APPROVED

Martin Luther King Jr. Charter School of Excellence

Minutes

Monthly Academic Excellence Meeting

Date and Time
Tuesday March 11, 2025 at 10:15 AM

Location
Join Zoom Meeting:
https://mlkcs-org.zoom.us/j/4132147806?pwd=RWl5VkEwNVVLTFdPc0JjUHM0NjhoUT09&omn=89824229796

By phone:
(US) +1 253-205-0468
Passcode: 2022

Committee Members Present
James Lightfoot (remote), Jennifer Wallace-Johnson (remote), Kiyota Garcia (remote)

Committee Members Absent
None

Guests Present
Diana Yousfi (remote), Emma Pullano (remote), Kaitlyn DiSessa (remote), Kendra Salvador (remote), Lisa Kozik (remote), Rebecca Sela (remote)

I. Opening Items

A. Record Attendance

B.

Call the Meeting to Order

Kiyota Garcia called a meeting of the Academic Excellence Committee Committee of Martin Luther King Jr. Charter School of Excellence to order on Tuesday Mar 11, 2025 at 10:15 AM.

II. Academic Excellence

A. Academic Data Update

Student social-emotional learning (SEL) remained a priority as part of our multi-year charter renewal goals. We were in year 4 (SY24-25) of a six-year cycle, and one of our accountability measures was for students to demonstrate at least 3% growth in SEL competence from the beginning to the end of each school year, as measured by a school-administered SEL survey. Last year, growth was modest (~1% from BOY to EOY), highlighting the continued need for intentional SEL instruction and integration across classrooms.

March SEL survey showed strong baseline competence. Students reported high levels of teacher care and engagement, with 86.6% indicated that teachers made an effort to know them and support them regularly. Students also reported positive behaviors in empathy and collaboration: 87.2% felt they get along with students who were different from them, 82.1% listen to other students' ideas, and 77.8% try to understand how others feel. Despite these high self-reports, areas for growth remained, particularly in behavior/emotional regulation and conflict resolution, and there was a variability in perceptions of how well students got along with peers who are different from them.

Year-over-year comparison showed promising improvement in overall SEL competence: the average student SEL scores rose from 71.8 BOY to 72.8 EOY in SY23-24, and for SY24-25, BOY results indicated an 82.9% baseline, suggested a higher starting point this year. While these data were encouraging, our focus remained on achieving growth within the school year and ensuring that SEL competencies are explicitly taught and regularly reinforced.

To address these priorities, action steps for the remainder of the year include:

1. Explicit SEL instruction and conversations in classrooms to reinforce competencies such as emotional regulation, conflict resolution, and empathy.
2. Student focus groups and individual reflections to understand challenges in peer interactions and guide targeted supports.
3. Ongoing monitoring of SEL survey data to track progress and adjust interventions as needed.
4. Integration of SEL strategies across academic content and school routines, ensuring students have multiple opportunities to practice and apply skills.

By continuing to embed SEL instruction, monitor student progress, and address areas of need, MLKCSE aims to ensure that students not only maintain high levels of self-reported empathy and care but also demonstrate measurable growth in competence by the end of the school year.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:00 AM.

Respectfully Submitted,
Kendra Salvador