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| Board Office Use: Legislative File Info. | |
| File ID Number | 22-1696 |
| Introduction Date | 8/24/22 |
| Enactment Number | 22-1468 |
| Enactment Date | 8-24-2022 CJH |



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Markham Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 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)

- 2022-2023 School Plan for Student Achievement (SPSA) for Markham Elementary School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Markham Elementary School
CDS Code: 1612596002059
Principal: Byron Delcomb
Date of this revision: 5/24/20

Board Office Use: Legislative File Info.
File ID Number: 22-1696
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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: 5/24/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 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 | <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 |
| <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:

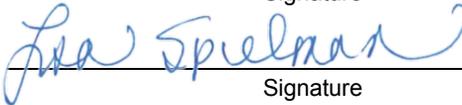
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/24/2022

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

- | | | |
|--|--|--|
| <input checked="" 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:

| | | |
|---|---|---|
| Byron Delcomb <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | <hr style="border: 0; border-top: 1px solid black;"/> 5/24/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date |
| Sabrina Causey <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | <hr style="border: 0; border-top: 1px solid black;"/> 5/24/22 <hr style="border: 0; border-top: 1px solid black;"/> Date |
| Leroy Gaines <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | <hr style="border: 0; border-top: 1px solid black;"/> 5/24/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date |
| Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | <hr style="border: 0; border-top: 1px solid black;"/> 5/25/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date |

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|------------|--------------------------|--|
| 2/15/2022 | SSC & SELLS combined | Shared rationale and overview of the SPSA |
| 1/13/2022 | ILT | Conducted ILT work session to flesh out teacher, leadership, and organizational practices aligned to school grades |
| 12/17/2021 | Students Grades Tk/K-5th | Conducted student feedback sessions on student climate, culture and effective teaching practices |
| 12/9/2021 | ILT | Conducted ILT work session to flesh out teacher, leadership, and organizational practices aligned to school grades |
| 12/3/2021 | Students Grades Tk/K-5th | Conducted student feedback sessions on student climate, culture and effective teaching practices |
| 12/1/2022 | Parent Engagement | Convened feedback session with Parents/families at Coffee with the Principal and teachers on goals and activiteis to increase involvement |
| 1/5/2022 | Parent Engagement | Convened feedback session with Parents/families at Coffee with the Principal and teachers on goals and activiteis to increase involvement and budget for 22-23 |
| 12/13/2021 | Staff Meeting | Convened feedback session with teachers on goals and activiteis aligned to school grades |
| 3/16/2022 | Parent Engagement | Convened feedback session with Parents/families at Coffee with the Principal and teachers on goals and activiteis to increase involvement |
| 4/13/2022 | Parent Engagement | Convened feedback session with Parents/families at Coffee with the Principal and teachers on goals and activiteis to increase involvement |

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. 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. 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.

2022-2023 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$101,680.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$13,700.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$715,376.35 |

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) | \$93,000.00 | TBD | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000) | \$15,780.00 | TBD |
| Title I, Part A: Parent Engagement Activities (Title I #3010) | \$2,480.00 | TBD | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002) | \$200,960.00 | TBD |
| 21st Century Community Learning Centers (Title IV #4124) | \$0.00 | TBD | Local Control Funding Formula Concentration Grant (LCFF Concentration #0003) | \$0.00 | TBD |
| Title IV: Student Support & Academic Enrichment (Title IV #4127) | \$6,200.00 | TBD | After School Education and Safety Program (ASES #6010) | \$131,143.77 | TBD |
| Comprehensive Support and Improvement (CSI #3182) | \$13,700.00 | TBD | Early Literacy Support Block Grant (ELSBG #7812) | \$180,112.58 | TBD |
| | | | Measure G Library Support (Measure G #9334) | \$72,000.00 | 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: | \$115,380.00 | \$0.00 | SUBTOTAL OF STATE & LOCAL FUNDING: | \$599,996.35 | \$0.00 |

| | |
|--|---------------------|
| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$715,376.35 |
| TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING: | TBD |

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Markham Elementary School

School ID: 138

School Description

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, classroom libraries, writing throughout all content areas, music, arts outdoor garden stewardship and other 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.

School Mission and Vision

The Markham 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 upholding the values of love, kindness and scholarship. The 5 Step Markham way is embodied in 1) highlighting and promoting what we do well 2) identify and work on our areas of growth with cultural responsiveness and a touch of loving kindness 3) exercise current data and research-based practices 4) document baseline information and navigate growth 5) and share our results with the community.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|--|----------------------|---------------------|--------------------|--------------------------------------|-------------------|
| i-Ready Reading at or above Mid-Grade (Kindergarten) | All Students | n/a | 20% | <i>not available until Fall 2022</i> | 30% |
| i-Ready Reading at or above Mid-Grade (Grade 1) | All Students | n/a | 16% | <i>not available until Fall 2022</i> | 25% |
| i-Ready Reading at or above Mid-Grade (Grade 2) | All Students | n/a | 2% | <i>not available until Fall 2022</i> | 12% |

English Language Arts Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|--|----------------------|------------------|-----------------|--------------------------------------|----------------|
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | All Students | -130.1 | n/a | <i>not available until Fall 2022</i> | -120.1 |
| i-Ready Reading at or above Mid-Grade (Grades 3-5) | All Students | n/a | 4% | <i>not available until Fall 2022</i> | 14% |
| Mathematics/Science Measures & Annual Targets | | | | | |
| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | All Students | -141.5 | n/a | <i>not available until Fall 2022</i> | -131.5 |
| i-Ready Math at or above Mid-Grade (Grades K-5) | All Students | n/a | n/a | <i>not available until Fall 2022</i> | 10% |
| CAST (Science) at or above Standard | All Students | 2% | n/a | <i>not available until Fall 2022</i> | 11% |

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

Academic Measures & Annual Targets for Focal Student Groups

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|--|----------------------------|------------------|-----------------|--------------------------------------|----------------|
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | Special Education Students | -158.6 | n/a | <i>not available until Fall 2022</i> | -148.6 |
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | African American Students | -129.7 | n/a | <i>not available until Fall 2022</i> | -119.7 |
| i-Ready Reading at or above Mid-Grade (Grades 3-5) | Special Education Students | n/a | 7% | <i>not available until Fall 2022</i> | 16% |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | Special Education Students | -181.2 | n/a | <i>not available until Fall 2022</i> | -171.2 |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | English Learners | -148.5 | n/a | <i>not available until Fall 2022</i> | -138.5 |

Reclassification Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|---------|----------------------|------------------|-----------------|-----------------|----------------|
|---------|----------------------|------------------|-----------------|-----------------|----------------|

| | | | | | |
|-----------------------|----------------------------|------|------|--------------------------------------|------|
| ELL Reclassification | English Learners | 1.4% | 0.0% | <i>not available until Fall 2022</i> | 6.4% |
| LTEL Reclassification | Long-Term English Learners | 0.0% | 0.0% | <i>not available until Fall 2022</i> | 1.0% |

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

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|---------------------------------|----------------------------|------------------|-----------------|--------------------------------------|----------------|
| Student Connectedness to School | All Students | 61% | 100% | <i>not available until Fall 2022</i> | 100% |
| Out-of-School Suspensions | All Students | 3% | n/a | <i>not available until Fall 2022</i> | 1% |
| Out-of-School Suspensions | African American Students | 11% | n/a | <i>not available until Fall 2022</i> | 2% |
| Out-of-School Suspensions | Special Education Students | 10% | n/a | <i>not available until Fall 2022</i> | 0% |
| Chronic Absenteeism | All Students | 25% | 30% | <i>not available until Fall 2022</i> | 19% |
| Chronic Absenteeism | African American Students | 42% | 54% | <i>not available until Fall 2022</i> | 31% |

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

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|---|----------------------|------------------|-----------------|--------------------------------------|----------------|
| Staff Satisfaction with Professional Development | All Staff | n/a | n/a | <i>not available until Fall 2022</i> | 90% |
| Staff Participation in Foundational Professional Learning | All Staff | n/a | n/a | <i>not available until Fall 2022</i> | 90% |

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

| Focus Area: | Priority Strengths | Root Causes of Strengths |
|--|---|--|
| <i>LCAP Goal 1: College/Career Readiness</i> | <ul style="list-style-type: none"> * 100% of Kinder approaching grade level at mid-year iReady Diagnostic in Math 21-22 * 46% of 1st grader approaching grade level at mid-year iReady Diagnostic in Math 21-22 * 65% approaching, 2% mid or above 2nd grade overall at mid-year iReady Diagnostic in Math 21-22 * 97% approaching, 3% mid or above KInders overall at mid-year iReady Diagnostic in Math 21-22 | <ul style="list-style-type: none"> * Adopted resources via the ELSB Grant beginning in 2021-22 * SWUN math coach monthly support and TSA staff support * SEEDS early literacy support for TK in 2020-21 * 3rd Year of iReady diagnostics at Markham (adopted one year before OUSD) culture of iReady in classrooms was present before district-wide rollout * 3rd year of SWUN math support |
| <i>LCAP Goal 2: Focal Student Supports</i> | <ul style="list-style-type: none"> * 6.7 of Special Ed (Target Student Group) assessed at reading at or above mid grade level in 20-21 | <ul style="list-style-type: none"> * Consistent 3-5 SpEd team teacher and para professionals |
| <i>LCAP Goal 3: Student/Family Supports</i> | <ul style="list-style-type: none"> * 100% of students & families surveyed felt connected to school | <ul style="list-style-type: none"> * Strong distanced-learning support team, holding weekly meetings to meet continuously shifting conditions due to COVID-19 |
| <i>LCAP Goal 4: Staff Supports</i> | No Data for 19-20, nor 20-21, not available until fall 2022 | Covid-19, in distanced learning for half of 2019-20, and all of 2020-21 |
| Focus Area: | Priority Challenges | Root Causes of Challenges |
| <i>LCAP Goal 1: College/Career Readiness</i> | <ul style="list-style-type: none"> * 92% of 2nd grade is performing at two grade levels below on the 21-22 mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | <ul style="list-style-type: none"> * COVID-19 forced distanced learning for half of 2019-20 and all of 2020-21 * 106 teacher absences in January due to pandemic * TSA absent on medical leave from late December 2021 to February 2022. * Two teachers, (Tk/k) bilingual and (2nd SEI), out from mid March 2022 to EOY due to medical leave. |

| | | |
|---|--|---|
| <i>LCAP Goal 2: Focal Student Supports</i> | * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019 | * COVID-19 forced distanced learning for half or 2019-20 and all of 2020-21 |
| <i>LCAP Goal 3: Student/Family Supports</i> | * Chronic Absenteeism for African American Students went from 41.6% in 2019-20 to 54.1% in 20-21 | * COVID-19 forced distanced learning for half or 2019-20 and all of 2020-21 |
| <i>LCAP Goal 4: Staff Supports</i> | No Data for 19-20, nor 20-21, not available until fall 2022 | Covid-19, in distanced learning for half of 2019-20, and all of 2020-21 |

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, parent community, 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 2015 to 2020, resulting in a decrease in funding of needed resources to support the growing population (2% enrollment growth 2020 to 2021 with expected growth in 2022-23 SY) of newcomers, non-speakers, ELLs, Student with disabilities, and students with high levels of trauma. We struggle with family engagement because of the high levels of low-income, and high percentage of working family member during school hours. We have had 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. Strategies to mitigate impact include stable leadership; principal and CSM going into their third year in their respective roles at Markham. Planning for 22-23 SY will include teachers and leadership with summer PD to focus on: EL instructional strategies, PBIS, MTSS, and explicit planning around social emotional student curriculum and support. We also aim to leverage our outdoor living schoolyard, garden, and land stewardship programs with additional science instruction that ties into designated areas of campus with contracts with organizations like Growing Together (growingtogetherprojects.org) and Bay Area Community Resources (BACR) after school program.

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Markham Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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.

Provide professional development and coaching on high leverage teaching strategies.

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

* For Conditions for English Language Learners, Markham's ELL TSA and Early Literacy Tutor have provided support for and pulled students in small groups for instruction in SIPPS. 4th grade is in need of more support, not having had regular SIPPS instruction, and 5th grade provides SIPPS small groups instruction in small groups weekly --

** Result: Overall 61% of all Markham Students are Mid or Above grade level in the domain of Phonological Awareness

* For Attendance and Suspensions, our goal was to reduce suspensions from 2.9% to 1%, and

** Result: at midyear 21-22 we are at 1% -- Mid Year we have highlighted 'bright spots' of student achievement in postings, hosted two rounds of Grade Level Assemblies to promote anti-bullying campaign and continue to reinforce schoolwide values of 'Mustangs show love' and 'Mustangs show kindness'; Student-designed black hoodie campaign was open to all students with 21% Markham student submission participation -- Result new hoodie for 21-22 student submission with school-wide cultural messaging: "Love, Kindness and Respect" on front and "Love, Peace and Kindness" on the back with student artwork". Due to Delta and Omicron variants, attendance has been completely disruptive in all classes.

* For Language and Literacy --

** Result; with a focus on Tk/-2 proficiency with letter names and phonological awareness skills mid year 21-22 on grade level in Phonological Awareness: 21% of Kinder, 7% of 1st, and 40% of 2nd graders at Early or Mid Grade Level.

* Due to Covid 19 Delta and Omicron variant epidemic, many staff and students have been impacted

** Result, on the average, 35% of regular teachers or staff were out daily throughout December 2021 and January 2022

* Staff medical leaves hindered student and staff support: TSA out mid December 2021 through February 2022, two teachers out on medical leave from Mid March 2022 to EOY (TK/K bilingual and 2nd grade SEI); resulting in coverage by one of two STIP subs with TSA support.

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.

* Once staffing stabilizes and returns to original levels, routine and timely feedback (i.e. on continuous checks for understanding and creating opportunities for academic discourse, etc.) will resume on a regular schedule; PD and PLC time will have a standard agenda item for SpeEd Teachers to check-in with teachers regarding the implementation of accommodations for students that have them; PD and PLC agendas will include a section to address/share/highlight culturally relevant strategies and activities; TSA support teachers in implementing complex tasks via EL Education and SWUN math (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. Changes in terms of strategies and actions by teachers and leadership can be found in Part 3: Strategies and Actions of the SPSA.

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? |
|-------------------------------------|--|--|---|---|
| TSA | i-Ready Reading at or above Mid-Grade | * Support teachers in planning for teaching and learning through direct classroom support, professional development and PLC sessions | Personal injury sidelined our TSA from December 18, 2021- February 2022, taking her off site, but able to support remotely for a few weeks. | Personal injury was unexpected and couldn't have been anticipated, but for 2022-2023, Title 1 will fund 0.5 FTE for EL TSA, while the General TSA will be funded 1.0 FTE by CSI funds; saving considerable funding to be available in unallocated to be approved by the SSC & SELLS committees. |
| Workshops and Trainings for Parents | Student Connectedness to School | to ensure students and families are feeling welcome, safe, healthy, and engaged | 2 more events: ELA and Math literacy family engagement nights have yet to be calendared for 2021-2022 due to COVID community impact complications | CSM will continue to look to upcoming dates for possible engagements, with consideration to online opportunities to engage families with social distancing protocols. |
| Technology/Computers | i-Ready Reading at or above Mid-Grade | Every classroom has their own chromebook cart to accommodate individual classroom schedules for iReady engagement | Classrooms are taking care to maintain and secure chromebook carts daily. | we will continue to maintain this system and invest over the next few years for more chromebooks to anticipate replacements as needed. |
| Instructional Supplies | Student Connectedness to School | Every student has access to necessary and appropriate materials for equitable access to contents and increased engagement | We have adequate supplies. Due to a Covid Surge in December and January, our students have had inconsistent access to curriculum that has followed pacing and prescribed activities due to excess sub coverage. | In 2022-23 we need to make sure that teachers have adequate training and planning time so that students have access to materials that they can use strategically and appropriately with content. PLC time will be built into monthly schedules such that adequate time is allowed to provide quality substitute materials that are adopted-curriculum specific. |

2022-23 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](#)

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:

SEL/MTSS Program- Create a schoolwide plan using SEL practices which include PBIS as the Framework to promote the social emotional needs of students and the academic success of all students.

School Theory of Change:

If Markham uses the district adopted socio-emotional resources for restorative practices, address and implement culturally responsive teaching practices, monitor and implement strategies for optimal attendance, promote academic discipline and student leadership, provided monthly cultural family engagements, and respotrative justice prectices that honor students learning, then we should see an increase in student engagement.

Related Goal:

Students and families are welcomed, safe, healthy, and engaged.

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? |
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| 1-1 | <ul style="list-style-type: none"> * Teachers would share surveys with students and families for best results and trusted source. * Teachers would co-develop surveys with COST/Attendance team (CSM and Attendance Specialist) 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. | <ul style="list-style-type: none"> * Have a PD session on formative survey development for Attendance * CSM; 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. * CSM & Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. | <ul style="list-style-type: none"> * Surveys * COST Team Agendas * Techer Newsletters & ParentSquire Correspondence * SST Agendas & Documentation re: translation services * PD Agendas * Lesson Plans | <ul style="list-style-type: none"> * Chronic Absenteeism for African American Students went from 41.6% in 2019-20 to 54.1% in 20-21 | Tier 1 |
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| 1-2 | <ul style="list-style-type: none"> * 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 | * PD around adopted/sponsored SEL questions | <ul style="list-style-type: none"> * Agendas * Classroom Observation & Feedback notes * PD Agendas | <ul style="list-style-type: none"> * 92% of 2nd grade is performing at two grade levels below on the 21-22 mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | Tier 1 |
| 1-3 | <ul style="list-style-type: none"> * 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. | * incorporate into lesson observation and feedback document for instructional support | <ul style="list-style-type: none"> * Lesson Plans * Feedback & Observation notes * Calendar events | <ul style="list-style-type: none"> * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019 | Tier 1 |

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| 1-4 | <ul style="list-style-type: none"> * Implement differentiation strategies as consulted with and in collaboration with SpEd team T1-T4 | <ul style="list-style-type: none"> * calendar collaboration time for support and lesson development | <ul style="list-style-type: none"> * SpEd Agendas * PD Calendar * PD Agendas | <ul style="list-style-type: none"> * 92% of 2nd grade is performing at two grade levels below on the 21-22mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | Tier 1 |
| 1-5 | <ul style="list-style-type: none"> * Implementation of accomodations for students that have them; behavior plans | <ul style="list-style-type: none"> * Provide time in teacher PD/PLC to meet with SpEd team to communicate info around students with accomodations * Proivide 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 . | <ul style="list-style-type: none"> * IEP plans * 504 Plans * PD/PLC Agendas * Staff Meeting Agendas * COST team agendas * PBIS team agendas | <ul style="list-style-type: none"> * 92% of 2nd grade is performing at two grade levels below on the 21-22mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | Tier 3 |

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| 1-6 | * implementation of curriculum to support social emotional learning and science conneciton through enviromentalism | * provide science enrichment that incorporates the garden and the Markham living schoolyard to address the social-emotional needs of students with contracts including but not exclusive to the Growing Together organization. | * instructional materials/curriculum * lesson plans * learning schedules | * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs sioces 2019 | Tier 1 |
| 1-7 | * Timely and accurate attendance | * include attendance mission and vision into our norms * CSM and Attendance Specialist develops knowledge and skill of Teachers regarding monitoring teacher-student attendance goal setting, identifying corrective action, giving feedback and making adjustments to trimester goals | * Daily Attendance reporting in Aries by Attendance Specailist * Agendas * Attendance Team Agendas * SART Agendas | * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs sioces 2019 | Tier 1 |
| 1-8 | * Engage families around attendance issues to promote highest degree of student attendance and family engagement | The CSM and Attendance Specialist provide weekly attendance data updatew at attendance meetings and to school teaching staff. CSM and Attendance Clerk Specialist supports school SART and SARB processes and implementation of school incentive attendance programs to reach attendance goals. | * Updades to Staff * Attendance Team agendas | * Chronic Absenteeism for African American Students went from 41.6% in 2019-20 to 54.1% in 20-21 | Tier 1 |

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

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| School Priority: Math |
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| School Theory of Change: | | <p>If teachers develop a deep understanding of:</p> <ol style="list-style-type: none"> 1) the mathematical practices, 2) CCMS, 3) differentiated instruction and academic discussion (for ELLs, African American, Low Income, newcomers, students with disabilities, etc), <p>...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).</p> | | | |
|--|---|---|---|--|--|
| Related Goal(s): | | <p>All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.</p> | | | |
| 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? |
| 2-1 | <ul style="list-style-type: none"> * Teachers will implement all components of the Eureka Math Squared lesson design * Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction. * Teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level. | <ul style="list-style-type: none"> * Monthly TSA & Leadership team-led PD * Routine timely observation and feedback (i.e. on continuous checks for understanding, creating opportunities for academic discourse, et. al.) * Use the CC Math Standards, the math progressions documents and the Standards for Mathematical Practices (SMPs) in PD around math teacher instruction and student actions. * Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction. | <ul style="list-style-type: none"> * Observation feedback forms * Teacher classroom environmental print | <ul style="list-style-type: none"> * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019 | Tier 1 |

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| 2-2 | <ul style="list-style-type: none"> * Teachers will utilize iReady Math in tandem with Eureka Math Squared for domain monitoring and fundamental skills engagement as most appropriate. * Teachers and principals will receive foundational training over the summer and at 2nd Wednesdays PDs. | <ul style="list-style-type: none"> * 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. | <ul style="list-style-type: none"> * iReady student reports * Observation feedback forms | <ul style="list-style-type: none"> * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019 | Tier 1 |
| 2-3 | <ul style="list-style-type: none"> * Implementation of accommodations for students that have them; | <ul style="list-style-type: none"> * Provide time in teacher PD/PLC to meet with SpEd, COST, and SST led by CSM team to communicate info around students with accommodations * Provide clarity around teacher/SpEd expectations | <ul style="list-style-type: none"> * Classroom observations * 504/IEP plans * PD/PLC Agendas | <ul style="list-style-type: none"> * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019 | Tier 3 |
| 2-4 | <ul style="list-style-type: none"> * 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. | <ul style="list-style-type: none"> * 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. | <ul style="list-style-type: none"> * Registration receipts * PD agendas & materials * ILT team agendas | <ul style="list-style-type: none"> * 92% of 2nd grade is performing at two grade levels below on the 21-22 mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | Tier 1 |

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| 2-5 | * Teachers backwards plan using new curriculum and pacing guide | * Provide a schedule for regular planning time for each grade level | * End of Unit assessments. * i-Ready assessment data | * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019 | Tier 1 |
| 2-6 | * Provide prepared materials appropriate to grade level content to insure access for all students | * maintain and provide materials needed for student use for access to content across multiple content areas | * lesson plans * agendas * environmental print * student work | * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019 | Tier 1 |
| 2-7 | * Teacher and Staff collaboration as we merge with former Parker/new Markham stakeholders for community building and support | * connect with new families prior and upon entry through 1:1 interviews * hosting community events, (i.e. bbq, orientation dates) | * agendas * tracker documents * announcements | * 92% of 2nd grade is performing at two grade levels below on the 21-22 mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | Tier 1 |

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

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| School Priority: | Early Literacy ELA Grades TK/k-2 proficiency in letter names and phonological awareness skills. EL Education Year 1 Implementation |
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| <p>School Theory of Change:</p> | <p>If we</p> <p>1) use complex, grade level texts in all grade and content areas (Science, Social Studies and ELA) 2) provide differentiated instruction in foundational literacy skills through district adopted curriculum (SIPPS, Heggerty, Letter Naming) 2) with quality, standards-aligned instruction using EL Education curriculum (text dependend questions, complex text reads (in the form of Close Reading, Interactive Reading & Shared Reading) ... then students will build independence and mastery of grade level standards and show growth as measured on Heggerty, SIPPS placement tests, iReady Reading, ELA SBAC, ELPAC.</p> <p>* If teachers provide: 1) daily reading and writing instruction in EL Education and Adelante Advance with frequent checks for understanding, ...then students will show growth in reading as well as writing as reflected in on-demand writing, iReady Reading, EL ELA assignments & assessments.</p> <p>* If students: 1) frequently talk about texts using text evidence and academic language, ...then students will show growth in understanding the complex texts and be able to communicate more effectively in speaking and writing as measured by ELD standards, on-demand writing, iReady, EL Education assessents, SBAC, and ELPAC.</p> | | | | |
| <p>Related Goal(s):</p> | <p>All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.</p> | | | | |
| <p>Students to be served by these actions:</p> | <p><i>All Students</i></p> | | | | |
| <p>#</p> | <p>TEACHING ACTIONS</p> | <p>LEADERSHIP ACTIONS</p> | <p>EVIDENCE OF IMPLEMENTATION</p> | <p>IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?</p> | <p>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</p> |

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| 3-1 | <ul style="list-style-type: none"> * 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 | <ul style="list-style-type: none"> * Principal and TSAs observe and provide specific, timely feedback on the implementation of standards-aligned tasks and assessments of student learning. * ILT team will attend Early Literacy Foundational Skills PD offered with ELSB Grant * Provide time in teacher PD/PLC to meet with SpEd team to communicate info around students with accommodations * Provide clarity around teacher/SpEd expectations | <ul style="list-style-type: none"> * Lesson plans * Student work * Observation & feedback notes | <ul style="list-style-type: none"> * 92% of 2nd grade is performing at two grade levels below on the 21-22 mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | Tier 1 |
| 3-2 | <ul style="list-style-type: none"> * 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) | <ul style="list-style-type: none"> * Principal and TSAs 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) | <ul style="list-style-type: none"> * Lesson plans * Student work * Observation & feedback notes | <ul style="list-style-type: none"> * 92% of 2nd grade is performing at two grade levels below on the 21-22 mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | Tier 1 |

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| 3-3 | * PD series attendance; including ILT as ELSB committee to plan and monitor plan in areas of implementation and effectiveness | TSAs Provide professional development and coaching on high leverage teaching strategies. Provide stipends for teachers to attend professional development sessions during extended hours (i.e. ELSB committee sessions) | * PD agendas * Collaboration PD materials | * 92% of 2nd grade is performing at two grade levels below on the 21-22 mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | Tier 3 |
| 3-4 | * Spanish Early Exit teachers attend designated PD series | 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. | * PD Agendas * Collaboration PD materials | * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019 | Tier 1 |
| 3-5 | * Spanish Early Exit teachers attend designated PD series as offered in alignment with the Markham PD calendar | Consider an ongoing collaboration PD series with another EE or DL school to focus on academic discussions/writing with evidence/D-ELD/etc... | * PD Agendas * Collaboration PD materials | * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019 | Tier 1 |

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| 3-6 | * Learning purpose and objectives; articulate learning objectives/purpose so that students set goals to focus learning and guide instruction decisions. | * provide professional development and coaching * timely observation and feedback | * Lesson plans * Student work * Observation & feedback notes | * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019 | Tier 1 |
| 3-7 | * Purposeful questions and academic discussion; engage students in academic discussions and meaningful discourse across content areas, with student-led active voice, peer-to-peer dialogue and metacognition, | * TSAs and leadership team provide professional development and coaching around academic discussions (i.e. Jeff Zweirs "Academic Conversations") | * Lesson plans * Student work * Observation & feedback notes | * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019 | Tier 1 |
| 3-8 | * Tier 1 Instructional Supports: provide Tier 1 instructional supports (e.g. academic vocabulary, anchor charts, scaffolding strategies, and word walls) | * TSAs and leadership team provide professional development and coaching * timely observation and feedback | * Lesson plans * Student work * Observation & feedback notes | * 92% of 2nd grade is performing at two grade levels below on the 21-22 mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | Tier 1 |

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority: Culture and Climate

| School Theory of Change: | | <p>If staff and teachers are provided</p> <ol style="list-style-type: none"> 1) Professional Development on Evidence Based Professional Learning and Collaboration, 2) Differentiated Instructional Coaching, and Knowledge of Content, 3) school wide PBIS expectations, 4) implement a curriculum that explicitly teaches the SEL competencies, and 5) provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), <p>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.</p> | | | |
|--|---|---|---|--|--|
| Related Goal(s): | | Our staff are high quality, stable, and reflective of Oakland's rich diversity. | | | |
| 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 | <ul style="list-style-type: none"> * Highlight 'Bright Spot's of student achievement across subjects, grade levels, of content domain areas; to teachers, students and families * Designate parent teacher conferences time for Fall and Spring report card periods * Academic Focused Family Engagements: Implement 3 Family Engagements that are focused on academic achievement * Family School Goal Setting; engage families in goal setting, hopes , and dreams and/or home/virtual visits to develop a shared vision | <ul style="list-style-type: none"> * report card comments * agendas | <ul style="list-style-type: none"> * 92% of 2nd grade is performing at two grade levels below on the 21-22mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | Tier 1 |

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|-----|--|---|--|---|--------|
| 4-2 | <ul style="list-style-type: none"> * Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice. * Provide consistent and ongoing opportunities for students to practice SEL skills. | <p>PBIS, ILT, and Leadership Committees...</p> <ul style="list-style-type: none"> * Integrated Social Emotional Learning Program; improve staff readiness to teach SEL with PD that focuses on SEL instruction and curriculum review (i.e. of Caring School Communities) * Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community. * plan: 6 Week Culture & Climate Plan; implement and use a 6-week culture and climate plan that is revisited throughout the year. * PBIS SEL Curriculum; Implement Caring School Communities and integrate SEL Skills and competencies throughout academic content * Explicit connections to cultural branding that "Mustangs show love" and "Mustangs show kindness." | <ul style="list-style-type: none"> * observation and feedback notes * schoolwide environmental print * agendas * lesson plans | <ul style="list-style-type: none"> * 92% of 2nd grade is performing at two grade levels below on the 21-22 mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | Tier 1 |
| 4-3 | <ul style="list-style-type: none"> * Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. | <ul style="list-style-type: none"> * TSAs and Leadership Team develops, monitors and adjusts a differentiated professional development to support family engagement. | <ul style="list-style-type: none"> * observation and feedback notes * classroom newsletters and ParentSquare postings to classroom communities * community engagement agendas | <ul style="list-style-type: none"> * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019 | Tier 1 |

| | | | | | |
|-----|---|---|--|--|--------|
| 4-4 | <p>* Teachers will engage in Professional Learning and Collaboration with 3 Key Actions:</p> <p>1) Engage in the 4 essential questions and document with a shared agenda</p> <p>2) engage in PLC's to meet weekly/bi-weekly for a minimum of 50 minutes and show evidence of reviewing student work</p> <p>3) engage in scheduled PD time to share out their learning with one another to reflect upon their own work and learn from others (e.g. learning expos)</p> | <p>* Give time for PLCs to meet weekly/bi-weekly for a minimum of 50 minutes</p> <p>* Personalized supports for teachers; identify supports for individual teachers based on state, develop a coaching plan, and identify TSA/ITL, Culture and Climate Teams (PBIS), SSC, ILT, COST, and</p> <p>* Provide coaching and supports (utilizing district supports as needed.)</p> <p>* Timely feedback on instructional alignment to standards; observe and provide specific, timely feedback on the implementation of standards-aligned tasks and assessments of student learning</p> <p>* Develop with Instructional Leadership Team, 6-8 week cycles of inquiry focused on the content and skills that teachers need to be successful</p> | <p>* observation and feedback notes</p> <p>* schoolwide environmental print</p> <p>* PLC / PD agendas</p> <p>* teacher support plan documents</p> <p>* Cycles of Inquiry planning docs</p> | <p>* 92% of 2nd grade is performing at two grade levels below on the 21-22 mid-year iReady Reading Diagnostic</p> <p>* 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic</p> <p>* > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic</p> <p>* 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic</p> | Tier 1 |
|-----|---|---|--|--|--------|

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority: African American Students & Families

| School Theory of Change: | | <p>* If teachers provide mathematics instruction that: 1) includes culturally sustaining strategies to interrupt deficit thinking, 2) leverage students' linguistic and cultural assets, and 3) nurture empowering narratives ...then Black students will have a positive math identity, and become the owners of mathematics.</p> <p>* If ELA teachers create a culture of: 1) academic courage and 2) use culturally responsive text that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and 3) analyze data of focal African American students ... then all African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.</p> <p>* If our own bias contributes to disproportionality/portionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement.</p> | | | |
|--|--|---|--|--|--|
| Related Goals: | | All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged. | | | |
| Students to be served by these actions: | | <i>Black students and families</i> | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 5-1 | Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings | * Provide professional development and coaching on high leverage teaching strategies. * Note if AA students have URFs to note detailed information regarding but not limited to: IEP, 504 plan or any other reference to prescribed accommodations for learning. | Observations Participate in central PD Reading fluency for AA students Proficiency rates on local and state assessments | * Chronic Absenteeism for African American Students went from 41.6% in 2019-20 to 54.1% in 20-21 | Tier 3 |

| | | | | | |
|-----|--|---|--|--|--------|
| 5-2 | Teachers progress monitor the learning of AA students towards meeting the learning target. | * Provide professional development and coaching on high leverage teaching strategies. * Note if AA students have URFs to note detailed information regarding but not limited to: IEP, 504 plan or any other reference to prescribed accommodations for learning. | Task of focal AA students Informal or Formal Learning Walk Data PD | * 92% of 2nd grade is performing at two grade levels below on the 21-22 mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | Tier 1 |
| 5-3 | Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target. | Provide professional development and coaching on high leverage teaching strategies. | Task of focal AA students Informal or Formal Learning Walk Data Coaching cycle | * -158.6 distance from standards met for SpEd Students in 19-20 on SBAC * -148.5 distance from standards met for ELs in 19-20 on SBAC * 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019 | Tier 1 |
| 5-4 | Teachers will build strong relationships with families through ongoing 2-way communication and contact | * Ensure teacher conference time and home visits (virtual as needed) are embedded into school calendar, PD time for family engagement is scheduled | Task of focal AA students Informal or Formal Learning Walk Data Coaching cycle | * Chronic Absenteeism for African American Students went from 41.6% in 2019-20 to 54.1% in 20-21 | Tier 2 |

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority: English Language Development

| School Theory of Change: | <p>If we:</p> <ol style="list-style-type: none"> 1) provide explicit English Language Development based on iReady, SIPPS, ELPAC and other formative and summative data, 2) support teachers to create content language objectives for every lesson, and 3) develop expectations for daily academic discussions, <p>...then we will see an increase in the number of EL students reclassified.</p> | | | | |
|--|--|---|--|---|--|
| Related Goals: | <p>All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.</p> | | | | |
| Students to be served by these actions: | <i>English Language Learners</i> | | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 6-1 | <ul style="list-style-type: none"> * Implementation of accommodations for students that have them; when teaching standard-based curriculum along with ELD. * Provide weekly library time for students to engage in self-selected text to increase reading literacy engagement with a home-school connection * librarian teachers to provide access to high quality texts across grade levels to build literacy skills | <ul style="list-style-type: none"> * Provide time in teacher PD/PLC to meet with SpEd team to communicate info around students with accommodations * Provide clarity around teacher/SpEd expectations | <ul style="list-style-type: none"> * IEP/504 plans * PD/PLC agendas * Lesson observation and feedback | <ul style="list-style-type: none"> * 92% of 2nd grade is performing at two grade levels below on the 21-22 mid-year iReady Reading Diagnostic * 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic * > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic * 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic | Tier 3 |

| | | | | | |
|-----|---|---|--|---|--------|
| 6-2 | <p>* differentiate instruction for all students, based on evidence, regardless of current level of achievement.</p> <p>* Student Goal Setting and Monitoring; engage with students in goal-setting; sepcifying performance target and steps for reaching those targets.</p> | <p>* 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.</p> | <p>* Lesson plans & agendas</p> <p>* Lesson observation and feedback</p> | <p>* -158.6 distance from standards met for SpEd Students in 19-20 on SBAC</p> <p>* -148.5 distance from standards met for ELs in 19-20 on SBAC</p> <p>* 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019</p> | Tier 1 |
| 6-3 | <p>* Teachers promote academic discourse/commication across grade levels and content areas</p> | <p>* 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.</p> | <p>* Lesson plans & agendas</p> <p>* Lesson observation and feedback</p> | <p>* 92% of 2nd grade is performing at two grade levels below on the 21-22mid-year iReady Reading Diagnostic</p> <p>* 66% of 3rd and 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady Reading Diagnostic</p> <p>* > 80% of 3rd, 4th, 5th grade is performing two or more grade levels below on the 21-22 mid-year iReady math Diagnostic</p> <p>* 97% of 2nd grade performing two grade levels below on the 21-22 mid-year iReady math Diagnostic</p> | Tier 1 |
| 6-4 | <p>Teachers will use data and student work from ELLs used to inform instruction</p> | <p>Host 2 family literacy nights with a focus on home langauge literacy</p> | <p>* Lesson plans & agendas</p> <p>* Lesson observation and feedback</p> | <p>* -158.6 distance from standards met for SpEd Students in 19-20 on SBAC</p> <p>* -148.5 distance from standards met for ELs in 19-20 on SBAC</p> <p>* 0% ELL reclassification in 20-21 and for Long-Term ELLs since 2019</p> | Tier 1 |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

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|--|-----------|---|------|--|------|------------------------------|------|---|---------------------------------------|--|-------|
| 10-Month Teacher on Special Assignment (TSA) | \$115,496 | Comprehensive Support & Improvement (CSI) Grant | 1119 | Certificated Teachers on Special Assignment Salaries | 8227 | 10-Month Classroom TSA | 1.00 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | * Teachers will engage in Professional Learning and Collaboration with 3 Key Actions: 1) Engage in the 4 essential questions and document with a shared agenda 2) engage in PLC's to meet weekly/bi-weekly for a minimum of 50 minutes and show evidence of reviewing student work 3) engage in scheduled PD time to share out their learning with one another to reflect upon their own work and learn from others (e.g. learning expos) | 138-1 |
| 10-Month Teacher on Special Assignment (TSA) | \$62,307 | Title I: Basic | 1119 | Certificated Teachers on Special Assignment Salaries | 7770 | 10-Month Classroom TSA | 0.50 | Goal 1: All students graduate college, career, and community ready. | ELL Reclassification | * 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 | 138-2 |
| Attendance Specialist | \$30,662 | LCFF Supplemental | 2205 | Classified Support Salaries | 5178 | Attendance Specialist | 0.50 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Chronic Absenteeism | Host 2 family literacy nights with a focus on home language literacy | 138-3 |
| Early Literacy Tutor | \$13,120 | Early Literacy Support Block (ELSB) Grant | 2105 | Classified Instructional Aide Salaries | 8944 | n/a | 0.40 | | i-Ready Reading at or above Mid-Grade | * Teachers backwards plan using new curriculum and pacing guide | 138-4 |
| Community School Manager | \$34,945 | One-Time COVID Funding | 2305 | Classified Supervisors' and Administrators' Salaries | 7902 | Program Mgr Community School | 0.25 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | * Implementation of accommodations for students that have them; | 138-5 |
| Community School Manager | \$13,978 | LCFF Supplemental | 2305 | Classified Supervisors' and Administrators' Salaries | 7902 | Program Mgr Community School | 0.10 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Out-of-School Suspensions | * Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. | 138-6 |
| Early Literacy Books and Supplies | \$20,618 | Early Literacy Support Block (ELSB) Grant | 4200 | Books other than Textbooks | | n/a | | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | * differentiate instruction for all students, based on evidence, regardless of current level of achievement. * Student Goal Setting and Monitoring; engage with students in goal-setting; specifying performance target and steps for reaching those targets. | 138-7 |
| Early Literacy Tutor | \$13,120 | Early Literacy Support Block (ELSB) Grant | 2105 | Classified Instructional Aide Salaries | | n/a | 0.40 | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | * Principal and TSAs observe and provide specific, timely feedback on the implementation of standards-aligned tasks and assessments of student learning. * ILT team will attend Early Literacy Foundational Skills PD offered with ELSB Grant * Provide time in teacher PD/PLC to meet with SpEd team to communicate info around students with accommodations * Provide clarity around teacher/SpEd expectations | 138-8 |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

| | | | | | | | | | | | | |
|--|-----------|---|------|---|------|--------------------|------|--|---|---|---|--------|
| Extended Contracts to Support Early Literacy | \$6,000 | Early Literacy Support Block (ELSB) Grant | 1120 | Certificated Teachers' Salaries: Stipends | | | n/a | | Goal 1: All students graduate college, career, and community ready. | ELL Reclassification | * Principal and TSAs observe and provide specific, timely feedback on the implementation of standards-aligned tasks and assessments of student learning. * ILT team will attend Early Literacy Foundational Skills PD offered with ELSB Grant * Provide time in teacher PD/PLC to meet with SpEd team to communicate info around students with accommodations * Provide clarity around teacher/SpEd expectations | 138-9 |
| To be allocated in Fall 2022. | \$109,820 | Early Literacy Support Block (ELSB) Grant | 4399 | Unallocated | | | n/a | | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | * Principal and TSAs observe and provide specific, timely feedback on the implementation of standards-aligned tasks and assessments of student learning. * ILT team will attend Early Literacy Foundational Skills PD offered with ELSB Grant * Provide time in teacher PD/PLC to meet with SpEd team to communicate info around students with accommodations * Provide clarity around teacher/SpEd expectations | 138-10 |
| Extended Contracts | \$2,500 | General Purpose Discretionary | 1122 | Certificated Teachers' Salaries: Extra Compensation | | | n/a | | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Staff Participation in Foundational Professional Learning | * Teachers will utilize iReady Math in tandem with Eureka Math Squared for domain monitoring and fundamental skills engagement as most appropriate. * Teachers and principals will receive foundational training over the summer and at 2nd Wednesdays PDs. | 138-11 |
| Language Link Translation Services | \$4,000 | Comprehensive Support & Improvement (CSI) Grant | 5826 | External Work Order Services | | | n/a | | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | * Teachers would share surveys with students and families for best results and trusted source. * Teachers would co-develop surveys with COST/Attendance team (CSM and Attendance Specialist) 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. | 138-12 |
| Library Books | \$2,258 | Measure G: Library | 4200 | Books other than Textbooks | | | n/a | | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | * Implementation of accommodations for students that have them; when teaching standard-based curriculum along with ELD. * Provide weekly library time for students to engage in self-selected text to increase reading literacy engagement with a home-school connection * librarian teachers to provide access to high quality texts across grade levels to build literacy skills | 138-13 |
| Library Technician | \$17,435 | Early Literacy Support Block (ELSB) Grant | 2205 | Classified Support Salaries | 7465 | Library Technician | 0.20 | | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | * Implementation of accommodations for students that have them; when teaching standard-based curriculum along with ELD. * Provide weekly library time for students to engage in self-selected text to increase reading literacy engagement with a home-school connection * librarian teachers to provide access to high quality texts across grade levels to build literacy skills | 138-14 |
| Library Technician | \$69,742 | Measure G: Library | 2205 | Classified Support Salaries | 7465 | Library Technician | 0.80 | | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | * Implementation of accommodations for students that have them; when teaching standard-based curriculum along with ELD. * Provide weekly library time for students to engage in self-selected text to increase reading literacy engagement with a home-school connection * librarian teachers to provide access to high quality texts across grade levels to build literacy skills | 138-15 |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

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|--|----------|-------------------------------|------|---------------------------------|------|-------------------------------|------|---|---|---|--------|
| Maintenance Agreements | \$7,000 | General Purpose Discretionary | 5610 | Equip Maintenance Agreemt | | n/a | | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | * maintain and provide materials needed for student use for access to content across multiple content areas | 138-16 |
| Postage | \$200 | General Purpose Discretionary | 5764 | Interfund - Postage | | n/a | | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | ELL Reclassification | * maintain and provide materials needed for student use for access to content across multiple content areas | 138-17 |
| Prep/Enrichment Teacher | \$22,098 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 1906 | Teacher Education Enhancement | 0.25 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | i-Ready Reading at or above Mid-Grade | * Teachers will implement all components of the Eureka Math Squared lesson design * Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction. * Teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level. | 138-18 |
| Substitute Teacher Incentive Plan (STIP) Teacher | \$75,320 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 1056 | STIP Teacher | 1.00 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | * Teachers will implement all components of the Eureka Math Squared lesson design * Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction. * Teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level. | 138-19 |
| SUPPLIES | \$2,500 | One-Time COVID Funding | 4310 | School Office Supplies | | n/a | | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | * maintain and provide materials needed for student use for access to content across multiple content areas | 138-20 |
| SUPPLIES | \$6,080 | General Purpose Discretionary | 4310 | School Office Supplies | | n/a | | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | * maintain and provide materials needed for student use for access to content across multiple content areas | 138-21 |
| Supplies | \$2,938 | LCFF Supplemental | 4310 | School Office Supplies | | n/a | | Goal 1: All students graduate college, career, and community ready. | Reading Inventory (RI) Multiple Years Below Grade Level | * maintain and provide materials needed for student use for access to content across multiple content areas | 138-22 |
| To be allocated in Fall 2022. | \$55,964 | LCFF Supplemental | 4399 | Unallocated | | n/a | | n/a | Student Connectedness to School | * Teachers will implement all components of the Eureka Math Squared lesson design * Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction. * Teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level. | 138-23 |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

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|-------------------------------|-----------|---|------|-------------|--|-----|--|---------------------------------|--|--------|
| Unallocated | \$9,700 | Comprehensive Support & Improvement (CSI) Grant | 4399 | Unallocated | | n/a | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | * 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. | 138-24 |
| Unallocated | \$6,200 | Title IV: Student Support & Academic Enrichment | 4399 | Unallocated | | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | College/Career Readiness | 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. | 138-25 |
| Unallocated | \$30,693 | Title I: Basic | 4399 | Unallocated | | n/a | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | Host 2 family literacy nights with a focus on home language literacy | 138-26 |
| Unallocated | \$2,480 | Title I: Parent Participation | 4399 | Unallocated | | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | n/a | n/a | 138-27 |
| After School Program Contract | \$131,144 | After School Education & Safety (ASES) | 5825 | Consultants | | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | College/Career Readiness | after school programming | 138-28 |



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



Title I, Part A School Parent and Family Engagement Policy

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

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

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:

- Offering 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 and/or parent conversations via phone.

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.

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

- Distribution via TalkingPoints, ParentSquare, Markham Elementary Website and Paper Handout distribution for children to take home to their 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:

- Distribution via TalkingPoints, ParentSquare, Markham Elementary Website and Paper Handout distribution for children to take home to their families, Coffees with the Principal engagements, and Parent-teacher conferences with translation.

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:

- Distribution via TalkingPoints, ParentSquare, Markham Elementary Website and Paper Handout distribution for children to take home to their families, Coffees with the Principal engagements, and Parent-teacher conferences with translation.

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:

- Current guidance and regulation provided by the Alameda County Department of Health in this time of COVID-19. Parents may receive a health clearance through the EdFund organization to participate/volunteer in a classroom.

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:

- Offering 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 and/or parent conversations via phone with translation.

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:

- Professional Development, workshops, and or speaker engagements.

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:

- Participation in the School Site Council, and Coffee with the Principal with translation

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:

- Holding and Participation in School Site Council Meetings to be held regularly once a month from September 2021 through to May/June 2022.

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:

- Holding engagements with translation into home language during Coffee With the Principal, School Site Council, and Parent-teacher conferences.

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

- Communications through the Community School Manager, front office clerical staff, and requests directly to teachers.

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:

- Holding engagements with translation into home language during Coffee With the Principal, School Site Council meetings, and Parent-teacher conferences.

If a Title I SchoolWide 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 jointly developed and adopted by the Markham Elementary School on September 2, 2021 and will be in effect for the period August 9, 2021, through May 25, 2022.

The school will distribute this policy to all parents on or before September 30, 2021, of the current school year.

Byron Delcomb, Principal

Signature of Principal

September 2, 2021

Markham School-Parent Compact Attachment



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



School-Parent Compact

Markham Elementary School

2021-22

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 2021-22 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.**

In 2021-2022 EL Education was adopted as an ELA curriculum across OUSD, we are in our 4th year of implementing Swun math, and we are in our second year of implementation of the Early Literacy Site Block grant that funds additional literacy instructional resources over the next 2 years.

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

There are 3 Trimesters throughout the year, where parent-teacher conferences are highly encouraged.

- 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.**

We will have opportunities for parent teacher conferences and communication between parents and teachers as determined as preferred methods of communication with translation

- 4) Provide parents reasonable access to staff.**

Parents should have contact information and guidelines as expressed by teacher and parent preferred methods of communication that adhere to current COVID consideration guidelines.

- 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.**

This is not possible at this time until guidelines are revised and such activities are allowable as allowed by the Alameda Department of Health Guidelines.

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

We will host a series of Parent Literacy and Math nights, currently scheduled to be on Zoom due to COVID considerations and Alameda Department of Health guidelines.

- 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.**

Staff Professional Development by OUSD district partners like Karina Najera and Community School's manager, Lee Thomas.

- 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.**

By Friday, September 10, 2021, we are contracting with Language Link where teachers will have access to phone translation for conversations with parents in Spanish, Mam, and Arabic as needed.

Parent Responsibilities

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

- Volunteer in my child's classroom under guidelines as regulated by the Alameda Department of Health, when possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.

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 jointly developed and adopted by the Markham Elementary School Community, on September 2, 2021, and will be in effect for the period of August 10, 2020 to 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 30, 2021.

Signature of Principal

Byron Delcomb

Date; September 30, 2021



Strategic Resource Planning (SRP)

Markham ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

| | |
|-------------------|----------------|
| Chairperson: | Sabrina Causey |
| Vice Chairperson: | Tre Clayton |
| Secretary: | Jason Wins |

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?) |
|---------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------|
| Byron Delcomb | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Tre Clayton | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1st |
| Sabrina Causey | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1st |
| Kyle Hamilton-Lecky | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1st |
| Jason Wins | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1st |
| Judy Rathod | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Anali Solis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Florintina Pablo | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Arthesa Rose | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2nd |
| Telia Brooks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| | |
|---|--|
| SSC Meeting Schedule: <small>(Day/Month/Time)</small> | SSC: 10/19, 11/9, 12/7, 1/18, 2/15, 3/15, 4/19, 5/10 |
|---|--|

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.

