | 98.2% | 96.6% | not available until fall 2025 | 95.0% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5) | All Students | 43.7% | 31.8% | not available until fall 2025 | 65.0% |
| Mathematics/Science Measures & Targets | | | | | |
| Measure <small>*SBAC & CAST exclude 10% penalty, if applicable.</small> | 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 | -123 | not available until fall 2025 | -50.0 |
| SBAC Math Participation | All Students | 96.6% | 96.6% | not available until fall 2025 | 95.0% |
| i-Ready Math at or above Mid-Grade (Grades K-5) | All Students | 12.6% | 9.1% | not available until fall 2025 | 25.0% |
| California Science Test (CAST) Standard Met or Exceeded | All Students | 8.5% | 2.0% | not available until fall 2025 | 20.0% |
| California Science Test (CAST) Participation | All Students | 95.9% | 98.0% | not available until fall 2025 | 95.0% |

| | |
|--|---|
| LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap. | |
| School Goal: | By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY |
| Identified School Need: | - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly |

| 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 | -174.6 | not available until fall 2025 | -50.0 |
| SBAC ELA Distance from Standard Met | English Learners | -107.8 | -149.8 | 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% | 92.6% | not available until fall 2025 | 45.0% |
| SBAC Math Distance from Standard Met | Special Education Students | -193.4 | -180.3 | not available until fall 2025 | -50.0 |
| SBAC Math Distance from Standard Met | African American Students | -113.1 | -134.3 | not available until fall 2025 | -85.0 |
| Reclassification Measures & Targets | | *Reference Stages of ELD Data slides | | | |
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| ELL Reclassification | English Learners | 8.6% | 1.5% | not available until fall 2025 | 20.0% |
| LTEL Reclassification | Long-Term English Learners | 50.0% | 0.0% | not available until fall 2025 | 65.0% |

| LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. | | | | | |
|--|---|------------------|-----------------|-------------------------------|----------------|
| School Goal: | 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% | | | | |
| Identified School Need: | 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports. | | | | |
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
| Student Connectedness to School | All Students | 71.1% | 51.4% | not available until fall 2025 | 90.0% |

| | | | | | |
|---------------------------|----------------------------|-------|-------|-------------------------------|-------|
| Out-of-School Suspensions | All Students | 2.6% | 3.2% | not available until fall 2025 | 1.0% |
| Out-of-School Suspensions | African American Students | 3.8% | 4.7% | not available until fall 2025 | 1.0% |
| Out-of-School Suspensions | Special Education Students | 2.6% | 4.4% | not available until fall 2025 | 1.0% |
| Chronic Absenteeism | All Students | 83.6% | 49.2% | not available until fall 2025 | 65.0% |
| Chronic Absenteeism | African American Students | 83.7% | 47.1% | not available until fall 2025 | 63.0% |

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

School Goal: By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need: Specifically:

- Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
- Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
- Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

| Measure | Target Staff Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target |
|--|--------------------|------------------|-----------------|-------------------------------|----------------|
| One-Year School Teacher Retention Rate | All Teachers | 78.4% | 76.4% | not available until fall 2025 | 85.0% |



1C: STRENGTHS & CHALLENGES

| Goal Area: | School Goal: | Priority Strengths |
|---------------------|---|---|
| <p>LCAP Goal 1:</p> | <p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp | <p>11% increase in students on grade-level from iReady Reading BOY 24-25 to MOY. 12% increase in students meeting typical growth from iReady Reading MOY 23-24 to MOY 24-25. 3% increase in students meeting their stretch growth from iReady Reading MOY 23-24 to MOY 24-25. 4% increase in students meeting typical growth from iReady Math MOY 23-24 to MOY 24-25. 2% increase in students meeting stretch growth from iReady Math MOY 23-24 to MOY 24-25. Title 1 funding was able to fund instructional materials that you supported the teachers with innovative technology for students to visual see and learn quality instruction.</p> |
| <p>LCAP Goal 2:</p> | <p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY | <p>-An average of 35.6% of ELLs improved their placements from iReady Reading BOY 24-25 to MOY. -An average of 43% of ELLs improved their placements from iReady Math BOY 24-25 to MOY. Teachers are teaching and scheduling Designated ELD daily for our ELL students supported by out TSA. Stip Subs are conducting interventions in small group instruction for reading and math. The field trips were another instructional way to educate the students on the curriculum. Title 1 funded field trips and transportation supported grade levels learning above and beyond the classroom with hands on learning. All students in the school had a chance to experience going on the field trips. Title 1 funds were able to pay for transportation as well. Having transportation supported all students in attending the field trips.</p> |

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| <p><i>LCAP Goal 3:</i></p> | <p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p> | <p><i>Weekly Attendance meetings that focus on chronic absent students with support of our Attendance Specialist. Monthly perfect attendance award assemblies. Oakland Natives Give Back awards \$500 once every 3 months for a student with perfect attendance. Title 1 funded Parent Engagement Activities that focus on creating a Mutlicultural Parent Engagement Night where refreshments will be served. Parents will learn about each others cultures. Parents will be engaged with workshops by The Teaching Well.</i></p> |
| <p><i>LCAP Goal 4:</i></p> | <p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p> | <p><i>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. Evidence of progress will be from the assessments taken every month, SIPPS data, and the data from our district assessments.</i></p> |

| Goal Area: | School Goal: | Priority Challenges |
|---------------------|---|--|
| <p>LCAP Goal 1:</p> | <p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp | <p>17% of students across grade-level are completing 30 minutes or more of iReady Reading personalized instruction. Only 23% of students across grade-level are completing 30 minutes or more of iReady Math personalized instruction.</p> |
| <p>LCAP Goal 2:</p> | <p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY | <p>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 our ELL students is that we have to train new teachers every year to learn the new curriculum to support the students learning.</p> |

| | | |
|----------------------------|--|--|
| <p><i>LCAP Goal 3:</i></p> | <p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p> | <p><i>Some students don't live in Oakland. Students are struggling with inconsistent transportation. Some students do not have someone to consistently take them to school.</i></p> |
| <p><i>LCAP Goal 4:</i></p> | <p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p> | <p><i>MLK has about 5 new teachers this year. Every teacher has to be trained with the OUSD curriculum. 4 out of the 5 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> |

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Martin Luther King Jr. Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

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.

Our school made changes to the plan by adding more staff to support student learning. We need the Attendance Clerk to have more hours to support families in attending school. The goal is to support families with more resources that give families to bring them to school. The increase of the Prep Teacher is to add to and enhance the learning of the students in getting a full time Prep Teacher. The increase of the TSA is to support teacher coaching and learning as well as adding to and enhancing small group instruction. Parents wanted more field trips to expose the students to instruction area the bay area. The SSC voted to promote more parent engagement by hosting a Multicultural Parent Engagement Day for all parents and students to learn about each others cultures by having food, dance, and performances representing each culture.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

| <p>Title I Expenditure (describe expenditure in column a)</p> | <p>Target Addressed by Expenditure</p> | <p>Actions/Activities (e.g., what does this person or program do?)</p> | <p>What is working/not working? Why?</p> <p>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</p> <p>INCLUDE qualitative or quantitative data.</p> | <p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p> |
|--|--|--|---|---|
| <p>The SSC & SELLS used the expenditure to purchase document cameras, projectors, and head phones to support student learning in the classrooms.</p> | <p>Instructional materials and supplies that enhance the academic success of all students.</p> | <p>The document cameras, projectors, and head phones support students in working on supplemental materials that enhance their academic success in the classroom.</p> | <p>100% of the teachers use document cameras, projectors, and headphones as resources that are supporting the academic learning of all students. Students are able to visual see the whiteboard better with the projection of story books, online curriculum, and resources that support learning for all. 100% of the students use the headphones as they are using the supplemental reading program iReady ELA and Math to support them in hearing the platform instructional directions and forms.</p> | <p>The SSC & SELLS committee understands the need for teachers to have equipment that is above and beyond what they need to support students in learning the curriculum. These items (projectors, document cameras, and headphones) support the students in accessing what they need to grow and learn. The teachers will continue to use the equipment that is supporting students learning and thinking. We will continue to support students doing their best.</p> |

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| <p>The Stip Sub teaches ELD, Reading, and SIPPS to students in small group instruction style to support them in achieving the basic skills. The goal is to make sure that all students are catching up to their appropriate grade levels.</p> | <p>Reading Inventory (RI) Multiple Years Below Grade Level</p> | <p>The Stip Sub provides interventions in basic reading, writing, and math skills to students who are below in grade level in their core subjects. The goal is for the Stip Sub to work with grade levels in small group instruction to review, discuss, and teach the core of basic skills in reading and writing.</p> | <p>The Stip Sub is supporting students in achieving academic excellence by working on the basic skills they need to understand the curriculum. The goal is that we support students in learning how to read and writing on grade level. What is working is there is an organized schedule of students that are grouped to come for interventions throughout the school day. Students are getting quality small group instruction time with a trained person that understands how to read and write. What is not working is the absences that students accrue. Students must attend the small group instruction daily to get all the learning to show growth in the data. Right now, we have 35% of the students at or above grade level in iReady Reading and 25% of growth in Math. Students are getting better. We have 10% of growth in students moving up one or more bands in iReady Reading and Math. The program is working well. We do not need to change the Stip Sub.</p> | <p>What is changing is that we will not have this level of interventions because we cannot hire Stip Subs using school site budgets. We have to figure out who can conduct interventions all day long. The goal is to figure out who will support the site in having interventions that are daily and consistent throughout the day.</p> |
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| <p>The funding will be used to fund The Teaching Well to conduct a workshop on wellness strategies that promote the socio-emotional health parents to be great for their children. The goal is for parents to be healthy and well to support the children to be successful in school.</p> | <p>Parent Engagement activities that support parents in helping their children succeed in school.</p> | <p>The Teaching Well is a consultant group that focuses on the health and well being of its clients so that they can get the most out of their lives. The goal is for clients to learn coping strategies that support living healthy and being a productive citizen.</p> | <p>40% of the parents at MLK have been participating in the school site activities. 60% of the parents attended the Parent Teacher Conferences in December 2024. 85% of the parents attended the After School Holiday mixer. 15% of the parents attend the Principal Parent Coffee Chats. The goal is to get more parents to be aware of the meetings so that they will participate.</p> | <p>One of the things we will do is advertise and get more parents to attend the events. We will have change of address and phone number sheets for parents to notify us when they change their address and phone numbers. The goal is to reach every parent through the communication vehicle called Parent Square. We want 100% participation in our events.</p> |
| <p>The parents voted to attend a conference that would give insights on how to help their children succeed in school.</p> | <p>Parent Engagement for Healty School Climate & Culture</p> | <p>Parent Engagement is important to the work that we are establishing at the school. We want parents to be empowered to support their children in learning. The conference will give parents the tools to help their children in succeeding in school.</p> | <p>Every year parents want to attend a conference however when it is time to go no one attends. We end up having to cancel the conference. What is working is having the presenters come to the school to support the parents needs.</p> | <p>We realize that parents are not able to travel away at this time. Parents prefer to have the presenter come to them at the school site. We will partner with organizations and companies that will support the parents in learning at the school site.</p> |

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

| | | | |
|----------------|--|-------------------|-----|
| School: | Martin Luther King Jr. Elementary School | SCHOOL ID: | 182 |
|----------------|--|-------------------|-----|

3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

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

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| School Goal: | By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp |
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| Identified Need: | Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas." |
|-------------------------|--|

| # | 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 SIPP's Instruction Time ("Walk to Read") | All Students | Academic | Tier 2 - Supplemental |
| 1-5 | Restorative Justice Facilitator supports students in resolving conflicts using the SEL strategies from the Caring School curriculum. | All Students | Academic | Tier 3 - CCSPP |
| 1-6 | Consultants like Children Rising, Excel, and Kingmakers will support the school with academic support to enhance student achievement. | All Students | Academic | Tier 3 - CCSPP |

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

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|---------------------|---|
| School Goal: | By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY |
|---------------------|---|

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| Identified Need: | - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly |
|-------------------------|---|

| # | 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 |
| 2-5 | Visual and performing arts supports the SEL needs for students to have an outlook to be creative and engaged in the arts. | All Students | SEL | Tier 1 - Arts |
| 2--6 | Teacher Extended Contracts will support students below grade level in learning the basic skills of reading and math. | Far Below Grade Level | Academic | Tier 2 - CSI |

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

| School Goal: | 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% | | | |
|-------------------------|---|-----------------|--|---|
| Identified Need: | 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports. | | | |
| # | 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 |

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|-----|---|---------------------------|------------------------------|--------------------|
| 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 |
| 3-6 | The Afterschool program plays a vital role in the growth and development of a well rounded student by providing activities that support engagement and enrichment activities. | All Students | Enrichment/SEL | Tier 3 - Universal |
| 3-7 | Noon Duty Supervisors support the well being of the students by providing safe and healthy school areas for engaging recess fun for all students. | All Students | Enrichment/SEL | Tier 2 - Universal |
| 3-8 | Case Manager supports the well being of families and students by providing resources that are healthy, whole, and complete for academic success and student achievement. | All Families and Students | SEL / Mental Health | Tier 2 - CCSP |
| 3-9 | Community Manager will support the school with Attendance Incentives, Community Partnerships, Family Engagement/Activities/Involvement, Student Assemblies, and School Culture & Climate. | All Families and Students | SEL/Whole School Environment | Tier 1 - CSI |

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

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|-------------------------|--|------------------------|---|--|
| School Goal: | By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data. | | | |
| Identified Need: | Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential. | | | |
| # | STRATEGY/ACTIVITY | STUDENTS SERVED | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |

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|-----|---|--------------|---------------------|--------------------|
| 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 |
| 4-5 | Field trips and transportation are vital way for students to learn beyond the classroom environment. | All Students | Academic Enrichment | Tier 1 - Universal |
| 4-6 | Conferences to attend that will enhance and enrich the quality of the student achievement. | All Students | Academic | Tier 1 - Universal |

| CONDITIONS FOR BLACK STUDENTS | | <i>Instructions & resources</i> | | |
|--------------------------------------|--|-------------------------------------|---|--|
| # | 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 | | <i>Stages and Actions for ELD Implementation</i> | | |
|---|---|--|---|--|
| # | 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 |
| 6-3 | EL PAC support to test the ELLs for proficiency in ELA and Reading. | English Learner Students | Academic | Tier 2 - Universal |

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King Jr. Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | EXPENDITURE CODE | 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 |
|---|--|---------------|--|-------------|---------------------------------|-----------------|---|-----|-------------------|-----------------------------|---|----------------------|
| The Afterschool Program is a viable and vibrant resource for parents that support extended learning for students. All students benefit from attending the Afterschool program. This funding pays for the salaries of the instructors, coordinators, and extracurricular activities. | 5100 - Subagreements For Services | \$107,577 | 21st Century Community Learning Centers (Title IV, Part B) | 5100 | Subagreements For Services | n/a | n/a | n/a | | | The Afterschool program plays a vital role in the growth and development of a well rounded student by providing activities that support engagement and enrichment activities. | 182-1 |
| The 21st Century funding is to support the Afterschool program with resources to supplement student extracurricular activities in learning. All students benefit from the learning of this funding. | 5825 - Consultants | \$21,793 | 21st Century Community Learning Centers (Title IV, Part B) | 5825 | Consultants | n/a | n/a | n/a | | | The Afterschool program plays a vital role in the growth and development of a well rounded student by providing activities that support engagement and enrichment activities. | 182-2 |
| The 21st Century funding will pay for activities and consultants that will support the extracurricular activities that expand student learning. | 5825 - Consultants | \$25,000 | 21st Century Community Learning Centers (Title IV, Part B) | 5825 | Consultants | n/a | n/a | n/a | | | The Afterschool program plays a vital role in the growth and development of a well rounded student by providing activities that support engagement and enrichment activities. | 182-3 |
| The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extracurricular success. | 5100 - Subagreements For Services | \$108,033 | After School Education & Safety (ASES) | 5100 | Subagreements For Services | n/a | n/a | n/a | | | The Afterschool program plays a vital role in the growth and development of a well rounded student by providing activities that support engagement and enrichment activities. | 182-4 |
| This funding source will pay for consultants to support student learning by providing resources that fun, athletic, science driven, and engaging for all students to learn. | 5825 - Consultants | \$25,000 | After School Education & Safety (ASES) | 5825 | Consultants | n/a | n/a | n/a | | | The Afterschool program plays a vital role in the growth and development of a well rounded student by providing activities that support engagement and enrichment activities. | 182-5 |
| This funding source pays for the VAPA Prep teacher to be fulltime for all students at the school. All teachers will benefit from having a prep time. All students will receive visual and performing arts to expand their learning. | 1105 - Certificated Teachers' Salaries | \$21,273 | Arts & Music in Schools (Proposition 28) | 1105 | Certificated Teachers' Salaries | 10120 | Teacher, Elementary Educational Enhancement/Intervention Program (EEIP) | 0.2 | | | Visual and performing arts supports the SEL needs for students to have an outlook to be creative and engaged in the arts. | 182-6 |
| This funding source will pay for a teacher to support either a few times a day or one day a week. All students who attend the VAPA class will benefit from this supportive position for the art teacher. | 1105 - Certificated Teachers' Salaries | \$36,703 | Arts & Music in Schools (Proposition 28) | 1105 | Certificated Teachers' Salaries | New Position 08 | Teacher, Elementary Educational Enhancement/Intervention Program (EEIP) | 0.3 | | | Visual and performing arts supports the SEL needs for students to have an outlook to be creative and engaged in the arts. | 182-7 |
| This funding source will fund the materials and supplies that support the visual and performing arts program at the school. All students benefit from the materials that will support them in learning in this field. | 4310 - School Office Supplies | \$3,021 | Arts & Music in Schools (Proposition 28) | 4310 | School Office Supplies | n/a | n/a | n/a | | | Visual and performing arts supports the SEL needs for students to have an outlook to be creative and engaged in the arts. | 182-8 |
| The Noon Duty Supervisors will organize and arrange zones of play on the yards to support positive and productive play activities for students. The Noon Duty Supervisors will work with the RJF and Case Manager to support the Conflict Manager program that students are over. The Noon Duty Supervisors will develop student leader coaches to organize cooperative learning skills with all of the students. | 2905 - Other Classified Salaries | \$17,927 | California Community Schools Partnership Program | 2905 | Other Classified Salaries | 9643 | Noon Supervisor | 0.4 | | | Noon Duty Supervisors support the well being of the students by providing safe and healthy school areas for engaging recess fun for all students. | 182-9 |

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King Jr. Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | EXPENDITURE CODE | 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 |
|--|------------------------------------|---------------|--|-------------|-----------------------------|------|---------------------------------|-----|-------------------|-----------------------------|---|----------------------|
| The Restorative Justice Facilitator supports students with resolving and managing conflicts effectively. This position supports students and teachers in understanding how resolve conflicts. The RJF will conduct workshops with classes to teach cooperative learning, inner personal, social emotional, and anti - bullying skills that promote healthy, ethical, and moral thinking. The RJF will conduct assemblies on the workshops by grade level to support the social emotional needs of the students. The RJF will be apart of the MTSS team that supports helping students to be engaged in positive learning life skills. The RJF will coach students into being conflict managers to support peer learning. | 2205 - Classified Support Salaries | \$154,890 | California Community Schools Partnership Program | 2205 | Classified Support Salaries | 9646 | Restorative Justice Facilitator | 1.0 | | | 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. | 182-10 |
| BACR, EXCEL, Children Rising, and Kingmakers are consultants that will support student improvement in attendance, academics, and social emotional learning to build the culture and climate of the school. | 5825 - Consultants | \$52,183 | California Community Schools Partnership Program | 5825 | Consultants | n/a | n/a | n/a | | | Consultants like Children Rising, Excel, and Kingmakers will support the school with academic support to enhance student achievement. | 182-11 |
| The Noon Duty Supervisors will organize and arrange zones of play on the yards to support positive and productive play activities for students. The Noon Duty Supervisors will work with the RJF and Case Manager to support the Conflict Manager program that students are over. The Noon Duty Supervisors will develop student leader coaches to organize cooperative learning skills with all of the students. | 2905 - Other Classified Salaries | \$18,027 | California Community Schools Partnership Program Carryover | 2905 | Other Classified Salaries | 8591 | Noon Supervisor | 0.4 | | | Noon Duty Supervisors support the well being of the students by providing safe and healthy school areas for engaging recess fun for all students. | 182-12 |
| The Case Manager will support the social and emotional well being of students by having a Check in and Check Out system of support. The Case Manager will conduct the COST and SST meetings that support the academic and behaviors of students in school. The Case Manager will conduct workshops and assemblies with the RJF to support the social and emotional well being of the students. The Case Manager will have groups of students to work with on resolving conflicts and life skills. | 2405 - Clerical Salaries | \$51,154 | California Community Schools Partnership Program Carryover | 2405 | Clerical Salaries | 7792 | Case Manager | 0.4 | | | Case Manager supports the well being of families and students by providing resources that are healthy, whole, and complete for academic success and student achievement. | 182-13 |
| Admission Fees - The 4th and 5th grade students will be attending field trips such as the Mosaic camping trip, Exploritorium, and other educational places that support learning beyond the classroom. The field trips support students in learning things beyond what is in the textbooks. Students get a chance to explore and learn together as a team. This supports the social emotional learning as well while creating a joyful school. | 4399 - Unallocated | \$8,001 | California Community Schools Partnership Program Carryover | 4399 | Unallocated | n/a | n/a | n/a | | | Field trips and transportation are vital way for students to learn beyond the classroom environment. | 182-14 |

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King Jr. Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | EXPENDITURE CODE | 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 |
|--|---|---------------|---|-------------|--|-----------------|---|-----|-------------------|-----------------------------|---|----------------------|
| The Enrichment Teacher will support students in learning the basic skills of reading and math. All students below grade level will benefit from this funding source. | 1105 - Certificated Teachers' Salaries | \$122,343 | Comprehensive Support & Improvement (CSI) Grant | 1105 | Certificated Teachers' Salaries | New Position 09 | Teacher, Elementary Educational Enhancement/Intervention Program (EEIP) | 1.0 | | | Homogenous Groups of Learners for Small Groups | 182-15 |
| This funding will support in paying for a TSA position that will support coaching teachers, conducting professional development, and providing interventions for teachers. The teachers will benefit from learning the curriculum to student outcomes. The students will get quality teaching and learning that will support them in showing evidence of student learning. | 1119 - Certificated Teachers on Special Assignment Salaries | \$114,835 | Comprehensive Support & Improvement (CSI) Grant | 1119 | Certificated Teachers on Special Assignment Salaries | New Position 01 | 10-Month Teacher on Special Assignment (TSA) | 1.0 | | | Teacher Enhancement will support students below grade level in learning the basic skills of reading and math. | 182-16 |
| This funding source will pay for the CSM position that will support families with attendance, students with engagement, and community partners with supporting the school with resources. | 2305 - Classified Supervisors' and Administrators' Salaries | \$86,988 | Comprehensive Support & Improvement (CSI) Grant | 2305 | Classified Supervisors' and Administrators' Salaries | New Position 02 | 11-Month Community School Manager | 0.5 | | | Community Manager will support the school with Attendance Incentives, Community Partnerships, Family Engagement/Activities/Involvement, Student Assemblies, and School Culture & Climate. | 182-17 |
| This funding source will fund the conference fees to attend conferences that benefit student academic achievement. This source will benefit staff in attending quality learning to enhance their careers. | 5220 - Conference Expense | \$22,069 | Comprehensive Support & Improvement (CSI) Grant | 5220 | Conference Expense | n/a | n/a | n/a | | | Conferences to attend that will enhance and enrich the quality of the student achievement. | 182-18 |
| This funding source will pay for consultants to support student improvement in ELA and Math for all students at the school site. | 5825 - Consultants | \$35,000 | Comprehensive Support & Improvement (CSI) Grant | 5825 | Consultants | n/a | n/a | n/a | | | Consultants like Children Rising, Excel, and Kingmakers will support the school with academic support to enhance student achievement. | 182-19 |
| This funding is for the Afterschool program to support all students in having extracurricular activities. Contractors will be paid to teach the students life skills, athletics, and healthy living. All students will benefit from these contractors supporting student academic success. | 5100 - Subagreements For Services | \$125,000 | Expanded Learning Opportunities Program (ELO-P) | 5100 | Subagreements For Services | n/a | n/a | n/a | | | The Afterschool program plays a vital role in the growth and development of a well rounded student by providing activities that support engagement and enrichment activities. | 182-20 |
| This funding supports the Afterschool program in bringing in resources that support student engagement. All students in the Afterschool program benefit from the consultants teaching and learning. | 5825 - Consultants | \$25,000 | Expanded Learning Opportunities Program (ELO-P) | 5825 | Consultants | n/a | n/a | n/a | | | The Afterschool program plays a vital role in the growth and development of a well rounded student by providing activities that support engagement and enrichment activities. | 182-21 |
| This funding source will fund Extended Teachers contract for teachers to be paid on the Instructional Leadership team. Teachers will benefit and will also be paid to do interventions to support student achievement. | 1120 - Certificated Teachers' Salaries: Stipends | \$20,000 | LCFF Supplemental | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | | | Teacher Extended Contracts will support students below grade level in learning the basic skills of reading and math. | 182-22 |
| This funding source will pay for the support on the EL PAC test by paying subs to test the students. English Language Learner students will benefit from the support of getting all of the tested. | 1150 - Certificated Teachers: Substitutes | \$5,000 | LCFF Supplemental | 1150 | Certificated Teachers: Substitutes | n/a | n/a | n/a | | | EL PAC support to test the ELLs for proficiency in ELA and Reading. | 182-23 |

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 182

School: Martin Luther King Jr. Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | EXPENDITURE CODE | 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 |
|--|---|---------------|--|-------------|--|-----------------|---|-----|-------------------|---|---|----------------------|
| This funding source will pay for materials and supplies that will benefit student improvement and achievement. | 4310 - School Office Supplies | \$4,800 | LCFF Supplemental | 4310 | School Office Supplies | n/a | n/a | n/a | | | Supplemental ELD Curriculum and Instruction | 182-24 |
| This funding source pays for half of the TSA position. This position benefits teachers with coaching and students intervention in reading and math. The TSA will also conduct Professional Development that supports students in learning. | 1119 - Certificated Teachers on Special Assignment Salaries | \$77,161 | Literacy Coaches & Reading Specialists Grant | 1119 | Certificated Teachers on Special Assignment Salaries | New Position 05 | 10-Month Teacher on Special Assignment (TSA) | 0.5 | | | 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. | 182-25 |
| This funding source will pay for an Early Literacy Tutor to use the SIPPS program. The ELT benefits students who are far below basic in reading who need the basic skills to learn how to decode and read on grade level. | 2105 - Classified Instructional Aide Salaries | \$43,893 | Literacy Coaches & Reading Specialists Grant | 2105 | Classified Instructional Aide Salaries | New Position 06 | Early Literacy Tutor | 0.8 | | | Universal, Schoolwide SIPPS Instruction Time ("Walk to Read") | 182-26 |
| This funding source will pay for an Early Literacy Tutor to use the SIPPS program. The ELT benefits students who are far below basic in reading who need the basic skills to learn how to decode and read on grade level. | 2105 - Classified Instructional Aide Salaries | \$21,946 | Literacy Coaches & Reading Specialists Grant | 2105 | Classified Instructional Aide Salaries | New Position 07 | Early Literacy Tutor | 0.4 | | | Universal, Schoolwide SIPPS Instruction Time ("Walk to Read") | 182-27 |
| The funding source will pay for books other textbooks that support students in reading at and above grade level. Students benefit from having quality books that support them in reading fun and engaging books. | 4200 - Books other than Textbooks | \$2,894 | Literacy Coaches & Reading Specialists Grant | 4200 | Books other than Textbooks | n/a | n/a | n/a | | | 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. | 182-28 |
| This funding source fund the interprogram costs of having the grant. This grant benefits the literacy program, TSA, and students learning in small group instruction. | 7310 - Interprogram Support/costs | \$5,048 | Literacy Coaches & Reading Specialists Grant | 7310 | Interprogram Support/costs | n/a | n/a | n/a | | | 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. | 182-29 |
| This funding source pays for the parent engagement activities for the Multicultural day that the parents conduct. The parents and students benefit from the parent engagement day. | 4311 - Meeting Refreshments | \$1,420 | Title I, Part A Parent & Family Engagement | 4311 | Meeting Refreshments | n/a | n/a | n/a | | Parent Engagement for family engagement | Family Literacy, Science, & Math Nights | 182-30 |
| This funding pays for parent engagement activities that focus on supporting parents with learning the curriculum and standards. Parents benefit from learning how to support their children in school. | 5825 - Consultants | \$1,500 | Title I, Part A Parent & Family Engagement | 5825 | Consultants | n/a | n/a | n/a | | Parent Engagement for family engagement | Parent Family Class Day/Invite all the parents to come and enjoy a lesson and work along side their student. | 182-31 |
| This funding source pays for the Prep Teacher to be full time at the school site. It is important that all teachers get the time to plan and prep for the curriculum for the students. All teachers and students benefit from having a prep time. All teachers will have the chance to plan and prepare lessons that benefit student learning. | 1105 - Certificated Teachers' Salaries | \$28,377 | Title I, Part A Schoolwide Program | 1105 | Certificated Teachers' Salaries | 4270 | Teacher, Elementary Educational Enhancement/Intervention Program (EIEP) | 0.2 | | 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. | 182-32 |

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- Title I Schoolwide Program
- Comprehensive Support & Improvement (CSI) Grant
- Additional Targeted Support & Improvement
- Title I Targeted Assistance Program
- Local Control Funding Formula Equity Multiplier
- Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/15/2025

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
Principal

Roma Groves-Waters
Signature

4/15/2025
Date

Racquel Payton
SSC Chairperson

Racquel Payton
Signature

4/15/25
Date

SELLS Representative (optional)

Signature

Date

Leroy Gaines
Network Superintendent

Leroy Gaines
Signature

5/28/2025
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

5/28/25
Date



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.

2024 - 2025 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, & Teacher Calls**
- **Parent Newsletters**
- **School Website - in progress**
- **Google Classroom in grades 3rd, 4th, & 5th and Class Dojo for the TK - 2nd grade classes.**

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 - Parent Square**
- **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 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. Together, they 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 and Parent Coffee Chats with the Principal**

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 and parents

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 between August 29, 2024 and May 29, 2025.

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

Signature of Principal

Mrs. Roma Groves - Waters

Date: August 29, 2024



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

School-Student-Parent Compact

Martin Luther King, Jr. Elementary School

2024 - 2025

This School-Parent Compact has been jointly developed with parents and family members. It outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and how 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 2024 - 2025 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 and the OUSD curriculum.

Provide Quality Learning to all students using the district curriculum

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

Parent Teacher Conferences

Provide weekly feedback to parents virtually regarding the student's work

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

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

Report Cards will be sent home every trimester.

Parent Teacher's 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 observe classroom activities.

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

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

Parent Workshops and Engagement Activities that support learning the system

Class Dojo, Google Classroom, Seesaw, and other learning platforms will help parents access their child's work.

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 attend 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 from the school in Spanish and Arabic as their home languages.

Teacher Responsibilities

Teachers will respond to parents within 24 hours, call, text, and email them, and set up virtual meetings to address parent and student concerns.

Teachers will ensure 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.
- I do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family.

This Compact was **adopted by Martin Luther King, Jr. Elementary School on August 24, 2024,** and will be in effect from August 29, 2024, to May 29, 2025.

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 29, 2024.**

Signature of Principal

Mrs. Roma Groves - Waters

Date: August 29, 2024, at Annual Title I Meeting.



Strategic Resource Planning (SRP)

MLK ELEMENTARY SCHOOL
School Site Council Membership Roster
2024-2025

SSC - Officers

| | |
|-------------------|-----------------|
| Chairperson: | Racquel Payton |
| Vice Chairperson: | Joslyn Patrick |
| Secretary: | Kathleen Madden |

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"/> | N/A |
| Christiana Torres | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1st |
| Racquel Payton | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1st |
| Freddy Royster | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1st |
| Jie Yang | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1st |
| Suad Mohamad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Kathleen Madden | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Nisha Oxley | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Gamalah Munassar | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Joslyn Patrick | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |

| | |
|--|---------------------------------|
| SSC Meeting Schedule: (Day/Month/Time) | 1st Tuesday of the month at 4pm |
|--|---------------------------------|

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.

