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

Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Markham Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Markham Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Markham Elementary School
CDS Code: 1612596002059
Principal: Danielle Pharr-Mathews
Date of this revision: 5/16/2024

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Danielle Pharr-Mathews

Position: Principal

Address: 7220 Krause Avenue
Oakland, CA 94605

Telephone: 510-639-3202

Email: danielle.pharrmatthews@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/16/2024

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

8/15/2024

Benjamin Davis, President
Board of Education

8/15/2024

Kyla Johnson-Trammell
Secretary, Board of Education

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school’s School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/16/2024

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

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

Signatures:

Danielle Pharr-Mathews <i>Principal</i>	<u><i>Danielle Pharr-Mathews</i></u> Signature	<u>5/16/2024</u> Date
Sabrina Causey <i>SSC Chairperson</i>	<u><i>Sabrina Causey</i></u> Signature	<u>May 24, 2024</u> Date
Leroy Gaines <i>Network Superintendent</i>	<u><i>Leroy Gaines</i></u> Signature	<u>5/28/24</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<u><i>Lisa Spielman</i></u> Signature	<u>5/28/24</u> Date

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

Date	Stakeholder Group	Engagement Description
7/25/2023	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
10/3/2024	Families PS-5	Attendance, school resources and engagement events
10/19/2023	SSC & SELLS combined	Bylaws updated, reviewed school plan, goals, and theories of action, recommended spending of grant funds
11/9/2024	Families PS-5	Coffee with the principal: attendance data reviewed, safety plan, spending of grant funds
11/16/2023	SSC & SELLS combined	Review of school data around attendance, safety plan, expenditures under CCSP approved
12/14/2024	Families PS-5	Coffee with the principal: Review of attendance data, ELPAC preparation, hiring and recruitment updates
1/15/2024	Staff, families, students	Compiled feedback from stakeholders regarding school climate, safe spaces, and ongoing professional development needs
1/16/2024	SSC & SELLS combined	Review of academic data for all students, ELPAC planning and updates, spending of Title funds
2/8/2024	Families PS-5	Coffee with the principal: Attendance, school data and progress towards goals, ELPAC testing
2/9/2024	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

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

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$108,230.00
Total Federal Funds Provided to the School from the LEA for CSI	see FTE award
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,220,285.17

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$98,640	LCFF Discretionary (General Purpose Discretionary #0000)	\$15,750
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,740	LCFF Supplemental (LCFF Supplemental #0002)	\$209,925
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	LCFF Equity Multiplier	\$381,975
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$6,850	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	see FTE award	California Community Schools Partnership Program (CCSPP #6332)	\$315,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$56,922
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$108,230		\$1,112,055

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,220,285.17
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Markham Elementary School

School ID: 138

CDS Code: 1612596002059

SSC Approval Date: 5/16/2024

Board Approval Date: 8/14/2024

School Mission and Vision

The Markham staff and community work together to 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 will hold ourselves to high standards and accept responsibility for ourselves and each other upholding the values of love, kindness and scholarship. As we grow through this year, we will highlight and promote what we do well, work to identify our areas of growth with cultural responsiveness, monitor and implement current data and research-based practices, document baseline information and navigate growth, and share our results with the community.

Our Markham School Vision is to facilitate positive growth and learning outcomes as we believe that all students can and do learn. Our essential question remains: How are we working together to ensure every student is making progress towards their goals?

Purpose of this Plan

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

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

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

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

Following declining enrollment 2015-2020, Markham has had an increase in enrollment 2021-2024 resulting in a need for additional services and resources to support a growing population of newcomers, mam speakers, ELLs, student with disabilities, transient families, and students with high levels of trauma. Within this diversity, family engagement has been a challenge due to high levels of low-income, and high percentage of working family members during school hours which results in high absenteeism. We have also had a very difficult time recruiting and retaining quality experienced teachers for the past few years. 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. Strategies to mitigate this impact include stable leadership; new principal and fifth year CSM. Planning for 24-25 SY will include the leadership teams and summer PD opportunities to focus on: EL instructional strategies, PBIS, MTSS, and explicit planning around social emotional student curriculum and support. We also aim to leverage relationships with community partners to support experiential learning. These partners include All Good Living (ongoing donations) and Bay Area Community Resources (BACR) after school program who provide enrichment and academic support that align with our school values of being safe, being responsible, being respectful, and being kind.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.3%	25.8%	67.0%	1.6%	0.3%	11.1%	99.0%	59.2%	1.3%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.7%	2.6%	0.0%	0.0%	0.3%	0.0%	98.7%	16.0%	72.7%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	We aim to provide coaching support and planning time through professional learning communities (PLCs/PD) to all staff in module unpacking, assessment analysis, and lesson facilitation. If we do this, teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
Identified School Need:	Increase in the number of K-5 students scoring mid/above at EOY in ELA and Math by 5%+ (minimally) from previous EOY Increase in the number of K-5 students meeting their typical growth target at EOY in ELA and Math by 5%+ (minimally) from previous EOY Decrease distance from standard SBAC ELA and Math 3rd-5th grade by 10%.

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	37.5%	not available until fall 2024	not available until fall 2025	47.5%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	43.2%	not available until fall 2024	not available until fall 2025	53.2%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	38.1%	not available until fall 2024	not available until fall 2025	48.1%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-137.2	not available until fall 2024	not available until fall 2025	-107.2
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	56.7%	not available until fall 2024	not available until fall 2025	66.7%

Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-143.0	not available until fall 2024	not available until fall 2025	-113.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	2.4%	not available until fall 2024	not available until fall 2025	12.4%
California Science Test (CAST) Standard Met or Exceeded	All Students	1.8%	not available until fall 2024	not available until fall 2025	11.8%

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

School Goal:	Markham focal groups will show growth of 10 percentage points for all measures of assessment.
Identified School Need:	Specifically: AA students English Learners Students with IEPs

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-185.4	not available until fall 2024	not available until fall 2025	-155.4
SBAC ELA Distance from Standard Met	African American Students	-145.2	not available until fall 2024	not available until fall 2025	-115.2
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	89.3%	not available until fall 2024	not available until fall 2025	59.3%
SBAC Math Distance from Standard Met	Special Education Students	-177.5	not available until fall 2024	not available until fall 2025	-147.5
SBAC Math Distance from Standard Met	African American Students	-151.6	not available until fall 2024	not available until fall 2025	-121.6

Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	5.7%	not available until fall 2024	not available until fall 2025	15.7%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	10.0%

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

School Goal: We aim to provide high quality professional development and coaching support around implementation of SEL resources so that teachers and leaders will have capacity and skill to implement MTSS supports to create strong conditions for learning resulting in a decrease in time out of class and in suspensions. Overall, we aim to increase students connectiveness to school by 10 percentage points or more; keep out-of-school suspensions below 1.9% for all focal groups; reduce Chronic Absenteeism by 5% or more for all students.

Identified School Need: Specifically for 24/25:
 Decrease moderate chronic attendance from (~) 32% to 27%.
 Decrease severe chronic attendance from (~) 12% to 7%.
 Maintain student well-being as evidence by Sown to Grow.
 Communicate regularly and work with families to develop learning and SEL at home.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a	not available until fall 2024	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	1.9%	not available until fall 2024	not available until fall 2025	1.0%
Out-of-School Suspensions	African American Students	3.1%	not available until fall 2024	not available until fall 2025	1.0%
Out-of-School Suspensions	Special Education Students	5.8%	not available until fall 2024	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	83.4%	not available until fall 2024	not available until fall 2025	90.0%
Chronic Absenteeism	African American Students	84.6%	not available until fall 2024	not available until fall 2025	90.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Increase teacher retention to 80%				
Identified School Need:	Specifically: Professional Development on school wide PBIS expectations, Implementation a curriculum that explicitly teaches the SEL competencies, and Provide ongoing family to school opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc).				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	61.5%	not available until fall 2024	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>We aim to provide coaching support and planning time through professional learning communities (PLCs/PD) to all staff in module unpacking, assessment analysis, and lesson facilitation. If we do this, teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i>	Markham is growing into the PLC model. We have a calendar that reflects PD, planning, and data analysis. We have a large English Learner (EL) population, inclusive of a growing newcomer group and the district has provided ELD curriculum and resources, including training opportunities. Markham is allotted a .50 FTE to support Newcomer groups and EL students who we support through Title 1. We also have the support of our TSA who focuses on Literacy.

<p>LCAP Goal 2:</p>	<p><i>Markham focal groups will show growth of 10 percentage points for all measures of assessment.</i></p>	<p>i-Ready reading: 22/23-Trimester 3 Black students- 24% early on on in grade 22/23-Trimester 3 Latinx students- 15% early on on in grade 22/23Trimester 3 Students w/IEPS- 8% early on on in grade</p> <p>23/24-Trimester 3 Black students- 19% early on on in grade 23/24-Trimester 3 Latinx students- 14% early on on in grade 23/24-Trimester 3 Students w/IEPS- 10% early on on in grade</p> <p>i-Ready math: 22/23-Trimester 3 Black students- 13% early on on in grade 22/23-Trimester 3 Latinx students- 7% early on on in grade 22/23Trimester 3 Students w/IEPS- 5% early on on in grade</p> <p>23/24-Trimester 3 Black students-16% early on on in grade 23/24-Trimester 3 Latinx students- 5% early on on in grade 23/24-Trimester 3 Students w/IEPS-13% early on on in grade</p>
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<p><i>LCAP Goal 3:</i></p>	<p><i>We aim to provide high quality professional development and coaching support around implementation of SEL resources so that teachers and leaders will have capacity and skill to implement MTSS supports to create strong conditions for learning resulting in a decrease in time out of class and in suspensions. Overall, we aim to increase students connectivness to school by 10 percentage points or more; keep out-of-school suspensions below 1.9% for all focal groups; reduce Chronic Absenteeism by 5% or more for all students.</i></p>	<p>SEL has been a priority focus for Markham. Implementation of our culture plan action steps have been successful in minimizing on campus conflicts. Use of the buddy room, peace corners, restoration with the case manager, the school store, use of Markham bucks, additional whole school and individul incentives in addition to professional development have made our campus more safe. The data from Sown to Grow, student surveys, and CHKS also indicates kids are happy to be at school. Attendance has improved for our Latinx and Black students. I am hopeful more time at school leads to an increase in student proficiency across all grades. Chronic severe attendance in 22/23: 34% Chronic severe attendance in 23/24: 12.9%</p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Increase teacher retention to 80%</i></p>	<p>We have had some PD regarding schoolwide to classroom PBIS. Most classrooms are supporting stduent behavior with Markham bucks and/or other in class incentives. We regularly review schoolwide expectations and intervention/discipline procedures have been shared with staff. Support staff include the Secenca team, school CSM, school case manager, admin, and other classified/certificate staff. Coffee with the Principal has been a very effective strategy to bring parents in and get them involved; this has allowed classroom/school to home communcation in terms of school happenings, assessments, and culture& climmate. We are seeing an average of 25 parents at the coffee with the principal. Other engagement nights such as literacy night and culture night have created a sense of community within our parents. Translation allows more of our parent population to be involved and refreshments at meetings allow parents to feel valued. We would like to continue having workshops for parents to engage familes in school.</p>

Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p><i>We aim to provide coaching support and planning time through professional learning communities (PLCs/PD) to all staff in module unpacking, assessment analysis, and lesson facilitation. If we do this, teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i></p>	<p>Most teachers are new to or still learning the OUSD curriculum (Eureka math is year 2, and EL Education is in year 2). Markham has phased out its dual language program and teachers have not been adequately trained to deliver the EL instruction through the EL materials. OUSD's in depth training is often during the summer when new teachers have not been onboarded. This results in a lack of familiarity with curriculum. Markham coaching and support team was assigned to the classroom to cover vacancies leaving no additional coaching support beyond the .50 Newcomer FTE. A lack of personnel has limited our ability to go deep with PLC work and analysis of student data.</p>
<p><i>LCAP Goal 2:</i></p>	<p><i>Markham focal groups will show growth of 10 percentage points for all measures of assessment.</i></p>	<p>Trimester 1 i-Ready reading: 4% of K-5 proficient in grade (11 students) Trimester 2 i-Ready reading: 7% of K-5 proficient in grade (17 students) Trimester 1 i-Ready math: 1% of K-5 proficient in grade (3 students) Trimester 2 i-Ready math: 1% of K-5 proficient in grade (4 students)</p>

<p><i>LCAP Goal 3:</i></p>	<p><i>We aim to provide high quality professional development and coaching support around implementation of SEL resources so that teachers and leaders will have capacity and skill to implement MTSS supports to create strong conditions for learning resulting in a decrease in time out of class and in suspensions. Overall, we aim to increase students connectivness to school by 10 percentage points or more; keep out-of-school suspensions below 1.9% for all focal groups; reduce Chronic Absenteeism by 5% or more for all students.</i></p>	<p>While SEL PD has been implemented, it has been limited. In terms of SEL, the Caring schools curricumlum has not been implemented in all classrooms. We need to streamline the breakfast window to maximize instructional/SEL time. In reviewing Sown to Grow data 95% of students report feeling "good" about school. The CSM, Secena Center, and Case manager respond to student alerts as necessary. Abotu 5% of student have had this intervention.</p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Increase teacher retention to 80%</i></p>	<p>Despite a whole school focus on the 4Bs and PBIS, we have students in trauma whose needs show up behaviorally. We have limited Tier 3 supports.</p>

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

School: Markham Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Regarding Conditions for Student Learning- Teachers are in need of ongoing professional development across all content areas. We have the materials and have done some PD, but it seemed to big a lift given we started and will end the year off with open positions in Kinder, third, fifth, TSA.

Regarding Providing Equitable Access to STANDARDS-BASED INSTRUCTION- The first year adoptions of EL Education and Eureka Math Squared along with building SIPPS small group instruction across grade levels need to be the priority. Establishing PLC and collaboration time out side of Wednesday PLC/PD time has been challenging. We are aiming to secure opportunities for grade level PLCs in additon to weekly Wednesdays as we go into August 2024.

Regarding Developing LANGUAGE AND LITERACY Across the Curriculum- Teachers across most grade levels have been successful in establishing differentiated groups for SIPPS instruction. TSAs along with a few new-hire Early Literacy Tutors continue to provide pull out support in addition to classroom teacher small-group instruction for some students. Off to a late start, SIPPS instruction is more consistent in K-3 classrooms.

Regarding Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING- Professional learning teams have been coordinated: Coordination of Service Team (COST), Instructional Leadership Team (ILT), Positive Incentive & Supports Team (PBIS), and Safety Team. TSA meet weekly with the Principal to coordinate and plan Professional Development and routine observation-feedback cycles to support teachers and promote ongoing quality classroom instruction.

Regarding elevating CONDITIONS FOR BLACK STUDENTS- We have established regular reviews of URF data, chronic absenteeism data, and academic performance data to let the data story reveal any potential or persistent disproportionalities to inform our ongoing socio-emotional and academic instructional practices. As we head into 254/25 we have plans to further engage African-American families with a focused effort to establish an affinity group and provide parent-education nights for ELA, Science and Math.

The ILT team is also coordinating peer observations to support environmental & instructional practices, protocols and procedures.

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

Coaching support from OUSD partners has been extremely beneficial, however, given the number of new staff and limited training opportunities, more PD is needed in the following areas: Literacy instruction and assessment, SIPPS implementation, math, and overall MTSS.

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

We aim to plan to start the 24/25 year with the foundational structures of teacher peer leadership groups, implementation of Caring School Communities with any necessary modifications that speak directly to our specific community needs. We also aim to build on our the Tier 1 classroom management norming and strengthening peer support as led through the ILT as well as continue the foundation of differentiated groupings for SIPPS literacy instruction to raise the level of reading foundational skills across grade levels. We will also make an explicit push to include professional development in areas of ELD, Trauma Informed Care, Restorative Justice, social emotional learning, and instructional strategies to increase positive outcomes. These changes will be reflected in Part 3 Strategies and Actions.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Parent workshop extended contract	College/Career Readiness	Affinity Nights with Black and Latinx families Literacy Nights	These events allowed us to hear directly from families regarding goals and resources they would like for students. As a result of increased parent engagement as well as other strategies, Markham has seen a decrease in the percentage of students who are severely chronically absent. In SY 22-23 chronic absenteeism was at 31.3% as opposed to this year at we are 11.9%.	Continue and grow based on feedback

Parent workshop refreshment	Student Connectedness to School	Motivated parent attendance at workshops and monthly coffees	Average of 25 families attend coffees. Very few Black families attend despite personal invites. These events allowed us to hear directly from families regarding goals and resources they would like for students. As a result of increased parent engagement as well as other strategies, Markham has seen a decrease in the percentage of students who are chronically absent. In SY 22-23 chronic absenteeism was at 31.3% as opposed to this year at we are 11.9%.	Continue and grow
10-Month Classroom Teacher on Special Assignment (TSA)	i-Ready Reading at or above Mid-Grade	Emphasis on teacher coaching, tutor coordinator, assessment engagement and parent work	Working: Because of the work of our TSA we have been able to implement SIPPS in K-3 and small group intervention with tutors. Not working: consistency with SIPPS instruction K-5th. ELD is still underdeveloped and in need of concentrated support. TSA directed to cover classroom teacher in the absence of a dedicated teacher.	Start the new school year fully staffed so TSA can be available to provide direct coaching. ELD training to be held by Newcomer TSA.
10-Month Classroom Teacher on Special Assignment (TSA)	ELL Reclassification	Emphasis on newcomer support	Not working: .5 staff to support all newcomers at site is not enough to make impact.	Dedicated Newcomer TSA. Site will fund .5 TSA to make this position whole for direct services to students and coaching for teachers. Professional development centered on implementation of ELD.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Markham Elementary School

SCHOOL ID: 138

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Goal:

We aim to provide coaching support and planning time through professional learning communities (PLCs/PD) to all staff in module unpacking, assessment analysis, and lesson facilitation. If we do this, teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.

Identified Need:

Increase in the number of K-5 students scoring mid/above at EOY in ELA and Math by 5%+ (minimally) from previous EOY
 Increase in the number of K-5 students meeting their typical growth target at EOY in ELA and Math by 5%+ (minimally) from previous EOY
 Decrease distance from standard SBAC ELA and Math 3rd-5th grade by 10%.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	All new teachers attend foundational curriculum training. All continuing teachers and coaches will be invited to attend district provided PD in ELA and Math during the summer of the impending school year.	All Students	Academic	Tier 1 - Universal
1-2	Teachers will implement all components of EL Education/Eureka Squared, including ELD and Curriculum Embedded Assessments- data to be analyzed in PLCs and during planning time.	All Students	Academic	Tier 1 - Universal
1-3	Beginning of year Markham PD for all teachers to debrief summer training and unpack the first modules (ELA and Math) for the BOY instruction including pacing, assessment, backward planning and progress monitoring. Ongoing PD based on needs survey 8/2024.	All Students	Academic	Tier 1 - Universal

1-4	With the support of grade level leads and TSAs, teachers will analyze data from i-Ready, SIPPS, and end of module assessments to align, monitor, and refine student goals.	All Students	Academic	Tier 1 - Universal
1-5	Create sustainable PLC structure to provide consistent time for teachers to set goals, backward map/plan using assessments, develop progress monitoring assessments and to review instructional templates.	All Students	Academic	Tier 1 - Universal
1-6	Create K-5 schedule for monthly SBAC practice starting in September 2024 using the CAASPP website practice tests and other Markham created practice tests.	All Students	Academic	Tier 2 - Supplemental
1-7	All students will have access to prepared materials across all content areas, including digital materials, to support learning	Low Income Students	Academic	Tier 1 - Universal
1-8	Teachers will have time to meet to monitor and support goals of students with IEPs and 504 Plans	All Students	Academic	Tier 3 - Intensified
1-9	Use master schedule to maximize instructional and planning time for upper and primary grades.	All Students	Academic	Tier 1 - Universal
1-10	Differentiation during SIPPS and ALL Block	All Students	Academic	Tier 2 - Supplemental
1-11	Plan for family engagement and learning partnership- i.e. flashcards home, online practice recommendations, etc.	All Students	Academic	Tier 2 - Supplemental

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

School Goal:	Markham focal groups will show growth of 10 percentage points for all measures of assessment.			
Identified Need:	Specifically: AA students English Learners Students with IEPs			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?

2-1	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed. Implementation of accommodations for students that have them.	Special Education Students	Academic	Tier 1 - Universal
2-2	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.	All Students	Academic	Tier 1 - Universal
2-3	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement Provide differentiated instruction in foundation literacy skills through district offered curriculum (SIPPS, Heggerty, Letter Naming).	All Students	Academic	Tier 2 - Supplemental
2-4	All classroom teachers will post and discuss: Learning targets and objectives; articulate learning objectives/purpose so that students set goals to focus learning and guide instructional decisions.	All Students	Academic	Tier 1 - Universal
2-5	Students will monitor their growth on OUSD assessments using a tracking sheet. Data chats with students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
2-6	Daily implementation of SIPPS and regular administration of Mastery Test. Consistent practice with i-Ready	Low-Income Students	Academic	Tier 2 - Supplemental
2-7	Peer observations to reflect and grow on practice, supported by Leadership team walkthroughs with timely feedback	All Students	Academic	Tier 1 - Universal
2-8	Staff to support attendance team efforts to improve and sustain positive school attendance, reducing chronic attendance.	Low-Income Students	Academic	Tier 1 - Universal
2-9	School events to support focal indicators: STEM and Literacy Nights, Math and Art, etc.	All Students	Academic	Tier 1 - Universal
2-10	Opportunities for after school tutoring, Use of Hoot intervention online program (pilot)	All Students	Academic	Tier 2 - Supplemental
2-11	Use of EL tutors and Academic tutors (reading and math intervention- using EM funds)	Low-Income Students	Academic	Tier 2 - Supplemental

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

School Goal: We aim to provide high quality professional development and coaching support around implementation of SEL resources so that teachers and leaders will have capacity and skill to implement MTSS supports to create strong conditions for learning resulting in a decrease in time out of class and in suspensions. Overall, we aim to increase students connectivness to school by 10 percentage points or more; keep out-of-school suspensions below 1.9% for all focal groups; reduce Chronic Absenteeism by 5% or more for all students.

Identified Need: Specifically for 24/25:
 Decrease moderate chronic attendance from (~) 32% to 27%.
 Decrease severe chronic attendance from (~) 12% to 7%.
 Maintain student well-being as evidence by Sown to Grow.
 Communicate regularly and work with families to develop learning and SEL at home.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Implementation of: Caring Schools Communities curriculum to support social emotional learning	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Timely and accurate attendance	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Engage families around attendance issues to promote highest degree of student attendance and family engagement	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	Teachers use varied talk routines and strategies to aid in language acquisition through purposeful questions and academic discussions and meaningful discourse with student led voice peer to peer dialogue, and metacognition.	All Students	Academic	Tier 1 - Universal
3-6	All students will have access to Tier 1 instruction: academic vocabulary, anchor charts, scaffolding strategies, word walls, learning journals, use of consumables.	Low Income Students	Academic	Tier 1 - Universal
3-7	Teachers implement complex tasks aligned to CCSS and progress monitor through multiple forms of authentic assessment to determine mastery	All Students	Academic	Tier 1 - Universal

3-8	The first five days of school will be minimim days to make connections with familes. This will support school to family connectivness and development of the graduate profile.	All Students	SEL / Mental Health	Tier 1 - Universal
3-9	Offer virtual/in-person parent workshops on grade level academic and behavioral goals.	All Students	Academic	Tier 1 - Universal
3-10	Present charted and visual representations on the impacts on missing school and jointly create strategies to reduce chronic absenteeism to parents and families.Present incentives for parents and students for attendance performances (increases and consistency).	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-11	Provide resources to families for their SEL needs: (possible examples) parenting classes, language classes, wellness classes (once/twice a month), and connecting with community organizations to sponsor events geared to supporting parents and families	All Students	SEL / Mental Health	Tier 1 - Universal
3-12	Use COST to ensure students have access to Tiered interventions for academics and behavior. Beginning of the year PD and ongoing training with site and distict coordinators regarding COST interventions and resources, referral process, steps in the COST process, monitoring interventions for student progress, SSTs and 504s.	All Students	SEL / Mental Health	Tier 2 - Supplemental

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

School Goal: Markham willl retain 80% of teachers year to year.

Identified Need:		Specifically: Professional Development on school wide PBIS expectations, Implementation a curriculum that explicitly teaches the SEL competencies, and Provide ongoing family to school opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc).		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	New teacher support (from one or all staff) toward teachers feeling accustomed to the environment within the classroom: new teacher orientations, workshops on resources, classroom management, pacing, scheduling, designing, etc.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Teachers communicate with families in their home language to build stronger parent/teacher partnerships for greater student learning outcomes by utilizing available translation services. Teachers share surveys with students and families for best results and trusted source. Consider allowing students to use their home languages in pair share opportunities when applicable to build and nurture positive relationships.	All Students	SEL / Mental Health	Tier 1 - Universal
4-3	Morning/afternoon meetings, community building activities, nurture positive relationships; value diverse learning behaviors.	All Students	SEL / Mental Health	Tier 1 - Universal
4-4	PBIS: school store, Markham bucks, ongoing PD for ALL staff Daily classroom meetings using Caring Schools curriculum.	All Students	SEL / Mental Health	Tier 1 - Universal
4-5	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. Students to model PBIS work at coffees and workshops.	All Students	Behavioral	Tier 1 - Universal
4-6	Planning incentives: financial, prep-related. PBIS for teachers (teacher recognition).	All Students	Behavioral	Tier 1 - Universal
4-7	More PLC's focused on specific curriculums (SIPPS, EL/ELD, Eureka) that are tailored to the specific teacher's needs in the classroom.	All Students	Academic	Tier 2 - Supplemental

4-8	Promote staff/teachers from within to retain good quality staff members.	All Students	SEL / Mental Health	Tier 1 - Universal
4-9	Clear and consistent routines and structures (recess and line up, ingress and egress, drills, building access, new students, family to staff communication, staff/student absences, lessons and daily schedules, schoolwide practices, staff and family handbook).	All Students	Behavioral	Tier 1 - Universal
4-10	Growth celebrations alongside school PBIS celebrations.	All Students	Academic	Tier 1 - Universal
4-11	Positive School Culture and Climate- Staff and classroom celebrations, acknowledgements of achievements and talents, celebration of cultures and traditions, reflections of Blacks and Browns around campus and posted in classrooms, etc.	All Students	SEL / Mental Health	Tier 1 - Universal

#	<p>Focus Area: Safe & Sense of Belonging</p> <p>Black well-being should be defined to include social, emotional and intellectual support through honoring and valuing our Black Black students and families. This indicator measures Black Black students and families engagement at the classroom, school site and central office level that intentionally incorporates. Black student/family voice and is made visible through school and community connections.</p> <p>Specifically: Increase ELA and Math rates for Black/AA students by 10% Increase daily positive attendance Black/AA students by 10% Decrease suspension rates for Black/AA students by 1%</p>			
5-1	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	Centering Relationships: Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community/affinity meetings and workshops.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-3	Teachers will build strong relationships with families through ongoing 2-way communication and contact. Build graduate profile and family connection first weeks of school.	African American	SEL / Mental Health	Tier 1 - Universal
5-4	Teacher ensure Black students are engaging and grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-5	Trauma informed and/or SEL PD for Classroom teachers and staff.	African American	SEL / Mental Health	Tier 1 - Universal
5-6	Implementation of tiered support based on data analysis. Use of OUSD intervention materials.	African American	Academic	Tier 2 - Supplemental

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

#	STRATEGY/ACTIVITY English Learner students continuously develop their language, reaching English fluency in six years or less, as measured by the ELPAC and reclassification rates. Specifically: Increase reclassification rates by 20 % Increase Literacy and Math rates for ELLs by 10%	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Establish time for designated ELD in daily schedule for all ELL students TK-5 (30 minutes daily). 1.0 FTE Newcomer TSA-Tiered intervention, data analysis, supervise small groups, coaching, mentoring, ELPAC, parent workshops. Daily implementation of talk routines and structures. Consider allowing students to use their home languages in pair share opportunities when applicable to build and nurture positive relationships.	English Learner Students	Academic	Tier 2 - Supplemental
6-2	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction.	All Students	Academic	Tier 1 - Universal
6-3	Use of Tier 1 instructional support (academic vocabulary, anchor charts, scaffolding strategies, word walls, label classroom environment ADD new vocabulary as lessons are progressively taught).	English Learner Students	Academic	Tier 2 - Supplemental
6-4	Centering Relationships: Develop partnerships with Latinx students and families using strategies such as home visits, advisory, restorative circles, and community/affinity meetings and workshops.	Latino/a Students	SEL / Mental Health	Tier 2 - Supplemental

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 138

School: n/

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$4,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Engage families around attendance issues to promote highest degree of student attendance and family engagement	138-1
4310 - Materials and Supplies	\$11,750	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Focus Area: Safe & Sense of Belonging	138-2
4310 - Materials and Supplies	\$6,913	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	Materials to support instruction	138-3
2928 - Otherclass Salaries Hourly	\$17,000	LCFF Supplemental	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Planning, student, and site support	138-4
Noon Supervisor	\$39,664	LCFF Supplemental	2905	Other Classified Salaries	9310	Noon Supervisor	0.8	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Students are welcome healthy safe and engaged.	138-5
Teacher Education Enhancement	\$45,226	LCFF Supplemental	1105	Certificated Teachers' Salaries	1906	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.45	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	138-6

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 138

School: n/

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher STIP	\$101,123	LCFF Supplemental	1105	Certificated Teachers' Salaries	1056	STIP Teacher	1	Goal 3: Students, families, and staff are welcomed, safe, healthy, and engaged in joyful schools.	Staff Participation in Foundational Professional Learning	All students graduate college, career, and community ready.	138-7
TSA Classroom 10Mos	\$22,297	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	8227	10-Month Classroom Teacher on Special Assignment (TSA)	0.15	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	i-Ready Reading at or above Mid-Grade	All students graduate college, career, and community ready.	138-9
TSA Classroom 10Mos	\$69,889	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7770	10-Month Classroom Teacher on Special Assignment (TSA)	0.5	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	ELL Reclassification	Establish time for designated ELD in daily schedule for all ELL students TK-5	138-10
4310 - Materials and Supplies	\$2,740	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Engage families around attendance issues to promote highest degree of student attendance and family engagement	138-11

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 138

School: n/

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1122 - Teachers Salaries Extra Comp	\$6,850	Title IV, Part A Student Support & Academic Enrichment	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	* Teachers differentiate instruction for all students and attend PD.	138-12
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	College/Career Readiness	Focus Area: Safe & Sense of Belonging Black well-being should be defined to include social, emotional and intellectual support through honoring and valuing our Black Black students and families. This indicator measures Black Black students and families engagement at the classroom, school site and central office level that intentionally incorporates. Black student/family voice and is made visible through school and community connections. Specifically: Increase ELA and Math rates for Black/AA students by 10% Increase daily positive attendance Black/AA students by 10% Decrease suspension rates for Black/AA students by 1%	138-13
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	College/Career Readiness	Engage families around attendance issues to promote highest degree of student attendance and family engagement	138-14

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 138

School: n/

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
7310 - Interprogram Support/costs	\$5,201	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Reading Inventory (RI) Growth of One Year or More	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Provide differentiated instruction in foundation literacy skills through district offered curriculum (SIPPS, Heggerty, Letter Naming).	138-15
2928 - Otherclass Salaries Hourly	\$7,342	Literacy Coaches & Reading Specialists Grant	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Reading Inventory (RI) Multiple Years Below Grade Level	With the support of grade level leads and TSAs, teachers will analyze data from i-Ready, SIPPS, and end of module assessments to align, monitor, and refine student goals.	138-16
TSA Classroom 10Mos	\$126,347	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	8227	10-Month Classroom Teacher on Special Assignment (TSA)	0.85	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	i-Ready Math at or above Mid-Grade	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.	138-17

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 138

School: n/

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1122 - Teachers Salaries Extra Comp	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	i-Ready Reading at or above Mid-Grade	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Provide differentiated instruction in foundation literacy skills through district offered curriculum (SIPPS, Heggerty, Letter Naming).	138-18
5829 - Admission Fees	\$5,000	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Reading Inventory (RI) Multiple Years Below Grade Level	Morning/afternoon meetings, community building activities, nurture positive relationships; value diverse learning behaviors.	138-19
2928 - Otherclass Salaries Hourly	\$17,000	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	138-20

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 138

School: n/

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5826 - Prof-Services Non-Contract	\$20,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Staff Participation in Foundational Professional Learning	Teachers will implement all components of EL Education/Eureka Squared, including ELD and Curriculum Embedded Assessments- data to be analyzed in PLCs and during planning time.	138-21
4399 - Unallocated	\$21,597	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		n/a	138-22
Attendance Specialist Bil	\$38,231	California Community Schools Partnership Program	2205	Classified Support Salaries	5178	Attendance Specialist, Bilingual	0.5	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Engage families around attendance issues to promote highest degree of student attendance and family engagement	138-23
Program Mgr Community School	\$100,980	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7902	12-Month Community School Manager	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged.		Morning/afternoon meetings, community building activities, nurture positive relationships; value diverse learning behaviors.	138-24

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 138

School: n/

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Case Manager 20	\$112,192	California Community Schools Partnership Program	2405	Clerical Salaries	9072	Case Manager	1	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Morning/afternoon meetings, community building activities, nurture positive relationships; value diverse learning behaviors.	138-25
4310 - Materials and Supplies	\$5,943	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement Provide differentiated instruction in foundation literacy skills through district offered curriculum (SIPPS, Heggerty, Letter Naming).	138-26
Teacher Education Enhancement	\$50,979	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.4	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement Provide differentiated instruction in foundation literacy skills through district offered curriculum (SIPPS, Heggerty, Letter Naming).	138-27

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 138

School: n/

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 10Mos	\$137,451	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement Provide differentiated instruction in foundation literacy skills through district offered curriculum (SIPPS, Heggerty, Letter Naming).	138-28
Library Technician	\$111,561	Measure G, Library Support	2205	Classified Support Salaries	7465	Library Technician	1	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement Provide differentiated instruction in foundation literacy skills through district offered curriculum (SIPPS, Heggerty, Letter Naming).	138-29
Teacher on Special Assignment, Literacy	\$160,079	LCFF Equity Multiplier	1119	TSA CLA 11M	10378	Teacher on Special Assignment, Literacy	1	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Academic Acceleration & Instructional Improvement at Markham Elementary	138-30

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 138

School: n/

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Early Literacy Tutor	\$43,714	LCFF Equity Multiplier	2105	EARL LIT TUT	10379	Early Literacy Tutor	0.8	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Academic Acceleration & Instructional Improvement at Markham Elementary	138-31
Early Literacy Tutor	\$43,714	LCFF Equity Multiplier	2105	EARL LIT TUT	10380	Early Literacy Tutor	0.8	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Academic Acceleration & Instructional Improvement at Markham Elementary	138-32
Early Literacy Tutor	\$43,714	LCFF Equity Multiplier	2105	EARL LIT TUT	10381	Early Literacy Tutor	0.8	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.		Academic Acceleration & Instructional Improvement at Markham Elementary	138-33



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

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:

- School Site Council Meetings, Meetings for non English speaking families, Back to School Night, Trimester report cards, family conferences

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:

- School Site Council Meetings, Meetings for non English speaking families, Back to School Night, Trimester report cards, family conferences

OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform

parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

- Sharing compact by ParentSquare and hard copy during family conferences

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

- School Site Council Meetings, Meetings for non English speaking families

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:

- Back to School Night, Family Conferences, providing translation support, assessment data

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:

- ParentSquare communication, flyers

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:

- Offering volunteer opportunities and assistance with signing up, providing translation support

OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Providing homework, consumables are able to go home, trimester report cards

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:

- School Site Council Meetings, Meetings for non English speaking families, holding coffee with the Principal meetings, providing translation support

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- School Site Council Meetings, Meetings for non English speaking families, holding coffee with the Principal meetings, providing translation support, meeting on zoom ad an option

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:

- School Site Council Meetings, Meetings for non English speaking families, Title 1 meeting, holding coffee with the Principal meetings, providing translation support, school newsletter

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:

- School Site Council Meetings, Meetings for non English speaking families, volunteer opportunities, providing translation support, school newsletter

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

- Family literacy nights, school events
- Holding Coffee with the Principal meetings
- Planning with community Schools Manager

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:

- Inviting parent participation, establishing a room for parent assemblies and meet
- Coffee with the principal
- Guests in the classroom
- Partnership with Community Schools Manager

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

ADOPTION

This policy was jointly developed and adopted by Markham Elementary and families on August 30, 2023 and will be in effect for the period August 7, 2023 through May 2024).

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

		8/31/23
Name of Principal	Signature of Principal	Date

Please link the School-Parent Compact to this document.



Markham Elementary

School-Parent Compact

2023-24

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

This School-Parent Compact is in effect for the 2023-24 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.
 - a) Curriculum shared at BTSN, Williams audit, teacher PD
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a) Family conferences held a minimum of 2 times annually
- 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.
 - a) Trimester report cards and family/teacher conferences
- 4) Provide parents reasonable access to staff.
 - a) Families are able to schedule time to meet with teachers as needed

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

a) Support with volunteer sign up, work with teachers to volunteer in classrooms

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

a) Homework from class, Family Literacy Nights

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

a) Title 1 meeting, Literacy nights, Family conferences

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

a) Use of translators, ParentSquare communication

PARENT RESPONSIBILITIES

As a parent, I will support my child's learning in the following ways:

- 1) Volunteer in my child's classroom if possible.
- 2) Participate in decisions related to the education of my child.
- 3) Promote positive use of my child's extracurricular time. *e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*

TEACHER RESPONSIBILITIES

- 1) Communicate clear expectations for performance to both students and parents.
- 2) Strive to address the individual needs of the student
- 3) Provide a safe, positive and healthy learning environment

STUDENT RESPONSIBILITIES

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

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

This Compact was adopted by Markham Elementary on August 30, 2023 and will be in effect for the period of August 1, 2023 to May 31, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **September 30th** of this current school year.

		
<hr/>	<hr/>	<hr/>
Name of Principal	Signature of Principal	Date

Please link the Parent and Family Engagement Policy to this document.



MarkhamELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Sabrina Causey
Vice Chairperson:	Marisol Martinez
Secretary:	Cathleen Ervin

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Danielle Pharr-Mathews	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Luby Becerra	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Sabrina Causey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Renee Gillespie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Lee Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Marisol Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Heidy Monrroy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Adriana Orozco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Krystal Russ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Cathleen Ervin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	3rd Thursdays Monthly, 4-5pm on zoom
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

