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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 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 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Martin Luther King Jr. Elementary School



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

2026-27 School Plan for Student Achievement (SPSA)

School: Martin Luther King Jr. Elementary School
CDS Code: 1612596072235
Principal: Roma Groves-Waters
Date of this revision: 4/13/26

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 **Telephone:** 510-874-3381
Oakland, CA 94607 **Email:** roma.groves@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/13/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Martin Luther King Jr. Elementary Scho **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: 4/13/2026

The public was alerted about the meeting(s) through one of the following: Parent Square Blasts

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

Signatures:

<u>Roma Groves-Waters</u> <i>Principal</i>	<u>Roma Groves - Waters</u> Signature	<u>4/13/2026</u> Date
<u>Racquel Payton</u> <i>SSC Chairperson</i>	<u>Racquel Payton</u> Signature	<u>4/13/26</u> Date
<u>Suad Mohamad</u> <i>SELLS Representative (optional)</i>	<u>Suad Mohamad</u> Signature	<u>4/13/2026</u> Date
<u>Leroy Gaines</u> <i>Network Superintendent</i>	<u>Leroy Gaines</u> Signature	<u>04/28/2026</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>4/28/26</u> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/10/2025	ILT	Reviewed data and identified school needs, Facilitated group feedback on SPSA sections
1/5/2026	Faculty	Reviewed SPSA goals and strategies
1/14/2026	Faculty	Reflected on instructional practices and supports
1/21/2026	ILT	Reflected on progress and challenges
1/27/2026	Other, Admin Team	Reviewed SPSA goals and strategies, Reflected on instructional practices and supports
2/6/2026	ILT, Other	Reviewed data and identified school needs
2/9/2026	Faculty	Facilitated group feedback on SPSA sections
3/11/2026	Faculty	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$164,640
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,113,549

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 Resource 3010	\$161,700
Title I Parent & Family Engagement Resource 3010	\$2,940
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$164,640

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	
	\$1,113,549

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$29,600
LCFF Equity Multiplier Resource 7399	\$389,829
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$168,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$76,512
SUBTOTAL OF STATE & LOCAL FUNDING:	\$948,909

2026-27 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:	6/24/2026

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.

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
54.4%	48.3%	15.2%	1.4%	21.0%	21.3%	98.7%	27.4%	1.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.6%	2.4%	5.7%	0.0%	0.0%	0.0%	98.7%	5.4%	69.1%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, 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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	22.0%	35.7%	33.3%	40%	60%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	6.5%	24.0%	33.3%	20%	40%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	50.0%	40.0%	64.0%	75%	80%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-110.9	-121.5	-128.1	-50.00	-30.00
SBAC ELA Participation	All Students	98.2%	96.6%	97.1%	95.0%	98.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	43.7%	31.8%	68.5%	52.8%	72.8%

Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-96.6	-123.0	-135.3	-50.0	-30.0
SBAC Math Participation	All Students	96.6%	96.6%	97.1%	95.0%	98.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	8.5%	2.0%	8.7%	20.0%	40.0%
California Science Test (CAST) Participation	All Students	95.9%	98.0%	97.9%	95.0%	98.0%

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

School Goal:	<p>By May of 2027</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
Identified School Need:	<ul style="list-style-type: none"> - 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-196.2	-174.6	-182.4	-50.0	-30.0
SBAC ELA Distance from Standard Met	English Learners	-107.8	-149.8	-145.5	-80.0	-60.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	69.6%	92.6%	85.0%	70.4%	80.0%
SBAC Math Distance from Standard Met	Special Education Students	-193.4	-180.3	-199.3	-50.0	-40.0

SBAC Math Distance from Standard Met	African American Students	-113.1	-134.3	-140.5	-85.0	-65.0
Reclassification Measures & Targets						
<i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	8.6%	1.5%	3.0%	20.0%	40.0%
LTEL Reclassification	Long-Term English Learners	50.0%	0.0%	25.0%	65.0%	75.0%

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	2026-27 New Target
Student Connectedness to School	All Students	71.1%	51.4%	54.3%	90.0%	98.0%
Out-of-School Suspensions	All Students	2.6%	3.2%	3.3%	1.0%	0.5%
Out-of-School Suspensions	African American Students	3.8%	4.7%	3.7%	1.0%	0.5%
Out-of-School Suspensions	Special Education Students	2.6%	4.4%	7.1%	1.0%	0.5%
Chronic Absenteeism	All Students	83.6%	49.2%	50.2%	65.0%	75.0%
Chronic Absenteeism	African American Students	83.7%	47.1%	55.2%	63.0%	83.0%

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

School Goal: By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	78.4%	76.4%	74.4%	85.0%	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2027, 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>By May 2027, MLK will increase the performance of K - 5 students by 20% in ELA and Math by making clear, measurable academic goals tied to multiple data sources like iReady, CEAs, Dibels, and SBAC, enabling progress monitoring every month. Use of iReady diagnostics and growth targets provides actionable data to identify student needs and track progress in both proficiency and growth. There will be an increase of 10% in SBAC, iReady ELA & Math, and other district assessments with 30% of the students at or on grade level. We will work with students in small group instruction with the students who are at the cusp of moving to Proficient to move them to perform. Our team of Early Literacy Tutors will support the students in reading on grade level. Giving students on-on-one support with partners like Children Rising. The TSAs will have reading and math groups that support student learning to increase learning at all levels. Our Prep teachers also give teachers additional time to prepare and plan more effectively. Giving students real world learning experiences through field trips. Our goal is to decrease the distance from standard of SBAC ELA by 40points and Math by 40 points. Growth in all areas is the growth.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</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>By May of 2027, there will be an increase in Black students in performance in iReady ELA and Math by 25%. Students will show growth and in every academic area measured by district assessments by 20%. MLK has made equity explicit by setting ambitious, disaggregated goals for Black/African American students, students with IEPs, and English Language Learners. English Language Learners will increase by 25% as measured by iReady ELA and Math by 20% of the students performing at and above grade level. The goal is that every student increases and shows growth in all of the academic areas.</p>
<p><i>LCAP Goal 3:</i></p>	<ul style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>By May 2027, MLK will improve Attendance by 20% from the 2024 - 2025 school year with the support of our attendance specialist and case manager. Students are coming to school and working out a plan of action to support student outcomes. The annual suspension rate will drop below 2%. The goal is to use restorative justice practices to support student learning of how to resolve conflicts. Also, to increase student leadership throughout the school with teaching students conflict management skills and cooperative learning skills. Overall Attendance</p> <p>Increase Average Daily Attendance (ADA) by 2–3 percentage points by the end of the school year.</p> <p>Example: From 92% to 95%.</p> <p>Chronic Absenteeism</p> <p>Decrease the percentage of students classified as chronically absent (missing 10% or more of school days) by 10–15% compared to the prior year.</p> <p>Tardiness</p> <p>Reduce daily tardiness incidents by 20% by midyear and 30% by year-end.</p> <p>Academic Correlation</p> <p>Increase the percentage of students meeting or exceeding grade-level expectations in ELA and Math by 5%, with a focus on students previously identified as chronically absent.</p>

<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>By May 2027, we will increase access to a strong system of support for teachers by doing the following: MLK TSAs will coach teachers weekly, demonstrate curriculum lessons, and conduct Professional Development for teachers. New teachers are being coached weekly. We will have differentiated PD focused on common areas of need, increasing engagement in OUSDs credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management.</p>
<p>Goal Area:</p>	<p>School Goal:</p>	<p>Priority Challenges</p>
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, 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</p>	<p>The challenges of increasing the performance of K - 5 students are the following: 38% of the students are not at or above grade level in iReady ELA and Math. Students are not spending enough time on iReady on a daily basis. Teachers need to teach test taking strategies. The student interventions are not consistent because of either student or staff absentism.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - 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>	<p>The priority challenges for our Black students that this subgroup is the lowest performing group in ELA and Math in the school. 46% of the male black students are performing below grade level. MLK needs to prioritize more differentiation of strategies that support Black and ELL students with visuals, content - specific vocabulary words, and more reading time. There needs to be more time for core direct instruction without disruptions and behavioral problems.</p>

<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p>	<p>The priority challenges with attendance is that 40% of families are not bringing their children to school on a daily basis. Tardies are consistent with more than 60% of the families. A lot of the families drop off their children by 9am or later. The challenge is that there are over 37% of the students are chronically absent. Martin Luther King, Jr. Elementary School experiences persistent challenges with chronic absenteeism and tardiness due to high levels of poverty, transportation barriers, family instability, and limited access to wraparound supports. Inconsistent attendance negatively impacts student academic performance, contributes to below-average test scores, and disproportionately affects high-need student populations.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>The school continues to face challenges in retaining qualified teachers, particularly early-career educators, which impacts instructional consistency, staff morale, and student achievement. High workload demands, limited time for collaboration, and insufficient ongoing support contribute to teacher burnout and turnover. These staffing disruptions require frequent onboarding of new teachers and place additional instructional and leadership demands on existing staff.</p> <p>Additionally, professional development opportunities have not consistently resulted in sustained changes to instructional practice. PD is often constrained by limited time, varying levels of teacher readiness, and a lack of differentiation by experience or instructional need. Inconsistent follow-up and coaching limit teachers' ability to implement strategies with fidelity, reducing the overall effectiveness of PD efforts.</p> <p>Coaching and support for new teachers remain a critical area of need. New teachers require targeted, job-embedded coaching in classroom management, curriculum implementation, assessment, and family communication. However, limited coaching capacity and competing site priorities restrict the frequency and depth of support. Without consistent, structured coaching and mentoring, new teachers may feel overwhelmed, which negatively impacts instructional quality and increases the risk of attrition.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Martin Luther King Jr. Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

During the 2025–2026 school year, Martin Luther King, Jr. Elementary School implemented its SPSA to improve student attendance, academic achievement, and school climate. The school strengthened family engagement through multilingual communication, workshops, and individualized support for chronically absent students, while partnering with community organizations to address transportation and basic needs barriers. Targeted academic interventions and job-embedded professional development supported teachers in implementing curriculum with fidelity and addressing learning gaps, particularly for students impacted by absenteeism. Positive behavior supports, enrichment opportunities, and culturally responsive instruction promoted student engagement and a welcoming school environment. Progress was monitored regularly through attendance data, academic assessments, and staff feedback, allowing adjustments to ensure that SPSA actions effectively met student needs.

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

In 2025–2026, Martin Luther King, Jr. Elementary implemented SPSA strategies that improved attendance, engagement, and academic outcomes. Targeted interventions, family outreach, and community partnerships reduced chronic absenteeism, while teacher coaching and job-embedded professional development strengthened instruction and student learning. Positive behavior supports, enrichment programs, and culturally responsive practices enhanced school climate. Ongoing data monitoring ensured strategies remained responsive, resulting in measurable progress toward the school's goals.

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.

As a result of the analysis of SPSA implementation and outcomes, Martin Luther King, Jr. Elementary School will make targeted adjustments to strengthen progress toward annual goals in attendance, academic achievement, and student engagement. These changes are designed to increase the intensity, consistency, and effectiveness of supports for high-need students. Based on the analysis of SPSA implementation and outcomes, Martin Luther King, Jr. Elementary School will refine actions to strengthen progress toward annual goals. For Goal 1: Student Attendance, the school will increase attendance monitoring to a weekly basis, expand Tier 2 and Tier 3 interventions, initiate earlier SART referrals, and refine targeted morning supervision and incentives (Actions 1.2, 1.4). For Goal 2: Academic Achievement, the school will increase targeted literacy and math interventions, prioritize early-grade foundational skills, and align coaching cycles to student outcome data (Actions 2.1, 2.3). For Goal 3: Professional Learning, professional development will be differentiated with increased follow-up and more frequent coaching focused on classroom management and high-impact instructional practices (Actions 3.2, 3.4). For Goal 4: School Climate and Family Engagement, the school will expand culturally responsive family engagement, strengthen attendance and academic communication, and refine student recognition systems (Actions 4.1, 4.3).

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Parent Meetings and Parent Engagement Night had refreshments to support nutrition for the parents and students.</p>	<p>Parent Engagement</p>	<p>Every other Friday are the Parent Principal Coffee Chats to support families learning and understanding the school site. The parents organized with the staff a Multicultural Night to bring awareness of the diversity at the school site and address specific academic needs of all students.</p>	<p>There were over 100 students and families that attended the Multicultural Parent Engagement Night, which has made this a great space to share academic progress and needs for students. The Parent Principal Coffee Chats are not full of parents. Parents are not attending this meeting regularly.</p>	<p>MLK will continue to have the Multicultural Day. The parents believed this was a successful event that we will continue. We will advertise the event earlier. The format of the program had students engaged. The parents loved this event. MLK had over 100 families at this event.</p>
<p>The Teaching Well is a well known organization that supports parents, students, and staff in understanding trauma informed practices that guide families in excelling in schools.</p>	<p>Parent Engagement</p>	<p>The consultant taught a class on supporting families in understanding how to help their children learn and understand the curriculum. The Teaching Well is a consultant firm that supports staff, families, and students in trauma informed practices to overcome to achieve academic success.</p>	<p>20 parents attended the workshop. 8 Staff members attended the workshop.</p>	<p>The Teacher Well conducted a quality workshop that parents were fully engaged in. The workshop will be conducted again. Parents had a chance to discuss ways to support their children in learning and growing academically in school. This event was a hit and parents are looking forward to it happening again.</p>

<p>The TSA coaches teachers, conducts Professional Development, and supports students in small group instruction.</p>	<p>Staff Satisfaction with Professional Development</p>	<p>The TSA conducts Professional Learning for the teachers. Small group instruction is conducted for the students that score below grade level. Teacher coaching conducted a twice a week to support the teacher in learning and growing in the practice.</p>	<p>The TSA conducts 80% of Professional Development that supports student learning. 20% small group instruction of student learning. 75% coaching new teachers.</p>	<p>The Teacher on Special Assignment conducted the Professional Development and Professional Learning Communities with all of the teachers. What we will add on is that all TSAs will conduct small group instruction daily to support the growth and development of all students in reading and math.</p>
<p>The Science Prep Teacher supports all of the students in learning the Science Foss Kit Curriculum.</p>	<p>CAST (Science) at or above Standard</p>	<p>The Science Prep Teacher teaches Science to all students that support learning the standards of the curriculum.</p>	<p>100% of the students are taught by the Science Prep Teacher. As a result of our prep teacher we are making strides toward our goal of having 65% of the students passing the Science CAST test.</p>	<p>The Science Teacher is great. The students need to learn science strategies so that they can learn and grow in STEM. The teacher had challenges with student discipline by overcame them through coaching by the TSAs.</p>
<p>The Attendance Clerk supports families in getting their students to school on time.</p>	<p>Chronic Absenteeism</p>	<p>The Attendance Clerk conducts the SART meetings to promote families to bring their children to school.</p>	<p>The Attendance Clerk has maintained an average of 98% of verifying absences. The moderate absentism rate has reduced by 15%.</p>	<p>The Attendance Clerk added hours supported families with resources to get their children to school on time. Families had a lot of hardships this school year that prohibited them to maintaining school attendance. The Attendance Clerk was a steady guide in supporting parents in getting to their students to school</p>
<p>The instructional supplies and materials support student learning. Students need activities and materials to support them in learning the diverse curriculum.</p>	<p>Reading Inventory (RI) Growth of One Year or More</p>	<p>School instructional materials support the academic learning of curriculum. This is support to give students instructional materials they need to succeed.</p>	<p>100% of the students receive instructional materials. Items bought like headphones support the reading and math programs of the school.</p>	<p>MLK was able to successfully buy instructional materials that supported student learning in the classroom. We would most definitely buy more instructional learning materials again. We wish we could order from Amazon to receive items faster however, they are not vendors with our school district.</p>

<p>MLK pays for transportation for the field trips.</p>	<p>Student Connectedness to School</p>	<p>Transportation for field trips is how the students are able to go to the California Academy of Sciences.</p>	<p>85% of the field trips had transportation. The field trips are STEM related and focus on supporting students in learning informational texts and environmental science. As a result of our field trips we are making strides toward our goal of having 65% of the students passing the Science CAST test.</p>	<p>Transportation for field trips was great for our students and teachers. Zum was an excellent source to get the students safely to all of the field trips that expanded learning beyond the classroom.</p>
<p>The MLK School pays for the admission fees to instructional activities outside of school. The admission fees are to pay for students to enjoy instruction beyond the classroom.</p>	<p>Student Connectedness to School</p>	<p>The admission fees gives teachers the opportunities to teach the students beyond the classroom. The teacher can supplement the learning by taking the students to the California Academy of Sciences.</p>	<p>The school has called conducted about 3 field trips that supported student learning beyond the classroom. As a result of our field trips we are making strides toward our goal of having 65% of the students passing the Science CAST test.</p>	<p>The admission fees were paid for all of the students to experience learning beyond the classroom. The teachers planned quality field trips that expanded learning with the curriculum. The families, students, and teachers enjoyed all of the field trips and we look forward to doing these again.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Martin Luther King Jr. Elementary School	SCHOOL ID: 182
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

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

School Goal:	By May 2027, 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."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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	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 - CCSP
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 - CCSP
1-7	Tier 3 Literacy Intervention: Ignite Reading	30-Tier 3 Students K-5	Academic	Tier 3 -Supplemental

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

School Goal:	By May of 2027 - 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
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#	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-wisness, 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

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 - CCSPP
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.

School Goal:	By May 2027, 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?
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				
#	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>ELL Progress Data</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

Proposition 28 (Arts & Music in Schools)

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
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.	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			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 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.	\$109,218	After School Education & Safety (ASES)	5825	Consultants			0.00			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
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.	\$39,898	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10120	Teacher Education Enhancement	0.40			Visual and performing arts supports the SEL needs for students to have an outlook to be creative and engaged in the arts.	182-3
This funding source will pay for an Art teacher to support the MLK VAPA Program. All students who attend the VAPA class will benefit from this supportive position for the art teacher.	\$14,966	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	11049	Teacher Education Enhancement	0.10			Visual and performing arts supports the SEL needs for students to have an outlook to be creative and engaged in the arts.	182-4
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.	\$6,648	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Visual and performing arts supports the SEL needs for students to have an outlook to be creative and engaged in the arts.	182-5
This funding source will pay for an Art teacher to support the MLK VAPA Program. All students who attend the VAPA class will benefit from this supportive position for the art teacher.	\$14,966	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	11049	Teacher Education Enhancement	0.10			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 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.	\$34	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies			0.00			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 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.	\$10,000	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends			0.00			Teacher Extended Contracts will support students below grade level in learning the basic skills of reading and math.	182-8

Proposition 28 (Arts & Music in Schools)

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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
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.	\$94,308	California Community Schools Partnership Program	2405	Clerical Salaries	7792	Case Manager 20	0.70			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.	182-9
This funding source will pay \$6,942.40 for consultants to engage our parents in educational strategies to support their children in elementary school. The other \$40,000 dollars will fund an a consultant to organize recess with cooperative learning skills games, train junior coaches, and support with the PE hours for each class.	\$46,942	California Community Schools Partnership Program	5825	Consultants			0.00			Consultants like The Teaching Well and a Recess Coaching Organization that will support student connectedness to school.	182-10
This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	\$10,000	California Community Schools Partnership Program	5826	External Work Order Services			0.00			Field trips and transportation are vital way for students to learn beyond the classroom environment.	182-11
This funding sources pays the admission fees for 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.	\$7,500	California Community Schools Partnership Program	5829	Admission Fees			0.00			Field Trips that enhance and enrich the quality of the student achievement by taking learning beyond the classroom.	182-12
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.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			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.	182-13

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This funding is for the Afterschool program to support all students in having extracullicular 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.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			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 activites.	182-14
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.	\$88,223	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	11042	TSA 10Pay	0.75			The TSA will support all teachers in teaching and learning by facilitating PLCs, coaching, conducting PDs, and demonstrating lessons.	182-15
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.	\$152,825	LCFF Equity Multiplier	2205	Classified Support Salaries	9646	Restorative Justic Facilitator	1.00			Restorative Justice Facilitator supports students in resolving conflicts using the SEL strategies from the Caring School curriculum.	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.	\$91,048	LCFF Equity Multiplier	2305	Classified Supervisors' and Administrators' Salaries	11043	Program Mgr Community School	0.50			Community Manager will support the school with Attendance Incentives, Community Partnerships, Family Engagement/Activities/Involve ment, Student Assemblies, and School Culture & Climate.	182-17

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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.	\$14,230	LCFF Equity Multiplier	2905	Other Classified Salaries	8591	Noon Supervisor	0.30			Noon Duty Supervisors support the well being of the students by providing safe and healthy school areas for engaging recess fun for all students.	182-18
This funding source will pay for materials and supplies that will benefit student improvement and achievement.	\$3,503	LCFF Equity Multiplier	4310	School Office Supplies			0.00			School Site Materials will be bought to support teaching and learning and student materials.	182-19
This funding sources will fund a Strategic Partner from BACR and a school coach who will support the school site by aligning external resources, expertise, and services to the school's academic and operational priorities. Through collaborative planning with site leadership, the partner and school coach helps identify targeted goals, co-develop implementation plans, and provide measurable supports such as professional development, student enrichment, family engagement, or capacity-building initiatives. By maintaining clear communication, data monitoring, and accountability structures, the Strategic Partner and school coach ensures that its contributions are integrated into the school's improvement strategy and directly advance student achievement outcomes.	\$40,000	LCFF Equity Multiplier	5825	Consultants			0.00			BACR Strategic Partner will support the school with aligning Attendance support, Parent Engagement, and external resources to the school that support staff, student, and parent engagement. The EXCEL coach will provide communication strategies to the school that support the principal in maintaining capacity building initiatives that improve school site goals and objectives for student achievement.	182-20
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.	\$12,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			Teacher Extended Contracts will support students below grade level in learning the basic skills of reading and math.	182-21
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.	\$15,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes			0.00			EL PAC support to test the ELLs for proficiency in ELA and Reading.	182-22

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This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	\$2,600	LCFF Supplemental	5826	External Work Order Services			0.00			Field trips and transportation are vital way for students to learn beyond the classroom environment.	182-23
This funding source pays for the salary of the Teacher on Special Assignment. This role support coaching teachers to understand, learn, and teach the curriculum better for student improvement and achievement. Students will benefit from the teachers being coached by the TSAs that improve student outcomes	\$134,160	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	11045	TSA 11Mon 12Pay	0.80			The TSA will support all teachers in teaching and learning by facilitating PLCs, coaching, conducting PDs, and demonstrating lessons.	182-24
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.	\$91,048	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	11043	Program Mgr Community School	0.50			Community Manager will support the school with Attendance Incentives, Community Partnerships, Family Engagement/Activities/Involvement, Student Assemblies, and School Culture & Climate.	182-25
This funding will support in paying for a TSA positon 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.	\$29,408	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	11042	TSA 10Pay	0.25			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.	182-26
This funding will support in paying for a TSA positon 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.	\$89,794	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	11046	TSA 10Pay	0.60			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.	182-27

Proposition 28 (Arts & Music in Schools)

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
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.	\$18,973	Literacy Coaches & Reading Specialists Grant	2105	Classified Instructional Aide Salaries	11048		0.40			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.	\$9,252	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			Tier 3 Literacy Intervention: Ignite Reading	182-29
This funding source will pay for materials and supplies that will benefit student improvement and achievement.	\$3,515	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies			0.00			School Site Materials will be bought to support teaching and learning and student materials.	182-30
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.	\$48,508	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	8095	Early Literacy Reading Tutor	0.80			Homogenous Groups of Learners for Small Groups	182-31
This funding source funds the other half of the salary for the Science Prep teacher. The Science Teacher will teach Science by using the Foss Kit to all of the classes.	\$55,154	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	4270	Teacher Education Enhancement	0.60			Science Learning through reading informational texts by learning the key concepts of science through the Foss Kit curriculum.	182-32
This funding source will fund the Library Tech position that supports reading, books distribution, and quality library time to all of the classes within the school site.	\$80,289	Measure G, Library Support	2205	Classified Support Salaries	8550	Library Technician	1.00			The Library Tech will focus on reading all types of genres that support student learning in diversity of reading.	182-33
This funding source is to fund the other part of the VAPA teachers salary. This teaching position supports learning the visual and performing arts program at MLK.	\$59,847	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10120	Teacher Education Enhancement	0.60			Visual and performing arts supports the SEL needs for students to have an outlook to be creative and engaged in the arts.	182-34
This funding source will pay for materials and supplies that will benefit student improvement and achievement.	\$8,000	State Preschool One-Time Funds	4310	School Office Supplies			0.00			School Site Materials will be bought to support teaching and learning and student materials.	182-35

Proposition 28 (Arts & Music in Schools)

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
This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	\$2,000	State Preschool One-Time Funds	5826	External Work Order Services			0.00			Field trips and transportation are vital way for students to learn beyond the classroom environment.	182-36
This funding sources pays the admission fees for 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.	\$2,000	State Preschool One-Time Funds	5829	Admission Fees			0.00			Field trips and transportation are vital way for students to learn beyond the classroom environment.	182-37
This funding source pays for the parent engagement activiites for the Multicultural day that the parents conduct. The parents and students benefit from the parent engagement day.	\$940	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	Parent Family Class Day/Invite all the parents to come and enjoy a lesson and work along side their student.	182-38
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.	\$2,000	Title I, Part A Parent & Family Engagement	5825	Consultants			0.00		Student Connectedness to School	Family Literacy, Science, & Math Nights	182-39
This funding source funds the other half of the salary for the Science Prep teacher. The Science Teacher will teach Science by using the Foss Kit to all of the classes.	\$36,769	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4270	Teacher Education Enhancement	0.40		CAST (Science) at or above Standard	Reading informational texts in Science to support student reading and writing.	182-40
This funding will support in paying for a TSA positon 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.	\$33,540	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	11045	TSA 11Mon 12Pay	0.20		Reading Inventory (RI) Multiple Years Below Grade Level	Create, Track, and Target Instruction for African American Male Focal Groups (iReady and Illuminate)	182-41
This funding sources pays for the extended hours of the Attendance Clerk to support families in getting their children to school. All families benefit from the Attendance Clerks extended hours. All students benefit from the Attendance Clerk supporting their families in coming on time and being at school daily.	\$17,748	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	0213	Attendance Specialist	0.30		Chronic Absenteeism	The Attendance Clerk will address chronic absentism and support parents with resources to get their children on time to school.	182-42

Proposition 28 (Arts & Music in Schools)

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
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.	\$40,418	Title I, Part A Schoolwide Program	2405	Clerical Salaries	7792	Case Manager 20	0.30		Student Connectedness to School	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.	182-43
This funding source will fund Children Rising who is a tutoring agency that supports 2nd and 3rd grade students in basic reading and math skills that support. The agency provides one on one tutoring to students so that they grown 2 or more grade levels in iReady Reading and Math	\$15,000	Title I, Part A Schoolwide Program	5825	Consultants			0.00		i-Ready Reading at or above Mid-Grade	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.	182-44
This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	\$10,000	Title I, Part A Schoolwide Program	5826	External Work Order Services			0.00		Student Connectedness to School	Field trips and transportation are vital way for students to learn beyond the classroom environment.	182-45
This funding sources pays the admission fees for 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.	\$4,125	Title I, Part A Schoolwide Program	5829	Admission Fees			0.00		Student Connectedness to School	Field trips and transportation are vital way for students to learn beyond the classroom environment.	182-46
This funding source will support getting learning materials that supplement the curriculum taught in the classroom. All students benefit from this funding source that will provide materials and supplies that support students reach instructional goals.	\$4,100	Title I, Part A Schoolwide Program	4310	School Office Supplies			0.00		Student Connectedness to School	Rigorous Site Word Usage Daily	182-47



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

2025 - 2026 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 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 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 jointly developed and adopted by the Martin Luther King, Jr. Elementary School on August 28, 2025, and will be in effect for the period August 11, 2025, through May 28, 2026.

The school will distribute this policy to all parents on or before September 30, 2025, of the current school year.

Roma Groves - Waters
Name of Principal

Mrs. Roma Groves-Waters
Signature of Principal

8/28/2025
Date

Please link the School-Parent Compact to this document.



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

School-Student-Parent Compact

Martin Luther King, Jr. Elementary School

2025 - 2026

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 2025 - 2026 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 and 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, or 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, a text message, or a 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 28, 2025,** and will be in effect from August 28, 2025, to May 28, 2026.

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 28, 2026.**

Signature of Principal

Mrs. Roma Groves - Waters

Date: August 28, 2025, at the Annual Title I Meeting.



Strategic Resource Planning (SRP)

MLK ELEMENTARY SCHOOL
School Site Council Membership Roster
2025-26

SSC - Officers

Chairperson:	Racquel Payton
Vice Chairperson:	Jason Joseph
Secretary:	Rachel [REDACTED]

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
Jason Joseph	<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"/>	2nd
Kamarianna Thomas - Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Albert Dennie, Jr.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Rachel [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Kenya [REDACTED] - [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Nisha [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Rachel [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Joshlyn [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd

SSC Meeting Schedule: (Day/Month/Time)	2nd Thursday of the month at 4pm via Zoom
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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.

