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Board Cover Memorandum

To Board of Education

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

Board Meeting Date CVtVYf% , 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Markham Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Markham Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Markham Elementary School



2021-2022 School Plan for Student Achievement (SPSA)

School: Markham Elementary School
CDS Code: 1612596002059
Principal: Byron Delcomb
Date of this revision: 7/2/2021

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: Byron Delcomb	Position: Principal
Address: 7220 Krause Avenue Oakland, CA 94605	Telephone: 510-639-3202 Email: byron.delcomb@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 7/2/2021
The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Markham Elementary School

Site Number: 138

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

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

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

Date(s) plan was approved: 6/4/2021

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

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

Signatures:

Byron Delcomb <i>Principal</i>	<u>Byron Delcomb</u> Signature	<u>6.2.2021</u> Date
Sabrina Causey <i>SSC Chairperson</i>	<u>Sabrina Causey</u> Signature	<u>6.2.2021</u> Date
LaResha Martin <i>Network Superintendent</i>	<u>LaResha Martin</u> Signature	<u>6/10/2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>6/15/21</u> Date

2021-22 SPSA ENGAGEMENT TIMELINE**School Site:** Markham Elementary School**Site Number:** 138

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/17/2020	SSC & SELLS combined	Engaged SSC/DELLS and Markham ELL TSA Jessamine Entrekin for feedback and review of Priorities/Goals for EL's and discussed how to monitor Markham SPSA during distance learning
4/28/2021	Teachers & Staff	Conducted Jigsaw work & share session with Markham Staff for all sections of Part 3: Strategies and Actions
4/23/2021	Instructional Leadership Team	Conducted Spring ELA & Mathematics performance data share & work session
4/27/2021	SPED Team Engagement	Convened feedback session with Markham Special Education Team to inform all sections of Part 3: Strategies and Actions
4/23/2021	Markham TSA's: ELL, ELA Intervention, and Schoolwide TSA	Convened feedback session with Markham TSA group on teacher and leadership actions for: Standards Based Instruction, Language & Literacy, Conditions for Adult Professional Learning, and Conditions for ELL's
12/15/2021	SSC & SELLS combined	Engaged SSC/DELLS for input and discussion of select portions of the SPSA: Needs Assessment, and Strengths-Challenges-Root Causes
1/19/2021	SSC & SELLS combined	Engaged SSC/DELLS to evaluate Root Cause Analysis for ELL Program: What did we say we'd do and by when? Evaluated strategies and practices for success and indicators.
4/29/2021	ELL TSA	Engaged 0.5 ELL TSA for input for teacher and leadership actions for Part 3: Conditions for ELL's, as well as all other areas.
5/3/2021	CSM & COST	Engaged COST team for input and recommendations around MTSS and SEL existing components. We discussed next steps from where we are now: evaluation and proposed next steps for next year.
6/2/2021	SELLS & SSC combined	Approve SPSA

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$98,810.00
Total Federal Funds Provided to the School from the LEA for CSI	\$94,150.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$807,738.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$90,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$15,120.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,410.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$208,250.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$36,750.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$6,025.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$94,150.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$187,713.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$192,960.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$614,778.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$807,738.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School: Markham Elementary School	School ID: 138	
School Description		
<p>At Markham Elementary, we aim to embrace, nurture, guide and challenge all children in their development towards becoming empowered, and productive citizens. Students at Markham have fun while learning skills that ensure they are competent, fully-informed, critical thinkers! As educators, we are dedicated to the teaching and development of the whole child. Our school program provides students with a fun and rigorous curriculum based on Common Core standards, hands on math and science, a balanced literacy curriculum, leveled classroom libraries, writing throughout all content areas, music, arts and technology programs. We value parent involvement and organize Parent Cafes for our parents to come together and build community. We encourage parents to be an active part of the community by volunteers. As part of our mission to support the whole child, dental and vision care is provided for students in need and we have a counseling center, as well as a nurse and psychologist on site. At Markham, we have a safe, caring community where students thrive, excel and achieve and where everyone is welcome.</p>		
School Mission and Vision		
<p>The Markaham staff and community working together in unity, hold ourselves accountable for student achievement to nurture, guide and challenge ALL students to become productive citizens, lifelong learners and critical thinkers. Through rigorous instruction and conscientious modeling, we as staff, students, families, and community members will hold ourselves to high standards and accept responsibility for ourselves and each other.</p>		
1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths

<p><i>College/Career Readiness</i></p>	<p>In the 2020-21 school year, based on ELA iReady Reading data analysis, Markham students showed achievement across grade levels in a diversity of areas, hence there were ‘bright spots’ of student growth in overall grade level performance across content domains. In grades Transitional Kindergarten to 2:</p> <ul style="list-style-type: none"> * 69% of students overall, are on or above grade on phonological awareness. * 56% of students overall are at or above grade level for High Frequency Words. * 33% of Kindergarteners are at or above grade level overall while 67% are approaching overall * 41% of 2nd Graders are approaching grade level. <p>In grades 3 through 5.</p> <ul style="list-style-type: none"> * 2% of 3rd graders are at or above grade level overall while 27 are approaching. * 5% of 5th graders are at or above grade level overall, while 15% are approaching. * 17% of 3rd Graders are proficient or above in RL3.2, Reading Literature, while 19% are progressing. * 3% of 3rd graders are proficient in informational text (RI 3.3) while 27% are progressing; * 10% of 4th graders are proficient or above at Reading Literature (RL4.2) while 43% are progressing. * 11% are proficient in Reading Informational (RI 4.4)Text with 21% progressing. * 10% of 5th Graders are at or above grade level in (RL5.3) Reading Literature while 51% are progressing. * 24% of 5th Graders are proficient or above in Reading Informational text (RI5.4) while 38% are progressing 	<p>In the 2020-21 school year, teachers engaged in a variety of evidenced-based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p> <ul style="list-style-type: none"> * Teachers used data informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. * Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students. * Principal and Leadership Team provided time for collaboration, sets and monitors instructional vision and expectations at weekly professional learning community grade level groups. * Principal, TSA, and ELMA TSA, developed, monitored and adjusted a differentiated professional development plan based on teacher observations, feedback, and student data. * Principal and TSA develop focused Cycles of Inquiry, to strengthen teacher capacity and allocated time for grade level teams to analyze student data and adjust instruction.
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<p><i>Focal Student Supports</i></p>	<p>ELA During the 2020-21 school year Markham teachers have focused on Data Driven Instruction and Differentiation by monitoring and implementing instructional strategies specific to focal 5 student ELA domains of need in 2 Cycles of Inquiry * Domain specific strategies inform class wide ELA instruction * Small group SIPPS instruction of focal 5 students in each class across grades 3-5 in addition to grade level instructor focal 5 students * Intervention TSA, Wally Scott- worked with small groups of students at grade level and emerging to increase the number of students performing at or above grade level * EL .5 TSA, Jessamine Entekin- worked with N1 & N2 (year 1 and 2 newcomers) in small group phonics and push in classroom support * TSA Weekly Data Huddle with Principal: Reading Intervention TSA, Instructional Teacher Lead TSA, and EL 0.5 TSA- data looks and progress monitoring sessions for targeted Focal Students.</p> <p>EBAYC Afterschool Program provided: Small Group Breakout Rooms (with 1 to 2 teachers) Quality Support Coach (Ms. Burgo, SpEd 3-5 Teacher) Ran BookNook Sessions & One on One support.</p>	<p>* Markham teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments. * Markham teachers use data- informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. * Community School Manager (CSM), Social Worker, Climate and COST Team collaboration * Instructional Teacher Lead TSA (1.0), English Language Learner Intervention TSA (0.5), and Principal presented PD on EL strengthens to monitor the effectiveness, strengthen, monitor, and build capacity of teacher knowledge to enhance instruction * Reading Intervention TSA pulled small groups or students at or approaching grade level as indicated on the beginning of year Reading Inventory assessment. * After School Program, BACR, weilded flexibility under changing COVID-19 pandemic conditions and SpEd instructor provided certificated intervention support.</p>
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<p><i>Student/Family Supports</i></p>	<p>During Distance Learning, Principal held bi-weekly Coffee with Principal events to keep student Families updated on Attendance Data, Attendance Goals, Academic Data performance and relevant distance learning information throughout the COVID-19 pandemic. Information included: Student Learning Materials Distribution, Technology--OUSD laptop distriburtion, ongoing Oakland Undivided chromebooks and internet hotspot devices. Additional information for students and families included the Marklham academic plan, Cycle of Inquiry information, report card timelines, testing calendar window, strategies for supporting students at home, as well as parenting support and guidance. All Coffee with a Principal Events had bi-lingual interpretation throughout each event. principal sent out weekly bilingual updates and Monthly Newsletters to parents via teacher landing pages, teacher parent contact, Talking Points and the Markham website.</p>	<ul style="list-style-type: none"> * Teachers used data informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans. * Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students. * Principal and Leadership Team provided time for collaboration, sets and monitors instructional vision and expectations at weekly professional learning community grade level groups. * Teachers led students in programs like RAZ Kids, Learning A-Z, NewsEla, Swun Math curriculum and iReady to support differentiated instruction through intentional grouping. This allowed for students to practice their literacy and math skills at home. * Online resources through Clever, managed by Google Classroom or SeeSaw allowed teachers to provide students with opportunities
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<p><i>Staff Supports</i></p>	<ul style="list-style-type: none"> * In the 2020-21 school year, Markham established rotating SIPPS rotations in all classes in grades TK-2. * All 3 TSA's: Instructional Lead Teacher, Small Group Intervention, and English Language Learner, instructors pushed in and held breakout class small group intervention and provided testing support for all assessments throughout the year. * Social Worker and Afrer School Program Director made home visits to studnent families as an extension of the COST team. * All teacher absences were covered by Markham's 2 STIP substiute teachers. * ITL TSA, (1.0), partial funding approved by SSC in 2020-2021, and funded again in 2021-22; Teacher on Special Assignment will develop individual group system wide capacity for consistent implementation and data analysis through coaching to increase student achievement. Coaching in best practices for teachers. Facilitate Professional Learning Communities/Professional Development. Intervention services for at-risk students. Professional learning will be provided by the Teacher on Special Assignment to facilitate backwards planning of new units with the teachers. TSA and Principal will visit the PLC collaboration groups to progress monitor successes and challenges of backwards planning. 	<ul style="list-style-type: none"> * Climate and COST Team collaboration, sets and * Principal and TSAs led Staff through Cycles of Inquiry * Dediocated 0.5 English Language Learner TSA * Teachers review of the Cycle of Inquiry process at the conclusion of Cycle 2 to inform and engage in a more informed goal setting and implementation of the cycle of inqiry process. * Dedicated SIPSS push-in support model drafted to train up and schedule 2 STIP subs and PE instructor for daily phonics groups in all grades TK - 2.
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<p><i>In 2020-21` The Community School Manager has been working with Oakland Promise "https://oaklandpromise.org/kindergarten-to-college/" to help establish a kinder to college program at the school. In 20-21 The community shcool manager prompted parent edcuational college workshops to staff tto share with Markham families. Utilizing a grant from Oakland Promise, the CSM bought local college banners to hand in the hallways to hlep create a visiable college going culture. Coordinaitng with the kinder teachers, Markham was able to use additionl grant funds to purchase The Melanin Gang books for students in the class. Going into the 21-22 school year, The CSM will be working to help parents create 529 college saving accounts by working with Oaokand Promise and host fianancial literacy classe. The goal is to have at least 25% of our kinder students signed up for a 529 college saving account by parting with Oakland Promise.</i></p>	<ul style="list-style-type: none"> * Markham Students Overall grade level placement for At Risk for Tier 3 academic intervention increases from grades 2 to 5- as indicated on iReady end of year diagnostic for both English Language Arts and Math: * At Risk for Tier 3 Academic Intervention by grade levels for ELA are as follows: * 0% Grade Kindergarten; 16% Grade 1; 59% Grade 2; 71% Grade 3; 70% Grade 4; 80% Grade 5. * At Risk for Tier 3 Academic Intervention by grade levels for Math are as follows: * 0% Grade Kindergarten; 2% Grade 1; 69% Grade 2; 77% Grade 3; 74% Grade 4; 80% Grade 5. * Markham's Overall Severe Chronic Absent is 44.6%. * One outstanding point of disproportionality, is that African Amerians make up 30% of the student population, but are trending at 61.4% Chronica Absent. * The COVID-19 pandmic created averse conditions of learning loss; particularly around providing reliable technology for all students to attend regularly in an uninhibited way. Many families' health were affected by COVID and many families relocated due to loss of jobs and overall lockdown conditions across Alameda county. * In 2020-2021 we gave out all the sites' chromebook carts laptop computers supply to facilitate online learning. Many were damaged, lost, or missing power cords 	<p>Learning loss due to COVID-19 challenges including:</p> <ul style="list-style-type: none"> * family displacement due to job closures and loss of income, * disproportionate impact on the Latinx and African American Markham communities, * transition to distance learning steep learning curve for families to adopt technology while distanced due to pandemic, * Markham community family member illness and mortalities. * Teacher steep learning curve to administer instruction pivot to online from the school year beginning * Markham temporary leadership transition through mid-October 2019 * Markham has no dedicated ELA curriculum, or ELD curriculum * Teacher training in distanced learning environment was a steep learning curve for many teachers * Markham students' access to learning materials was compromised by lockdown and social distancing protocols. * COVID OEA conttract meeting requirrents limited targeted PD-PLC to 60 minutes a week for PD and 30' minutes a week for independen techer-led PLC, (opposed to in-person opportunities for a dedicated additional 60' minutes of PLC time was developed with enrichment coverage schedules and facilitated by the Instructional Teachder Lead TSA) * Teachers ahve not had sufficient support for developing and sharing their knowledge of ELD/ALD instruction. * Teachers have not evaluated the existing resources (books, apps, etc) against the needs of their students. (Unclear about the purpose of decodables. Unclear about how to identify decodables vs "leveled reading" books. * Teachers have not received targeted PD-PLC about how to use existing resources to optimize their goals. * Expectations around English language
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<p><i>Focal Student Supports</i></p>	<ul style="list-style-type: none"> * Testing resources shift from TSA staff support and intervention to full-time testing support beginning in February * Markham lacks a well-supported and resourced targeted, explicit, scaffolded ELD and daily instructional curriculum * 0.5 Markham Social Worker, half-time support and English-speaking only exposes a need to also support our Spanish and Mam speaking students & family population. * Units of Study, (the ELA curriculum) for Structured English Immersion classrooms grades TK to 5; Adelante curriculum for grades TK-2 Spanish Early Exit classrooms,-- * Addressing the Mam & Spanish speaking population through English immersion instruction-- 	<p>Learning loss due to COVID-19 challenges including:</p> <ul style="list-style-type: none"> * family displacement due to job closures and loss of income, * disproportionate impact on the Latinx and African American Markham communities, * transition to distance learning steep learning curve for families to adopt technology while distanced due to pandemic, * Markham community family member illness and mortalities. * Teacher steep learning curve to administer instruction pivot to online from the school year beginning * Markham temporary leadership transition through mid-October 2019 * Markham has no dedicated ELA curriculum, or ELD curriculum * Teacher training in distanced learning environment was a steep learning curve for many teachers * Markham students' access to learning materials was compromised by lockdown and social distancing protocols.
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<p><i>At Markham Elementary, we aim to embrace, nurture, guide and challenge all children in their development towards becoming empowered, and productive citizens. Students at Markham have fun while learning skills that ensure they are competent, fully-informed, critical thinkers! As educators, we are dedicated to the teaching and development of the whole child. Our school program provides students with a fun and rigorous curriculum based on Common Core standards, hands on math and science, a balanced literacy curriculum, leveled classroom libraries, writing throughout all content areas, music, arts and technology programs. We value parent involvement and organize Parent Cafes for our parents to come together and build community. We encourage parents to be an active part of the community by volunteers. As part of our mission to support the whole child, dental and vision care is provided for students in need and we have a counseling center, as well as a nurse and psychologist on site. At Markham, we have a safe, caring community where students thrive, excel and achieve and where everyone is welcome.</i></p>	<p>Offering professional development for Markham teachers to meet the instructional language needs of a growing non-English speaking student population is a priority challenge for 2021-22.</p> <p>Chronic Absent Attendance is at 48% for African American students and families. This is a crisis of disproportionality being that African American students make up 33% of the Markham population.</p> <p>Approximately 3 in 10 Markham students speak English as their first language, 5 of 10 speak Spanish as their first language, and 1 of 10 speak Mam as their first language. Enrollment has increased this year from 269 students in October 2020, to 282 students in May 2021. Trends for Native English speaking family enrollment at Markham are declining. Pre Pandemic in 2019, Mam speaking family enrollment was on the increase at 10 families per year, Spanish language enrollment was decreasing by 5 families per year, and native English speaking families were decreasing by 10-15 families per year.</p> <p>Supporting students and families with social services, workshops and counseling services. As the pandemic has limited our ability to physically be together, we face an increasing need to address the psychological impact this has had on students and families with distanced socialization.</p> <p>CHKS survey data COMING SOON 5/4</p> <p>Markham's limited site budget: (based on an enrollment prediction we have currently surpassed by 11%) we were faced with choosing to maintain 2 STIP substitute teachers, or maintain a 0.5 time Social Worker and fund a 0.5 Community Schools Manager. The STIP substitutes proved to be invaluable as we maintained class coverage for all classes if a teacher was out sick.</p>	<p>Maintaining a Spanish Early Exit program alongside a Structured English Immersion program in grades TK - 2 presents a challenge to adopt a consistent and collaborative approach towards Academic Language Development for grade-level teams.</p> <p>Markahm needs a consistent and comprehensive ELD curriculum and staff training.</p> <p>Post pandemic due to learning loss and a general lack of socialization, there will be a need for staff training in Restorative Justice as well as renewed training in the Caring School Communities curriculum.</p> <p>African American parent engagement has not been prioritized, quantified or monitored to the degree that it has made an impact. We are in need of an explicit, targeted, quantifiable and strategic plan to welcome and involve more African American families in our community.</p> <p>Literacy workshops are needed for families to support literacy and math skills at home.</p>
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<p><i>Staff Supports</i></p>	<p>Markham's Teacher retention is an issue: * 33% of our teachers are new for 2020-21. * 15% of teachers are expected to be new hires in 2021-22 * Losing CSM and Social Worker in 2021-2022</p> <p>* As indicated on iReady end of year diagnostic assessments, Literacy across grade levels of students multiple years below grade level are as follows: 59% for 2nd grade, 71% for 3rd grade, 70% at 4th grade, and 80% at 5th grade.</p>	<p>* Hiring often takes place in the spring and summer which often limits time for onboarding and professional development.</p> <p>* Markham leadership has been in transition over the past two years. Markham has had 4 different support Principals since 2020.</p> <p>* Instructional supplies will be needed as we provided monthly distribution events to students and families to support learning at home during distance learning. * Parent workshops are needed to help families strategize on how to support student in literacy and math skills</p>
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1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: By May 2024 Increase the number of students on grade level in ELA and Math on SBAC by 10%.

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	31.0%	50.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	50.0%	60.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	40.0%	50.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-130.1 (Spring 2019)	n/a	30% at or above standard
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	N/A	N/A	30% at or above standard
IAB ELA at or above Standard	All Students	n/a	N/A	N/A	30% at or above standard
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	N/A	30% at or above standard	30% at or above standard

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	20% at or above standard
IAB Math Above Standard	All Students	n/a	n/a	n/a	20% at or above standard
CAST (Science) at or above Standard	All Students	n/a	1.7% (Spring 2019)	n/a	20% at or above standard
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	20% at or above standard

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

School Goal for May 2024: Students in focal groups will meet district growth targets on SBAC ELA by 2024

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-158.6 (Spring 2019)	n/a	n/a
SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-143.5 (Spring 2019)	n/a	n/a
IAB ELA at or above Standard	Students with Disabilities	n/a	Please choose a focal student group at left.	n/a	10.0%
IAB ELA at or above Standard	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	n/a	10.0%
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	76.5%	Coming soon	10% of students will move towards proficiency by 1 level or more as indicated on the RI assessment or iReady
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-181.2 (Spring 2019)	n/a	10% of students will move towards proficiency by 1 level or more as indicated on the RI assessment or iReady
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-142.6 (Spring 2019)	n/a	10% of students will move towards proficiency by 1 level or more as indicated on the RI assessment or iReady
IAB Math Above Standard	Students with Disabilities	n/a	0.0%	n/a	10% of students will move towards proficiency by 1 level or more as indicated on the RI assessment or iReady

IAB Math Above Standard	English Learners	n/a	Coming soon	n/a	10% of students will move towards proficiency by 1 level or more as indicated on the RI assessment or iReady
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Instructional Focus Goal: *English Learner students continuously develop their language, reaching English fluency in six years or less.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	0.7%	n/a	5.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	5.0%

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

School Goal for May 2024: By May 2024 chronic absences will decrease to less than 15%

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	46.8%	n/a	52.8%
Suspensions	All Students	-2pp	3.7%	n/a	-4pp
Suspensions	African-American Students	-2pp	6.4%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	11.9%	n/a	0.0%
Chronic Absence	All Students	-2pp	25.2%	n/a	n/a
Chronic Absence	African-American Students	-2pp	41.6%	n/a	48.8%
UCP Complaints	All Students	n/a	n/a	0	0

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

School Goal for May 2024: By May 2024 Markham staff retention is 90% and 90% of staff feels supported

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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Staff Satisfaction on PD	All Staff	n/a	n/a	n/a	85.0%
Teacher Retention	All Teachers	n/a	n/a	n/a	85.0%

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Markham has had a decrease in enrollment over the last past years resulting in a decrease in funding of needed resources to support the growing population of newcomers, mam speakers, ELLs, Student with disabilities, and students with high levels of trauma. We struggle with engagement because of the high levels of low income in the neighborhood. We have a very difficult time recruiting and retaining quality experienced teachers. Teacher retention and turnover is very high. These inequities make it difficult to allocate and utilize resources effectively. We are often staffed with teachers on intern credentials who only stay a few years and we then have to start over with coaching, observation and feedback cycles.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Markham Elementary School		SPSA Year Reviewed: 2020-21		SPSA Link: 20-21 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)					
20-21 Conditions for Student Learning Priority:			Attendance and Suspensions		
Theory of Change:		If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.			
Related School Goal:		All students are engaged in school			
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
<ul style="list-style-type: none"> * We have been having consistent COST (coordination of services team) meetings and attendance team meetings to track the kids who need support. * The CSM and bilingual attendance clerk team monitored and strategized to improve students progress. * Principal hosted bi-monthly Coffee with the Principal Community meeting events with Spanish translation January through May * Principal hosted bi-monthly grade level assemblies for schoolwide community cohesion and culture--sharing data on academic and attendance goals * CSM hosted bi-monthly Super Scholar Friday engagement events around attendance and engagement goals 					
What evidence do you see that your practices are effective?					
<ul style="list-style-type: none"> * Attendance: RI Fall to Spring Growth Highest in 3 YEARS * Attendance: RI Growth in At Grade Level and Above categories * Engagement: iReady 33% average of Total Students in Grades 3-5 Improved Placement Fall to Midyear for * Engagement: Grades 3-4 100% IAB Participation in Math AND ELA; exception, 5th grade at 93% * CSM hosts weekly Attendance Team and COST meetings, (up from bi-weekly.) * Groundwork documents have been developed for a schoolwide MTSS plan. * Summer schedule work will include planning for MTSS supports and systems. * COST team has transitioned to OUSD force 					
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.					
<ul style="list-style-type: none"> * We were short funding to be able to fund a 0.5 Social worker this year, but would hold that as a priority to acquire one, or even a 1.0 full-time Social Worker. * We were also short funding based on projected enrollment such that we were short of funding a CSM, to continue to build on attendance systems we have established in 2020-2021. 					
20-21 Standards-Based Instruction Priority:			Math		
Theory of Change:		If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, IAB, SBAC).			

Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
In 2020-21 the focus has been on providing students with a structured guided math lesson with high DOK in a shortened daily time block as dictated by instructional minutes over distanced learning. This has included focusing on the instructional core and providing students with rigorous math curriculum and standards aligned math tasks, online. Students have been engaged in academic discussion and using protocols to increase their math analysis and learning. We want to continue teachers understanding of math through coaching. Working collaboratively has been a major focus of professional learning in PLCs and PDs over the past three years. We want to continue to ensure that teachers are equipped to make sure students can do sense making and problem solving in mathematics. This will require that teachers continue on the same curriculum and get more coaching to ensure continuous student achievement.	
What evidence do you see that your practices are effective?	
<ul style="list-style-type: none"> * 100% of all Kindergarteners on iReady are approaching or at greade level; 27% are at or above grade leve expectations * 98% of all Kindergarteners on iReady are approaching or at greade level; 29% are at or above grade leve expectations * On the SWUN Math Benchmark 1 assessment, 4th Grade 22% of students were at or above Standards Nearly Met, up from the 9% achieved in 2019-2020 	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
<ul style="list-style-type: none"> * Potential changes for 21-22 include contiuing the coaching support in SWUN and continuing the PLC support for SWUN planning in mathematics. * We will also continue to monitor students mathematics progress through iReady mathematics. * Additional strategies will be a more explicit effort to increase early, explicit, and intensive instruction in basic mathematics concepts and skills. * Where possible, strategize explicitly to increase oral discourse and written language components of the Swun mathematics curriculum. 	
20-21 Language & Literacy Priority: ELA Reading	
Theory of Change:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLS, African American, Low Income, newcomers, and monitor progress towards IEP goals) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, newcomer) students on ELA formative and summative assessments (F&P, IABs, SBAC, RI, and On Demand Writing).
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously d
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	

Teachers have had 4 professional developments on early literacy practices and SIPPS. Teachers use student assessment data to conduct cycles of inquiry and data driven instruction using iReady data, SRI, IAB, and SWUN Math. All teachers had weekly PLC with the TSA to focus on data and planning next steps for instruction. In PLCs teachers set goals, determined teaching practices, and examined student data to determine what instructional practices were working and how to adjust in distanced learning. Grade TK through 2nd grade teachers were able to get small group SIPPS instruction started with 2 STIP subs and 3 SIPPS coaches funded through the SEEDS grant. This year less direct feedback and observations were conducted by the Principal and TSA and teachers due to the challenges of distanced learning and a new Principal in mid-October.

What evidence do you see that your practices are effective?

- *100% of all TK through 2nd grade classes are running two 30' minutes SIPPS small groups.
- * 100% of TK/K students on iReady are approaching grade level over all; 33% are at or above grade level expectations
- * 84% of 1st Grade students on iReady are approaching grade level over all; 16% are at or above grade level expectations
- * 41% of 1st Grade students on iReady are approaching grade level over all
- * 68% of all Markham students on iReady are at or above grade level expectations in phonological awareness.

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

Our goal is to continue to focus on moving students who are multiple grade levels below through SIPPS phonics instruction and set explicit strategies and targets around integrated ELD. We will also get better at the practices of guided reading and data driven instruction to adjust instruction to meet the needs of all students. We need to integrate shared reading and writing with complex text, and focus on increasing academic discourse to give students access and skills to engage with more grade appropriate text.

20-21 Conditions for Adult Professional Learning Priority: Culture and Climate

Theory of Change: If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

Related School Goal: All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

- * Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans
- * Back-to-school orientation assemblies for students and families: How to be a distance learning scholar
- * Principal hosted bi-monthly Coffee with the Principal Community meeting events with Spanish translation January through May
- * Principal hosted bi-monthly grade level assemblies for schoolwide community cohesion and culture--sharing data on academic and attendance goals
- * CSM hosted bi-monthly Super Scholar Friday engagement events around attendance and engagement goals
- * Back-to-school Hybrid Learning additional themes of Love and Kindness to augment 3 B's to ground behavioral expectations- segue from year-long grade-level assemblies
- * Markham Mustangs sweatshirts reinforcing 3 safety protocol practices: hand sanitation, masking, and social distancing
- * Bright Spots achievement data shares to staff, students and families
- *CSM worked with teachers and website lead to launch the website and provide updates to help communicate with families.
- *CSM provide weekly and monthly updates about community job opening to help support families looking for employment
- * CSM created a social service list for school website and for teachers to use to support families dealing with social economic challenges

What evidence do you see that your practices are effective?

- * Weekly SpEd team meetings led by Speech Therapist
- * Weekly COST team meetings facilitated by the CSM
- * Routine scheduling if IEP, SST and assessments taking place and on schedule
- * No URF's this year
- *Weekly Attendance team meetings facilitated by the CSM
- *CSM working directly with teachers to support families affected by social services issues

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

* Principal and Leadership team monitors scheduling and effectiveness of school community engagement.

20-21 Conditions for English Language Learners Priority: English Language Development

Theory of Change: If we provide explicit English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified.

Related School Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

In 2020-21 teachers will continue to teach designated ELD, but with mixed execution results. Guidance shifted to district based distance learning PD, that was a radical departure from the ELD curriculum used on-site in the previous year. Many teachers struggled to consistently integrate ELD across subject matter in distanced learning. We have a .50 newcomer teacher who provided direct instruction to newcomer students. The Spanish Early Exit program in grades K-2 continued and implemented year 2 of the Adelante curriculum and maintained bilingual staff in attendance, administration, Reading Intervention TSA and bilingual Instructional Lead TSA.

<p>What evidence do you see that your practices are effective?</p>
<p>* Reading Intervention TSA worked specifically with 3-5th grade students Above Grade Level, At Grade Level, and Approaching Grade level. * 29% of 3rd Grade students are at Approaching Grade Level or above; 2% are At or Exceeding Grade Level expectations. * 29% of 4th Grade students are at Approaching Grade Level or above; 2% are At or Exceeding Grade Level expectations. * 20% of 5th Grade students are at Approaching Grade Level or above; 5% are At or Exceeding Grade Level expectations.</p>
<p>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</p>
<p>* In 2021-22 teachers will continue to teach designated ELD. Changes may include: ** Calendaring support and development PD and PLC for teachers to share knowledge, instruction and best practices around ELD and ALD ** Calendaring at least 1 PD/PLC cycles of inquiry around ELD/ALD ** Staff PD that explicitly defines phonics expectations and crosswalks to SEI phonics SIPPS for smoother 3rd grade SEI cohorts ** Staff PD that explicitly and strategically targets implicit bias against our black and brown children. ** Staff PD that explicitly and strategically targets Academic Language Development strategies that are synonymous with ELD strategies ** an intense focus on teaching academic vocabulary words using a variety of instructional approaches ** systematic integration of English language instruction into content-area teaching ** regular opportunities for students to develop written and language skills ** small-group instruction focused on English language development. ** Build capacity of ILT to discuss and reflect on the purpose, roles, and protocols for an actionable PDs & PLCs....</p> <p>We will also have a 1.0 newcomer teacher (TSA) who can provide direct instruction to newcomer students. We will continue to provide the Spanish Early Exit program in grades K-2 and have bilingual staff in attendance and administration.</p>
<p>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</p>
<p>Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?</p>
<p>* we will potentially not have a CSM, Social Worker, or two 5th grade teachers, due to diminished enrollment projections.</p>

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES	
School: Markham Elementary School	School ID: 138
3: SCHOOL STRATEGIES & ACTIONS Click here for guidance on SPSA practices	
<i>District Strategy:</i> Building CONDITIONS FOR STUDENT LEARNING	

School Priority ("Big Rock"):	tbd				
School Theory of Change:	tbd				
Related Goal(s):	All students build relationships to feel connected and engaged in learning.				
Students to be served by these actions:	All students				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

	<p>* Teachers would share surveys with students and families for best results and trusted source. * Teachers would co-develop surveys with COST/Attendance team in PD * Teachers will communicate with families in their home language to build stronger parent/teacher partnerships for greater student learning outcomes by utilizing available translation services.</p>	<p>* Have a PD session on formative survey development for Attendance * Implement a formative survey (designed as a: check in, check out, or check and connect, style) for teachers, students and families throughout the year- based on authentic and intentional Markham Culture & Climate and less broad than the CHKS survey and more timely * Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. * Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.</p>	<p>* Issue the CHKS (California Healthy Kids Survey) in March/April 2022 to survey families on their connectivity to school. * survey * Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans . The CSM will be working to develop and strengthen the school COST practices by workign with Behavioral Health staff during the summer. In addition the CSM will help create a PBIS outline to support Teir 1 practices at the school</p>	<p>Offering professional development for Markham teachers to meet the instructional language needs of a growing non-English speaking student population is a priority challenge for 2021-22. Chronic Absent Attendance is at 48% for African American students and families. This is a crisis of disproportionality being that African American students make up 33% of the Markham population. Approximately 3 in 10 Markham students speak English as their first language, 5 of 10 speak Spanish as their first language, and 1 of 10 speak Mam as their first language. Enrollment has increased this year from 269 students in October 2020, to 282 students in May 2021. Trends for Native English speaking family enrollment at Markham are declining. Pre Pandemic in 2019, Mam speaking family enrollment was on the increase at 10 families per year, Spanish language</p>	<p>Tier 1</p>
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<p>1-2</p>	<p>* Implementation of morning/afternoon meetings, and community building activities building and nurturing positive relationships; valuing diverse learning behaviors * Consider allowing students to use their home languages in pair share opportunities when applicable to build and nurture positive relationships</p>	<p>* PD around adopted/sponsored SEL questions</p>	<p>* Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students</p>		
<p>1-3</p>	<p>* Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.</p>	<p>* incorporate into lesson observation and feedback document for instructional support</p>	<p>* Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards-aligned tasks and assessments of student learning. * Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.</p>		

1-4	* Implement differentiation strategies as consulted with and in collaboration with SpEd team T1-T4	* calendar collaboration time for support and lesson development	* Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community. * CSM and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.		
1-5	* Implementation of accommodations for students that have them; behavior plans	* Provide time in teacher PD/PLC to meet with SpEd team to communicate info around students with accommodations * Provide clarity around teacher/SpEd expectations * CSM and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans .	* increased percentage of students with at least 90% attendance rate (i.e. with less than 10% chronic absenteeism rate)		
1-6	Teachers would calendar and attend SpEd check-ins at routine times.	* Consider bi-Weekly SpEd check-in day for teachers school-wide	* Schoolwide PD calendar, agendas,		

1-7	* Timely and accurate attendance	* include attendance mission and vision into our norms * CSM develops knowledge and skill of Teachers regarding monitoring teacher-student attendance goal setting, identifying corrective action, giving feedback and making adjustments to trimester goals	* Timely and accurate attendance		
1-8		The CSM provide weekly attendance data update at attendance meetings and to school teaching staff. The worked closely with the school attendance clerk to solve attendance issue with families.	The CSM coordinated two family wellness meeting with the After school program and the school social working to discuss healthy family practices and the importance of attendance. Family cohorts were developed by the CSM to track and monitor attendance process. The meeting helped two families receive counseling services		

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	tbd
School Theory of Change:	tbd
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>all students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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2-1	* Teachers will implement all components of the SWUN lesson design	* Monthly PD * Routine timely observation and feedback	* Calendar sessions by grade level/teacher rotations, TSA schedule, PD and PLC agendas		
2-2	* Teachers will utilize iReady Math in tandem with SWUN math for domain monitoring and fundamental skills engagement as most appropriate	* Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards-aligned tasks and assessments of student learning. * Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed.	* Increased Percentage of students experiencing growth of at least one performance band on the Math assessments		
2-3	* Implementation of accommodations for students that have them;	* Provide time in teacher PD/PLC to meet with SpEd team to communicate info around students with accommodations * Provide clarity around teacher/SpEd expectations	* Increased percentage of students experiencing growth of at least one performance band on the Math assessments for students with accommodations.		
2-4	* Spanish Early Exit teacher team registration and attendance (when new PD platform is available) Multilingual Institute PD offerings both in Summer 2021 but also ongoing 2021-2022 academic year. Some PD offerings will include ELA/SLA and ELD/SLD standards side by side.	* Engage ILT team in early May to promote offerings and offer Summer stipended work sessions to lay groundwork for the work-- strategizing around areas that may include: strategic use of home language/code switching to enhance conceptual understanding, scaffolding critical vocabulary, and engaging in academic discourse.	summer calendar, groundwork plans		

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum					
School Priority ("Big Rock"):		tbd			
School Theory of Change:		tbd			
Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>all students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	* Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery	* Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards-aligned tasks and assessments of student learning. * Provide time in teacher PD/PLC to meet with SpEd team to communicate info around students with accommodations * Provide clarity around teacher/SpEd expectations	* increased percentage of Markham students in all indicator categories, (EL, unhoused, SpEd, African American, Latinx, API, etc.) students making progress in English Language proficiency		

3-2	<p>* Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement</p>	<p>* Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed. * Leadership provides collaboration time for teachers to strategize. * Designated training in new curriculum. * Adopt a curriculum with comprehension, vocabulary AND explicit phonics/phonemic awareness instruction (aka a well rounded curriculum)</p>	<p>* increased percentage of Markham students in all indicator categories, (EL, unhoused, SpEd, African American, Latinx, API, etc.) students making progress in English Language proficiency</p>		
3-3	<p>* PD series attendance</p>	<p>Consider an ongoing collaboration PD series with another EE or DL school to focus on academic discussions/writing with evidence/D-ELD/etc...</p>	<p>* Percentage of students experiencing growth of at least one performance band on the ELA assessments</p>		
3-4	<p>* Spanish Early Exit teachers attend designated PD series</p>	<p>Teachers to attend Adelante/Advance Foundational PD in Summer, with an emphasis on cross-language connections and D-ELD to be at or as close as grade-level as possible by the end of grade 2.</p>	<p>* Percentage of students experiencing growth of at least one performance band on the ELA assessments</p>		
3-5	<p>* Spanish Early Exit teachers attend designated PD series as offered an in alignment with the Markham PD calendar</p>	<p>Consider an ongoing collaboration PD series with another EE or DL school to focus on academic discussions/writing with evidence/D-ELD/etc...</p>	<p>* Percentage of students experiencing growth of at least one performance band on the ELA assessments</p>		

3-6		The CSM Coordinated virtual Library visit with the Oakland Library to provide additional educational reading resources.			
District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING					
School Priority ("Big Rock"):	tbd				
School Theory of Change:	tbd				
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.				
Students to be served by these actions:	<i>All students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Parent teacher conference agendas, report card comments	Highlight 'Bright Spot's of student achievement across subjects, grade levels, of content domain areas; to teachers, students and families	* higher percentage of students demonstrating growth on the student-to-student SEL competencies * Begin new year by identifying relevant celebrations and putting them on schoolwide calendar		
4-2	Implement more culturally relevant curriculum and activities in classroom and schoolwide	* Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	* elevated percentage of students with at least 90% attendance rate (i.e. with less than 10% chronic absenteeism rate)		

4-3	Teachers will implement daily morning and or closing meetings; or at other opportune times; goal at least 3 times weekly in alignment with SEL curriculum adoption	* Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	* higher percentage of students demonstrating growth on the student-to-student SEL competencies *increased percentage of students with favorable responses to selected CHKS survey questions (I feel: a) safe; b) I belong; c) included in learning and class/school activities; d) recognized for good work and good behavior; e) other students treat me with respect)		
4-4	* Implement more culturally relevant instructional strategies and activities in classroom and schoolwide	* Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	* Increased percentage of students demonstrating growth on the student-to-student SEL competencies		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	tbd
School Theory of Change:	tbd
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>ELL students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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5-1	* Implementation of accommodations for students that have them;	* Provide time in teacher PD/PLC to meet with SpEd team to communicate info around students with accommodations * Provide clarity around teacher/SpEd expectations	* increased percentage of students who can articulate the learning objective in their own words * increased percentage of students demonstrating growth of at least one performance band on the network-wide three core instructional strategies developmental rubrics: academic discussion or writing with evidence or complex tasks.		
5-2	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	* ITL TSA and ELL TSA will provide PD and ongoing Teacher support for EL and ALD strategies across grade level teams in PD and PLD at least one session a month.	* PD/PLC Calendar, agendas, progress monitoring trackers, data look postings, community shares during Coffee w/Principal, Teacher Data conferences each trimester		
5-3	Teachers promote academic discourse/communication across grade levels and content areas	* ITL TSA and ELL TSA will provide PD and ongoing Teacher support for EL and ALD strategies across grade level teams in PD and PLD at least one session a month.	* increased percentage of students who can articulate the learning objective in their own words		
5-4	Teachers will use data and student work from ELLs used to inform instruction	Host 2 family literacy nights with a focus on home language literacy	* increased percentage of EL students making progress in English Language proficiency * increased percentage of EL students reclassified * increased percentage of students meeting/exceeding proficiency standards on the ELA assessments (i.e. IAB, SBAC, RI, i-Ready)		

5-5	Teachers will use of the ELL Snapshot in conferences 2x/year	* Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	* increased percentage of EL students making progress in English Language proficiency * increased percentage of EL students reclassified * increased percentage of students experiencing growth of at least one performance band on the Math assessmentsy)		
5-6	Teachers access and use ELPAC and ELL data from OUSD dashboards to identify their ELLs and create differentiated and designated ELD schedules and lessons based on ELD student level	Provide opportunities early in the school year and in other spaces (PLCs, COIs, Staff PD, Staff Meetings, etc) for teachers to "access and use ELPAC and ELL data from OUSD dashboards to identify their ELLs and create differentiated and designated ELD schedules and lessons based on ELD student level"	Teachers have D-ELD blocks embeded in their daily schedules and their D-ELD lessons differentiate for students' diverse ELD proficiency levels.		
5-7	Teachers will. engaging students and families in goal setting using the ELL Snapshots or RFEP Snapshots	ELL TSA will monitor the progress of ELLs by tracking formative, benchmark, and summative assessments regularly throughout each Trimester	* increased percentage of EL students making progress in English Language proficiency * increased percentage of EL students reclassified * increased percentage of students meeting/exceeding proficiency standards on the ELA assessments (i.e. IAB, SBAC, RI, i-Ready)		

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
0.5 TSA to provide language development to ELL's and Newcomers, Extended Contracts for Teacher PD & PLC	\$29,856	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	7770	10-Month Classroom TSA	0.25	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	* ITL TSA and ELL TSA will provide PD and ongoing Teacher support for EL and ALD strategies across grade level teams in PD and PLD at least one session a month.	138-1
0.2 ISS (0.8 funded by SpEd PCN 7309)	\$13,408	Early Literacy Support Block (ELSB) Grant	2105	Classified Instructional Aide Salaries	7309	Instructional Support Specialist	0.20	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	* Implement differentiation strategies as consulted with and in collaboration with SpEd team T1-T4	138-2
Early Literacy Tutor	\$13,738	Early Literacy Support Block (ELSB) Grant	2105	Classified Instructional Aide Salaries	tbd	Enter position number at left.	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	* Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	138-3
Early Literacy Tutor	\$13,738	Early Literacy Support Block (ELSB) Grant	2105	Classified Instructional Aide Salaries	tbd	Enter position number at left.	1.00	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	* Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	138-4
Extended Contracts	\$6,157	Early Literacy Support Block (ELSB) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	Enter position number at left.	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	* Provide time in teacher PD/PLC to meet with SpEd team to communicate info around students with accommodations * Provide clarity around teacher/SpEd expectations	138-5
Indirect Costs	\$7,040	Early Literacy Support Block (ELSB) Grant	tbd	tbd	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	* Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	138-6
Books and Supplies	\$10,000	Early Literacy Support Block (ELSB) Grant	4000	n/a	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	* Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	138-7
Employee Benefits	\$61,997	Early Literacy Support Block (ELSB) Grant	3000	n/a	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	* Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	138-8
Supplies	\$8,120	General Purpose Discretionary	4310	School Office Supplies	n/a	Enter position number at left.	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	138-9
Maintenance Agreement	\$7,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	Enter position number at left.	n/a	Goal 1: All students graduate college, career, and community ready.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	138-10
Fund 0.25 FTE EEIP Teacher	\$20,867	LCFF Supplemental	1105	Certificated Teachers' Salaries	1906	Teacher Education Enhancement	0.25	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	* Implement differentiation strategies as consulted with and in collaboration with SpEd team T1-T4	138-11
STIP Substitute Teacher	\$58,892	LCFF Supplemental	1105	Certificated Teachers' Salaries	1056	STIP Teacher	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	* Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	138-12

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Substitute Teacher	\$0	LCFF Supplemental	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	* Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	138-13
CSM	\$54,545	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7902	Program Mgr Community School	0.40	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	* Have a PD session on formative survey development for Attendance * Implement a formative survey (designed as a: check in, check out, or check and connect, style) for teachers, students and families throughout the year-based on authentic and intentional Markham Culture & Climate and less broad than the CHKS survey and more timely * Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. * Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning.	138-14
Recess Coach	\$11,058	LCFF Supplemental	2205	Classified Support Salaries	7113	School Enrichment Recess Coach	0.27	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Implement more culturally relevant curriculum and activities in classroom and schoolwide	138-15
10 Month TSA	\$40,422	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8227	10-Month Classroom TSA	0.30	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	* Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery	138-16
Supplies	\$6,449	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	138-17
To be allocated in Fall 2021.	\$16,017	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	138-18
Swuin Math	\$10,000	LCFF Concentration	5826	External Work Order Services	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	* Teachers will utilize iReady Math in tandem with SWUN math for domain monitoring and fundamental skills engagement as most appropriate	138-19
Postage	\$200	LCFF Concentration	5910	Postage	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund postage to send communications between school and families regarding students.	138-20

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Substitutes	\$3,000	LCFF Concentration	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	* Provide time in teacher PD/PLC to meet with SpEd team to communicate info around students with accommodations * Provide clarity around teacher/SpEd expectations * CSM and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans .	138-21
Extended Contracts	\$5,662	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	* Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	138-22
Supplies	\$17,888	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn. and demonstrate mastery to community and family members.	138-23
Instructional Supplies	\$0	Title I: Basic	4310	School Office Supplies	n/a	n/a	n/a	n/a	n/a	138-24
TSA	\$94,317	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	8227	10-Month Classroom TSA	0.70	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	* Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	138-25
Workshops and Trainings for Parents	\$2,410	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Family nights	138-26
Technology/ Computers	\$6,025	Title IV: Student Support & Academic Enrichment	6420	Computers >= \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Support learning for students	138-27
ASES	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	* Implementation of morning/afternoon meetings, and community building activities building and nurturing positive relationships; valuing diverse learning behaviors * Consider allowing students to use their home languages in pair share opportunities when applicable to build and nurture positive relationships	138-28
Library Tech	\$55,000	Measure G: Library	2205	Classified Support Salaries	7465	Library Technician	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Implement more culturally relevant curriculum and activities in classroom and schoolwide	138-29
To be allocated in Fall 2021-	\$94,150	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	138-30

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER	
3 Academic Mentors	\$45,000	Comprehensive Support & Improvement (CSI) Grant	2928	Academic Mentors	tbd	Academic Mentor	tbd	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	* Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement * Implementation of accommodations for students that have them;	138-31	
National Academy of Athletics contract to promote attendance and reduce suspension rates.	\$28,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants/ Contracted services	tbd	Playworks Contract	tbd	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers differentiate instruction for all based on evidence regardless of current level of achievement. * Implementation	138-32	
BACR contract to support student academic achievement x 2 staff, Paloma Collier & Maria Arce	\$24,100	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants/ Contracted services	tbd	School Enrichment Recess Coach	tbd	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	* Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	138-33
Headphones for computer-based testing	\$500	Comprehensive Support & Improvement (CSI) Grant	4375	Testing Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	* Implementation of accommodations for students that have them; * Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	138-34	
Language Ling Translation Services to support parent-teacher communication in: Spanish, Mam, and Arabic	\$4,000	Comprehensive Support & Improvement (CSI) Grant	5826	Translation Services	n/a	n/a	n/e	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. * Implement more culturally relevant instructional strategies and activities in classroom and schoolwide		



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.

Markham 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:

- Holding a fall Back-to-School Night
- Holding a Family Math Night, Literacy Night and/or Science Event
- Holding technology workshop training

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:

- Holding a Fall Back-to-School Night
- Holding two Parent/Teacher conferences per year
- Employing a part time social worker
- Hosting Family Engagement meetings to gain parent feedback
- Using TalingPoints and School Messenger for communication between home and school
- Holding monthly SSC meetings

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.
- Invitation to Markham Elementary School's Annual Title I meeting held by the end of the first month of the school year.

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

- Invitation to Markham Elementary School's Annual Title I meeting held by the end of the first month of the school year.

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
- Annual Title I Meeting
- Annual Back-to-School Night by September 30th
- Online Seesaw Inbox Announcements

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:

- Translated written and oral communication via TalkingPoints, School Messenger, and/or online Seesaw Inbox Announcements

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:

- Distributing School Volunteer Policy
- Parent Classroom Assistant or library volunteers
- Parent Chaperone for field trips

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:

- On site pick-up
- Online Seesaw Classroom
- Zoom Meetings and Workshops
- Parent/Teacher Conferences
- Weekly homework
- Providing access to free online reading materials and i-Ready
- Technology training for parents

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

- Sending Monthly Family Newsletter
- Sending messages via TalkingPoints
- Gaining feedback from parents on School Site Council and SELLS
- Parent workshops

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:

- Sending out notice of meetings to families through TalkingPoints, and online Seesaw classroom
- SSC meetings

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:

- Engaging parent in the Annual Title I and monthly SSC meetings

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:

- Inviting parents of ELL students to attend SELLS meetings
- Inviting parents to SSC meetings for ELL parents

- Parent Workshops
- TalkingPoints
- Title I Meetings

The school provides support for parent and family engagement activities requested by parents by:

- Parent feedback on family engagement activities annually through SSC, Title I, and Healthy Start Survey

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:

- Markham makes Title I activities available to all families and integrates family night, math night, literacy night and science night into whole school activities.

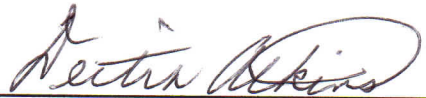
If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was adopted by the Markham Elementary School on August 27, 2020 and will be in effect for the period August 10, 2020 through May 28, 2021.

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

Deitra Atkins
Name of Principal


Signature of Principal

August 27, 2020
Date

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent-Student Compact

Markham Elementary

2020-21

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their 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.**

We use standards-aligned curriculum, strong tier-I and differentiated instruction, and push-in and pull out small group instruction to provide academic intervention for students.

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

We offer multiple opportunities for parent-teacher conferences including frequent teacher/parent check-in meetings to discuss student progress and goals in the form of virtual home visits. We also provide parent-teacher conference opportunities immediately before the November and March student report card distribution.

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

Virtual check-in home visits are provided throughout the school year, as well as, providing quarterly reports on student academic progress. In addition, state academic standards, assessments, and how to improve the achievement of their children is covered multiple times throughout the year, including at the Annual Title I parent meeting, during School Site Council meetings, and other parent engagement meetings.



Provide parents reasonable access to staff.

Parents have access to staff through virtual meetings, parent/teacher conferences, email, and Talking Points parent communication application.

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

All parents are encouraged to volunteer at the school in our classrooms and for activities and events. Information is made available for parents to register as an OUSD volunteer.

Translation of family volunteer documents and other documents are provided in various languages, as available.

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

The information is covered multiple times throughout the year, including at the Title I annual parent meeting, during School Site Council meetings, parent education workshops, and other parent engagement meetings.

Provide parents with technology training in order for them to navigate and assist their child in gaining access to various virtual learning platforms.

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

Teachers are trained to communicate with families using TalkingPoints. Parent conferences and online Seesaw bulletin board is also used

We consistently encourage staff to engage parents whenever possible. Our staff regularly welcomes parents to participate in their child's or children's education.

- 7) 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 have access to meaningful communication through virtual home visits, conferences, email, and Talking Points parent communication application, as well as other available online platforms. Communication is provided in both English and Spanish.



Teacher Responsibilities

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
- Accessing and navigating the use of technology
- 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. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time. *[required—e.g., limiting television watching, video games, and/or computer screen time, ensuring 30 minutes of reading, etc.]*

Student Responsibilities

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

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

This Compact was adopted by the **Markham Elementary School** on **Thursday, August 27, 2020**, and will be in effect for the period of **August 10, 2020** through **May 28, 2021**.

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 September 30th.

Signature: _____

Deitra Atkins, Principal

Date: August 27, 2020



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

MARKHAM ELEMENTARY SCHOOL

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	Quiana Canada
Vice Chairperson:	Maria Arce
Secretary:	Sabrina Causey

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
1) Deitra Atkins	X			
2) Quiana Canada		X		
3) Sabrina Causey		X		
4) Renee Gillespie		X		
5) Janet Burgo			X	
6) Maria Arce				X
7) Joanna Garcia				X
8) Sirron Hills				X
9) Marcelo Mejia				X
10) Arthesa Rose				X
Alternate/Parent - DeMarcus Turner				

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	3rd Tuesday of each month / 3:15 - 4:30 p.m.
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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.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members