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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Markham Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for Markham Elementary School

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Markham Elementary School **Site Number:** 138

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|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" 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 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: 4/18/2023

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

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

Byron Delcomb <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	<i>Byron Delcomb</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	4/19/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Sabrina Causey <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	<i>Sabrina Causey</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	4/21/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Leroy Gaines <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	<i>Leroy Gaines</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	4/26/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	4/28/2023 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/18/2022	SSC & SELLS combined	shared rationale and overview of the SPSA during SSC Parent Establishment meeting
1/10/2023	SSC & SELLS combined	budget training and review budget priorities including planned strategies and activities for 2022-23.
1/10/2023	Parents	Coffee with the Principal strategies and activities review for 2022-23
1/31/2023	Parents	Coffee with the Principal: review of 22/23 an 23/24 proposed spending of State and Federal funds for academic improvement and student- well being
1/31/2023	SSC & SELLS combined	Updated Spending Request for Title 1 and Title IV funds so as to leave no funds unallocated to insure priority resources for parent and student support
2/21/2023	SSC & SELLS combined	SPSA/Annual Review and Update for 22-23 with discussion for encumbered expenditures for 23-24 to insure an early start on initiatives in 23-24 beginning in September 23'
2/28/2023	Parents	Coffee w/the Principal parent engagement review of Markham Expectations for Learning, review and desired information from parents in 23-24 handbook for 23-24
3/28/2023	Parents	Coffee with the Principal parent engagement regarding Family Literacy Night Workshop, SIPPS early literacy instruction and student data report, and April assessment schedule'
3/21/2023	SSC & SELLS combined	Review of Title I and Title IV spending and updates for existing expenditures; review student performance data from Spring 23' assessments
4/18/2023	SSC & SELLS combined	SPSA Approval Meeting

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 in part through one-time COVID relief funds to enable OUSD 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.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$117,670.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$663,454.02

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)	\$107,625	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$16,980	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,870	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$217,445	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$7,175	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$180,113	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$117,670	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$545,784	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$663,454
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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 students in Middle school. 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, reading curriculum guided by the science of reading, classroom libraries, writing throughout all content areas, music, arts, outdoor garden stewardship and other programs. We value parent involvement and organize monthly Parent Cafes for our parents to come together and build conditions for a thriving learning community. We encourage parents to be an active part of the community as volunteers and contributors through School Site Council membership and classroom partnership. As part of our mission to support the whole child, dental and vision care is provided for students in need and we offer student counseling services and a psychologist on site. At Markham, we have a safe, caring community where students thrive, and achieve in a space where everyone is welcome.

School Mission and Vision

Our Markham School Mission is to facilitate positive and growth learning outcomes for Markham students, families and staff. The Markham Academic Vision is that all children can and do learn. As educators in partnership with families, our work is guided by this question: How are we working together to ensure every child makes progress towards their goals?

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
52.7%	47.3%	68.0%	22.6%	6.2%	1.5%	92.4%	10.2%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
18.9%	0.4%	73.1%	0.4%	0.0%	1.5%	0.4%	1.8%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: Our Markham School Mission is to facilitate positive and growth learning outcomes for Markham students, families and staff. The Markham Academic Vision is that all children can and do learn. As educators in partnership with families, our work is guided by this question: How are we working together to ensure every child makes progress towards their goals?

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	20.0%	26.7%	<i>not available until Fall 2023</i>	30.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	15.9%	0.0%	<i>not available until Fall 2023</i>	25.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	2.0%	4.9%	<i>not available until Fall 2023</i>	12.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-130.1	n/a	-118.7	<i>not available until Fall 2023</i>	-120.1
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	3.7%	3.1%	<i>not available until Fall 2023</i>	13.7%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-141.5	n/a	-130.7	<i>not available until Fall 2023</i>	-131.5
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	3.0%	<i>not available until Fall 2023</i>	10.0%

CAST (Science) at or above Standard	All Students	1.7%	n/a	0.0%	<i>not available until Fall 2023</i>	11.0%
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal Student Groups: We aim to see growth of 10 percentage points for all focal groups on measures of assessment

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-158.6	n/a	-198.9	<i>not available until Fall 2023</i>	-148.6
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-129.7	n/a	-107.4	<i>not available until Fall 2023</i>	-119.7
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	6.7%	0.0%	<i>not available until Fall 2023</i>	16.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-181.2	n/a	-165.5	<i>not available until Fall 2023</i>	-171.2
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-148.5	n/a	-134.2	<i>not available until Fall 2023</i>	-138.5

Reclassification Measures & Annual Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	1.4%	0.0%	5.6%	<i>not available until Fall 2023</i>	6.4%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	37.5%	<i>not available until Fall 2023</i>	1.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Engagement: Increase students connected to school by 10 percentage points or more; keep Out-of-school Suspensions below 1% for all focal groups; reduce Chronic Absenteeism by 5% or more for All Students and African American Students						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	60.6%	100.0%	64.5%	<i>not available until Fall 2023</i>	100.0%
Out-of-School Suspensions	All Students	2.9%	n/a	3.3%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	African American Students	11.3%	n/a	3.3%	<i>not available until Fall 2023</i>	2.3%
Out-of-School Suspensions	Special Education Students	9.8%	n/a	3.3%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	25.2%	29.7%	65.5%	<i>not available until Fall 2023</i>	19.0%
Chronic Absenteeism	African American Students	41.6%	54.1%	77.4%	<i>not available until Fall 2023</i>	31.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff: Increase One-Year School Teacher Retention Rate to 80% or more						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	75.0%	69.5%	63.2%	<i>not available until Fall 2023</i>	80.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths

<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>* 27% of students in grades 3-5 are on pace to meet their stretch goal in iReady Math in Trimester 1 of the 22- 23' school year; Stretch Growth marks the amount of growth that a student should target in order to enter a path to attaining grade-level proficiency. * Percentage of grade level growth for At and Above Grade level mid-year in iReady Reading Overall increases at each grade level from grades K-5 as indicated on the Reading Diagnostic.</p>	<p>in 22-23 Markham has 3 Teachers on Special Assignment: EL Education Adoption, Eureka Math Squared Adotion, and one for Newcomer/ELD/Early Literacy. All 3 TSA's coordinate and work collaboratively to address growth in content area focus indicators that are being tracked for performance, support, and growth. Teachers are now teaching SIPPS in small groups at all grade levels. ELA and Math TSA's provide coaching in focal areas in concentrated 7-10 week cycles, then flip the staff to provide support in the alternate subject areas. Our STIP sub, also doubles as our Data Tech Lead to insure timely suppoort with all things tech onsite, that supports our tech that includes chromebook carts for all classrooms, including the school library.</p>
<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>* 53% of African American Students are Approaching, At, or Above grade level in Reading as indicated at the mid-year iReady Reading Diagnostic for 22-23' * 39% of English Language Learners are Approaching, At, or Above grade level in Reading as indicated at the mid-year iReady Reading Diagnostic for 22-23' * 26% of Special Education Students are Approaching, At, or Above grade level in Reading as indicated at the mid-year iReady Reading Diagnostic for 22-23'</p>	<p>We have a full-time Case Manager and Community Schools Manager that co-lead the COST team to coordinate Tier 2 and 3 supports. The Case Manager also leads counseling small groups and push-in SEL lessons. We also provide studnet counselign services through contract work with EBAC. In 22-23 Markham has 3 Teachers on Special Assignment: EL Education Adoption, Eureka Math Squared Adotion, and one for Newcomer/ELD/Early Literacy. All 3 TSA's coordinate and work collaboratively to address growth in content area focus indicators that are being tracked for performance, support, and growth. Teachers are now teaching SIPPS in small groups at all grade levels. ELA and Math TSA's provide coaching in focal areas in concentrated 7-10 week cycles, then flip the staff to provide support in the alternate subject areas. Our STIP sub, also doubles as our Data Tech Lead to insure timely suppoort with all things tech onsite, that supports our tech that includes chromebook carts for all classrooms, including the school library.</p>

<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>* 72% of 3-5th grade students indicated they were "Happy to be at this school" as indicated on a Trimester 1 survey for the 22-23' school year. 91% of 3-5th grade students indicated that they "Have friends at this school" as indicated on a Trimester 1 survey for the 22-23' school year.</p>	<p>in 22-23, 5 of 6 teachers have been here 2 years or more, which has allowed momentum to grow as teachers build relationships with the parent community. We have a Playworks coach, one week out of each month to lead games, coach Noon Supervisor staff and Junior Coaches to support organized and safe play.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>91% of staff surveyed that their students enjoy coming to school, as indicated on a Trimester 1 survey for the 22-23' school year. 66% of teachers strongly agree or agree that that they enjoy working at this school, as indicated on a Trimester 1 survey for the 22-23' school year.</p>	<p>The Principal invested in summer shared leadership to host a core group of staff to plan shared leadership systems and structures for the 2022-23 school year. The Instructional Leadership Team (ILT), Care of Students Services Team (COST), Early Literacy Site Block grant (ELSB) team, (Positive Behavioral and Incentive Supports (PBIS) team, and the School Site Council (SSC) are all made up of staff members that actively inform, and make decisions throughout all academic and socia-emotional systems across Markham Elementary.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>22-23' is year one for adoptingt two new curriculum: EL Education and Eureka Math Squared for teachers as well as students</p>	<p>Markham has gotten off to a late start. We started off the school year with two teacher and one teacher on special assiognment, vacancies. The District saw the need for a uniform curriculum in areas of math and ELA in 2020-21. We had little to no support for year one in 21-22. We started 22-23 with two TSA's sharing the responsibilities across multiple focal areas, (i.e. Newcomer, Early Literacy, Eureka Math Adoption, EL Education ELA adoption, and SIPPS) implementation. We finally hired our Math TSA, who is new to the role, in October 2022.</p>

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>Newcomer TSA is 0.5 FTE, split as a 0.5 FTE Early Literacy TSA- would be ideal to have as a full-time Newcomer TSA to focus on ELD support across all grade levels.</p>	<p>67% of our students are Latinx and 57% are ELLs and we have a growing Mam and Arabic speaking communities. 28.2 % of students or N1,2,or 3s. An additional 31.4% are N3-7s for a total of approximately 60% of all students as ELLs.</p>
<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Disproportionality for African-American students is still extremely high in Chronic Attendance: AA students make up 24.7% of students, yet 61% of AA students are chronically absent.</p>	<p>We still struggle to engage our African American families with regards to SSC parent participation, workshops, Coffee w/Principal with refreshments and TSA engagements. Markham still struggles to have 100% daily staff attendance, which almost always impacts the remainign staff (TSA's, CSM, Principals) to cover student supervision and positive behavior reinforcement.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>On Fall 22-23 surveys, staff perspectives were as follows: 33.3% of staff disagree that the school promotes promotes personel participation in decision making that affects school practices and policies; 33.3 % of teachers feel as if they do not enjoy working at the school; 91.7% of teachers feel that the school does not handle student discipline and behavioral problems effectively.</p>	<p>During the 20-21 and 21-22 school years, remote learning, staff contract restrictions, and overall impacts of COVID-19, administrative engagement with staff with regards to collaborative leadership and general collaboration was limited. There were a few top-down decisions (i.e. Parker Elementary and Middle School closure that designated Markham a 'Welcoming School' opportunity for students faced with attending a new school, phasing out of the Spanish Early Exit Transition program for grades K,1, and 2 in 22-23 and 23-24, and faced with having to share our campus at the start of 22-23 due to a charter school acceptance offer via Proposition 39 acceptance offer) were just a few situations that impacted teacher morale. However, as of February 2023, all teachers have accepted offers to stay on staff, if possible, into the 2023-24 school year.</p>

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Markham has had a decrease in enrollment 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, mam 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 explicite 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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Markham Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Regarding Conditions for Student Learning, teacher and leadership actions have been consistent with most all proposed actions and strategies. However we have yet to implement Caring School Communities as a component of our SEL program. We have the materials, but it seemed to be a big lift given we started the year off with open positions at Math TSA, 3rd Grade, and 2nd Grade classroom teachers.

Regarding Providing Equitable Access to STANDARDS-BASED INSTRUCTION; teacher and leadership actions have been moderately consistent with most all proposed actions and strategies. However the first year adoptions of EL Education and Eureka Math Squared along with building SIPPS small group instruction across grade levels, establishing PLC and collaboration time outside of Wednesday PLC/PD time has been challenging. We are beginning to secure opportunities for grade level PLCs in addition to weekly Wednesdays as we go into February 2023.

Regarding Developing LANGUAGE AND LITERACY Across the Curriculum; Teachers across grade levels have been successful in establishing differentiated groups for SIPPS instruction. TSA's along with a few new-hire Early Literacy Tutors continue to provide pull out support in addition to classroom teacher small-group instruction. Our EL Ed-focused TSA has been instrumental in coaching teachers, and leading observations with the principal and network partners with an emphasis on key focal indicators for teacher practice and student engagement. By providing timely feedback and engaging in collaborative coaching cycles along with our Math TSA, we are beginning to gain traction for student engagement and teacher instructional efficacy as indicated on increased participation in monthly SIPPS Mastery testing, school-wide.

Regarding Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING; Leadership and teachers have implemented weekly to bi-weekly peer collaboration groups membership in the: Coordination of Service Team (COST), Instructional Leadership Team (ILT), Positive Behavior Incentive & Supports Team (PBIS), Early Literacy Site Block Grant ELSB Team, and Safety Team. TSAs meet weekly with the Principal to coordinate and plan Professional Development and routine observation-feedback cycles to support teachers and promote ongoing quality classroom instruction.

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

The ILT team is also coordinating peer observation cycles to establish a norm for quality Tier 1 Classroom Management guidelines environmental, instructional practices, protocols and procedures.

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

At the beginning of February: Our TSA Team has supported teachers with double-digit percentage improvements in participation rates for SIPPS Mastery test in grades 1, 2, 3, and 5 in January 2023 from December 2022! Increasing student participation in these assessments as well as implementing differentiated instruction is a significant first step in increasing foundational literacy skills across grade levels. We await the impact it will make in upcoming iReady Reading, iReady Math, IABs for both subject areas and SBAC exams for 22-23 in grades 3-5.

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

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

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? (Qualitative/quantitative data is required. Describe growth/change using data/metrics.)	Based on this evaluation, what will you change, continue, or discontinue? Why?
10-Month Teacher on Special Assignment (TSA)	i-Ready Reading at or above Mid-Grade	* Emphasis on ELD support, teacher coaching, student support with direct services in small groups, tutor coordination, assessment administration and coordination, (i.e. ELPAC, SIPPS Mastery, DIBELS and any other relevant literacy assessments), as well as community engagement support with parent workshops	* Working: SIPPS small groups implementation, coordinated Literacy tutor coordination and small group pull out instruction. * Teach coaching and peer to peer support. Based on observation there has been increased participation in SIPPS Mastery assessments. Not Working: * consistency in SIPPS instruction, now implemented, has yet to be established as consistent. * ELD is still underdeveloped and in need of concentrated support	* We will pivot our TSA focus towards ELD as teachers have asked for the support and have seen the benefits of it's impact, when executed with intentionality and consistency.

<p>Parent Workshops</p>	<p>College/Career Readiness</p>	<p>* Literacy Night, Friday April 14th 5-7 PM: serving parents with skills and strategies to support their children thorough literacy, overall academics, and social emotioal strategies. * Family Literacy Night #2: Workshps & Follow-up trainings 5-6 PM * Math/STEM parent workshop in the works to take place before 22-23 year end.</p>	<p>* We have yet to hold a literacy, math, or science night for parents but it will be on the calendar before mid Febrary for March and April. * Consistent Coffee with the Principal and a working SSC is proving to show an increase in parent engagement through attendance [15-20 parents at each engagement 11/29/22, 1/10/23, 1/31/23, and 2/28/23] with actionable monthly feedback, (i.e. having yards cleaned of trash before scholars arrive before class, cleaner facilities, expanded student supervision at recesses.)</p>	<p>* We will build these events into the calendar well in advance of the school year because it is easier to describe and engage in offerings that are already established with vendors in place and contracts with payments-secured.;</p>
<p>Mental Health Services</p>	<p>Student Connectedness to School</p>	<p>* provide counselor resourses, materials, and groups support for students across grade levels to increase connectedness to school and thrive academically and socio-emotionally * Innocent Classroom contractors will initiate staff PD tolay groundwork for 23-24 to address Tier 2,3 student behaviors, and instructional strategies and support.</p>	<p>* Although we have counseling and a case manager doing great work, based on observation tier 2 and 3 behaviors still remain a challenge in students who have experienced extreme instances of trauma.</p>	<p>* We will continue to have a case manager, counseling services and increased professional development for trauma-informed support strategies because the data of disproportionality for African Amerian boys to experience trauma and bais, teachers epxressed desire for professional developent and support.</p>

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Markham Elementary School

School ID: 138

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Math

School Theory of Change:

If teachers develop a deep understanding of the:
 * mathematical practices,
 * CCMS,
 * differentiated instruction and
 * academic discussion (for ELLs, African American, Low Income, newcomers, students with disabilities,etc),
 then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, IAB, SBAC).

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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<p>1-1</p>	<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 	<p>We aim to see growth of 10 percentage points for all focal groups on measures of assessment</p>	<p>Tier 1</p>
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1-2	<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 	<p>Our Markham School Mission is to facilitate positive and growth learning outcomes for Markham students, families and staff. The Markham Academic Vision is that all children can and do learn. As educators in partnership with families, our work is guided by this question: How are we working together to ensure every child makes progress towards their goals?</p>	Tier 1
1-3	<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 	<p>Increase students connected to school by 10 percentage points or more; keep Out-of-school Suspensions below 1% for all focal groups; reduce Chronic Absenteeism by 5% or more for All Students and African American Students</p>	Tier 3

1-4	<p>* Spanish Early Exit teacher will be at 2nd grade, exclusively. Some PD offerings will include ELA/SLA and ELD/SLD standards side by side.</p>	<p>* 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. A major area of focus will be ELD for 23-24 SY</p>	<p>* Registration receipts * PD agendas & materials * ILT team agendas</p>	<p>We aim to see growth of 10 percentage points for all focal groups on measures of assessment</p>	Tier 3
1-5	<p>* Provide prepared materials appropriate to grade level content to insure access for all students</p>	<p>* maintain and provide materials needed for student use for access to content across multiple content areas * Providing students with the resources to benefit from high-quality digital learning opportunities, with the purchase of updated classroom learning environment technology</p>	<p>* lesson plans * agendas * environmental print * student work * smarboard tech installed in all grade level classrooms</p>	<p>We aim to see growth of 10 percentage points for all focal groups on measures of assessment</p>	Tier 1

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

<p>School Priority:</p>	<p>Early Literacy ELA Grades TK/k-2 proficiency in letter names and phonological awareness skills. EL Education Year 2 Implementation</p>				
<p>School Theory of Change:</p>	<p>If teachers * use complex, grade level texts in all grade and content areas (Science, Social Studies and ELA) * with quality, standards-aligned instruction using EL Education curriculum (text dependent 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 daily reading and writing instruction in EL Education, and ELD 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: * 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 assessments, SBAC, and ELPAC.</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>

2-1	<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 	We aim to see growth of 10 percentage points for all focal groups on measures of assessment	Tier 1
2-2	<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 	We aim to see growth of 10 percentage points for all focal groups on measures of assessment	Tier 1

2-3	* 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	Increase One-Year School Teacher Retention Rate to 80% or more	Tier 1
2-4	* 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	We aim to see growth of 10 percentage points for all focal groups on measures of assessment	Tier 1
2-5	* 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	Increase students connected to school by 10 percentage points or more; keep Out-of-school Suspensions below 1% for all focal groups; reduce Chronic Absenteeism by 5% or more for All Students and African American Students	Tier 1
2-6	* 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	Increase One-Year School Teacher Retention Rate to 80% or more	Tier 1

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

School Priority: SEL/MTSS & Community Engagement: Create a schoolwide plan using Parent Engagement and SEL practices which include PBIS as the Framework to promote the social emotional needs of students, the academic success of all students, and engage parents & families through the School Site Council and initiatives led through the Community Schools Manager.

School Theory of Change:

If teachers:

- * use Caring School Communities curriculum to support restorative classroom practices
- * implement each indicator of the Tier I Classroom Culture Self Assessment items as fully in-place,
- * monitor and implement strategies for optimal attendance,
- * promote academic discipline and student leadership,
- * provided monthly cultural family engagements
- * routinely implement restorative justice practices that honor students learning then we should see an increase in student engagement.

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	* Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	* incorporate into lesson observation and feedback document for instructional support	* Lesson Plans * Feedback & Observation notes * Calendar events	Our Markham School Mission is to facilitate positive and growth learning outcomes for Markham students, families and staff. The Markham Academic Vision is that all children can and do learn. As educators in partnership with families, our work is guided by this question: How are we working together to ensure every child makes progress towards their goals?	Tier 1

3-2	* Implement differentiation strategies as consulted with and in collaboration with SpEd team T1-T4	* calendar collaboration time for support and lesson development	* SpEd Agendas * PD Calendar * PD Agendas	We aim to see growth of 10 percentage points for all focal groups on measures of assessment	Tier 2
3-3	* Implementation of accomodations for students that have them; behavior plans	* Provide time in teacher PD/PLC to meet with SpEd team to communicate info around students with accomodations * Provide clarity around teacher/SpEd expectations * CSM and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans .	* IEP plans * 504 Plans * PD/PLC Agendas * Staff Meeting Agendas * COST team agendas * PBIS team agendas	Our Markham School Mission is to facilitate positive and growth learning outcomes for Markham students, families and staff. The Markham Academic Vision is that all children can and do learn. As educators in partnership with families, our work is guided by this question: How are we working together to ensure every child makes progress towards their goals?	Tier 2
3-4	Implementation of: * Caring Schools Communities curriculum to support social emotional learning through Playworks physical education and * Science and gardent stewardship to support student social emotional conenctions	* provide physical education through play and science enrichment * incorporate the garden and the Markham living schoolyard as well as structured and organized play during recess to address the social-emotional needs of students.	* instructional materials/curriculum * lesson plans * learning schedules	Increase students connected to school by 10 percentage points or more; keep Out-of-school Suspensions below 1% for all focal groups; reduce Chronic Absenteeism by 5% or more for All Students and African American Students	Tier 1

3-5	* 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 Specialist * Agendas * Attendance Team Agendas * SART Agendas	Increase students connected to school by 10 percentage points or more; keep Out-of-school Suspensions below 1% for all focal groups; reduce Chronic Absenteeism by 5% or more for All Students and African American Students	Tier 1
3-6	* Engage families around attendance issues to promote highest degree of student attendance and family engagement	The CSM and Attendance Specialist provide weekly attendance data update 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.	* Updates to Staff * Attendance Team agendas	Increase students connected to school by 10 percentage points or more; keep Out-of-school Suspensions below 1% for all focal groups; reduce Chronic Absenteeism by 5% or more for All Students and African American Students	Tier 1

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

School Priority:	Culture and Climate
School Theory of Change:	<p>If staff and teachers are provided:</p> <ul style="list-style-type: none"> * Professional Development on school wide PBIS expectations, * implement a curriculum that explicitly teaches the SEL competencies, and * provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), <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>

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	<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 & ParentSqure Correspondence * SST Agendas & Documentation re: translation services * PD Agendas * Lesson Plans 	Increase students connected to school by 10 percentage points or more; keep Out-of-school Suspensions below 1% for all focal groups; reduce Chronic Absenteeism by 5% or more for All Students and African American Students	Tier 1

4-2	<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 	<ul style="list-style-type: none"> * PD around adopted/sponsored SEL questions 	<ul style="list-style-type: none"> * Agendas * Classroom Observation & Feedback notes * PD Agendas 		Tier 1
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CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	African American Students & Families
School Theory of Change:	<ul style="list-style-type: none"> * If teachers provide mathematics instruction that: <ol style="list-style-type: none"> 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. * If ELA teachers create a culture of: <ol style="list-style-type: none"> 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. * 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.
Related Goals:	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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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	<p>* Provide professional development and coaching on high leverage teaching strategies.</p> <p>* Note if AA students have URFs to note detailed information regarding but not limited to: IEP, 504 plan or any other reference to prescribed accomodations for learning.</p>	<p>Observations</p> <p>Participate in central PD</p> <p>Reading fluency for AA students</p> <p>Proficiency rates on local and state assessments</p>	<p>Increase students connected to school by 10 percentage points or more; keep Out-of-school Suspensions below 1% for all focal groups; reduce Chronic Absenteeism by 5% or more for All Students and African American Students</p>	Tier 1
5-2	Teachers progress monitor the learning of AA students towards meeting the learning target.	<p>* Provide professional development and coaching on high leverage teaching strategies.</p> <p>* Note if AA students have URFs to note detailed information regarding but not limited to: IEP, 504 plan or any other reference to prescribed accomodations for learning.</p>	<p>Task of focal AA students</p> <p>Informal or Formal Learning Walk Data</p> <p>PD</p>	<p>Our Markham School Mission is to facilitate positive and growth learning outcomes for Markham students, families and staff. The Markham Academic Vision is that all children can and do learn. As educators in partnership with families, our work is guided by this question: How are we working together to ensure every child makes progress towards their goals?</p>	Tier 2

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	We aim to see growth of 10 percentage points for all focal groups on measures of assessment	Tier 2
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	We aim to see growth of 10 percentage points for all focal groups on measures of assessment	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS
Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	English Language Development
School Theory of Change:	If we: 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, ...then we will see an increase in the number of EL students reclassified.
Related Goals:	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>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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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 	We aim to see growth of 10 percentage points for all focal groups on measures of assessment	Tier 3
6-2	<ul style="list-style-type: none"> * 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. 	<ul style="list-style-type: none"> * 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. 	<ul style="list-style-type: none"> * Lesson plans & agendas * Lesson observation and feedback 	We aim to see growth of 10 percentage points for all focal groups on measures of assessment	Tier 1
6-3	<ul style="list-style-type: none"> * Teachers promote academic discourse/communication across grade levels and content areas 	<ul style="list-style-type: none"> * 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. 	<ul style="list-style-type: none"> * Lesson plans & agendas * Lesson observation and feedback 	We aim to see growth of 10 percentage points for all focal groups on measures of assessment	Tier 1
6-4	<ul style="list-style-type: none"> Teachers will use data and student work from ELLs used to inform instruction 	<ul style="list-style-type: none"> Host 2 family literacy nights with a focus on home language literacy 	<ul style="list-style-type: none"> * Lesson plans & agendas * Lesson observation and feedback 	We aim to see growth of 10 percentage points for all focal groups on measures of assessment	Tier 2

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Afterschool contract over \$25K	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	* Learning purpose and objectives; articulate learning objectives/purpose so that students set goals to focus learning and guide instruction decisions.	138-1
Afterschool contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	* Learning purpose and objectives; articulate learning objectives/purpose so that students set goals to focus learning and guide instruction decisions.	138-2
Teacher, Structured English Immersion	\$63,543	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	0.50	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	138-3
12-Month Community School Manager	\$98,132	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7902	12-Month Community School Manager	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	* 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.	138-4

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Case Manager	\$105,666	California Community Schools Partnership Program	2405	Clerical Salaries	9072	Case Manager	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	* Implementation of accommodations for students that have them;	138-5
Academic Mentor (AAMA)	\$25,000	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	* Learning purpose and objectives; articulate learning objectives/purpose so that students set goals to focus learning and guide instruction decisions.	138-6
10-Month Classroom Teacher on Special Assignment (TSA)	\$109,892	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	8227	10-Month Classroom Teacher on Special Assignment (TSA)	0.75	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	* 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.	138-7
Early Literacy Tutor	\$20,170	Early Literacy Support Block (ELSB) Grant	2105	Classified Instructional Aide Salaries	8944	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	* Provide prepared materials appropriate to grade level content to insure access for all students	138-8
Early Literacy Tutor	\$20,170	Early Literacy Support Block (ELSB) Grant	2105	Classified Instructional Aide Salaries	8945	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	* Provide prepared materials appropriate to grade level content to insure access for all students	138-9
Books other than textbooks	\$9,882	Early Literacy Support Block (ELSB) Grant	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	Provide professional development and coaching on high leverage teaching strategies.	138-10

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$20,000	Early Literacy Support Block (ELSB) Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	* Provide prepared materials appropriate to grade level content to insure access for all students	138-11
Consultant contract	\$15,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	* 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.	138-12
STIP Teacher	\$96,260	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	1056	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	* Provide prepared materials appropriate to grade level content to insure access for all students	138-13
Early Literacy Tutor	\$29,040	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7982	Early Literacy Tutor	0.70	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.	138-14
Early Literacy Tutor	\$35,297	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7983	Early Literacy Tutor	0.70	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.	138-15
Supplies	\$12,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	* Implementation of accommodations for students that have them;	138-16

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Copier Maintainance	\$4,980	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	* Provide prepared materials appropriate to grade level content to insure access for all students	138-17
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$37,714	LCFF Supplemental	1105	Certificated Teachers' Salaries	1906	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	* Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement * provide differentiated instruction in foundation literacy skills through district offered curriculum (SIPPS, Heggerty, Letter Naming)	138-18
STIP Teacher	\$83,421	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	* Provide prepared materials appropriate to grade level content to insure access for all students	138-19
Attendance Specialist, Bilingual	\$36,394	LCFF Supplemental	2205	Classified Support Salaries	5178	Attendance Specialist, Bilingual	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	* Timely and accurate attendance	138-20
Noon Supervisor	\$15,831	LCFF Supplemental	2905	Other Classified Salaries	4475	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implementation of: * Caring Schools Communities curriculum to support social emotional learning through Playworks physical education and * Science and gardent stewardship to support student social emotional conenctions	138-21
Noon Supervisor	\$42,556	LCFF Supplemental	2905	Other Classified Salaries	9310	Noon Supervisor	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implementation of: * Caring Schools Communities curriculum to support social emotional learning through Playworks physical education and * Science and gardent stewardship to support student social emotional conenctions	138-22

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$1,529	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	* Implementation of accommodations for students that have them;	138-23
Library Technician	\$104,874	Measure G, Library Support	2205	Classified Support Salaries	7465	Library Technician	1.00	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 * Providing students with the resources to benefit from high-quality digital learning opportunities, with the purchase of updated classroom learning environment technology	138-24
Early Literacy Tutor	\$4,149	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7982	Early Literacy Tutor	0.10	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.	138-25
Early Literacy Tutor	\$5,042	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7983	Early Literacy Tutor	0.10	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.	138-26
Early Literacy Tutor	\$37,750	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7977	Early Literacy Tutor	0.80	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.	138-27

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Parent workshop extended contract	\$2,000	Title I, Part A Parent & Family Engagement	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	* Engage families around attendance issues to promote highest degree of student attendance and family engagement	138-28
Parent workshop refreshment	\$870	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	* Engage families around attendance issues to promote highest degree of student attendance and family engagement	138-29
10-Month Classroom Teacher on Special Assignment (TSA)	\$36,631	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	8227	10-Month Classroom Teacher on Special Assignment (TSA)	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	* Tier 1 Instructional Supports: provide Tier 1 instructional supports (e.g. academic vocabulary, anchor charts, scaffolding strategies, and word walls)	138-30
10-Month Classroom Teacher on Special Assignment (TSA)	\$71,407	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7770	10-Month Classroom Teacher on Special Assignment (TSA)	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	* TSAs and leadership team provide professional development and coaching * timely observation and feedback	138-31
Mental Health services (consultant)	\$7,175	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	* Implementation of accommodations for students that have them;	138-32



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



School-Parent Compact

Markham Elementary School

2022-23

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, 2022, 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 9, 2021, and will be in effect for the period of August 8, 2022 to May 25, 2023.

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, 2022.

Signature of Principal

Byron Delcomb

Date; September 9, 2022



**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 2022 through to May/June 2023.

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 9, 2022 and will be in effect for the period August 8, 2022, through May 25, 2023.

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 9, 2022

Markham School-Parent Compact Attachment



Strategic Resource Planning (SRP)

Markham ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Sabrina Causey
Vice Chairperson:	Marisol Martinez
Secretary:	Kyle Hamilton-Lecky

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"/>	
Luby Becerra	<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"/>	2nd
Kyle Hamilton-Lecky	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Michaela Natch	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Marisol Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Heidy Monrroy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Suleima Leiva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Edbis Patricia Mendoza Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Adriana Orozco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	3rd Tuesday of the Month
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SSC Legal Requirements (EC Sections 65000-65001):

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

