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

# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Markham Elementary School

**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Markham Elementary School.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Markham Elementary School



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Markham Elementary School  
**CDS Code:** 1612596002059  
**Principal:** Danielle Pharr-Mathews  
**Date of this revision:** 3/25/25

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

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

**Contact:** Danielle Pharr-Mathews

**Position:** Principal

**Address:** 7220 Krause Avenue  
Oakland, CA 94605

**Telephone:** 510-639-3202

**Email:** [danielle.pharrmatthews@ousd.org](mailto:danielle.pharrmatthews@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on:* 3/25/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Markham Elementary School

**Site Number:** 138

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☒ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 3/25/2025

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

- ☒ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Danielle Pharr-Mathews

*Principal*

  
Signature

5/23/2025

Date

*SSC Chairperson*

  
Signature

5/23/2025

Date

*SELLS Representative (optional)*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Leroy Gaines

*Network Superintendent*

  
Signature

5/23/25

Date

Lisa Spielman

*Director, Strategic Resource Planning*

  
Signature

5/28/25

Date

## 2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/7/24	Staff PD	Review of school goals and actions. Data analysis (prior school year).
8/29/24	Back to School Night	Presented overview of school goals and opportunities for family involvement Presentation of Title 1 information and federal funding
9/12/24 and monthly	ILT Meeting	Review of school actions and progress towards trimester goals, refined support for instruction, data analysis Planning for FIA survey and actions- improve conditions for teaching and learning
9/2024-5/2025	Coffee with the Principal	Presentation of school data and progress towards goals, resources to support families at home, attendance and School culture and climate data
10/2024 and 11/2024	School Site Council	Review of school data and progress towards goals, site plan and actions reviewed Solicited input for spending of CCSPP funds
1/9 & 1/23	ILT Meeting	Implementation of FIA goals- improve conditions for teaching and learning, Leadership facilitation
1/14/2025	Staff Meeting	Review of school expenditures and funding for 25/26, priorities
1/28/2025	School Site Council	Progress towards goals Title revisions SPSA Part 1 and 2 reviewed, Review of funding sources and recommendations for spending
2/25/2025	School Site Council	SPSA Parts 1-3, CCSPP recommendations for 25/26
2/27/2025 and 3/13/25	ILT Meeting	SPSA Parts 1-3, CCSPP recommendations for 25/26
3/25/2025	SSC Meeting	School goals, CCSPP spending

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### Summer Learning Program

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

### Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$119,510.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,259,085.63

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$116,280
Title I, Part A Parent & Family Engagement (#3010)	\$3,230
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$119,510</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$1,259,085.63</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$32,300
LCFF Equity Multiplier (#7399)	\$459,403
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$311,000
Proposition 28 (Arts & Music in Schools #6770)	\$53,839
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,139,576</b>

**2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School Name: Markham Elementary School****School ID: 138****CDS Code: 1612596002059****SSC Approval Date:****Board Approval Date:****School Mission and Vision**

The Markham staff hold ourselves accountable for student achievement to nurture, guide and challenge ALL students to become productive citizens, lifelong learners, and critical thinkers. Through rigorous instruction and conscientious modeling, we as staff, students, families, and community members will hold ourselves to high standards and accept responsibility for ourselves and each other upholding the values of respect, responsibility, kindness, and safety. At Markham we believe we have a responsibility to create a safe and equitable learning environment for all students to thrive socially, emotionally, and academically!

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

Following years of declining enrollment 2015-2022, Markham has had an increase in enrollment from 290 to about 330 students over the past few years, 2023-2025. This has resulted in increased class sizes and a need for additional services and resources as we support a growing population of Newcomers, Mam speakers, ELLs, student with disabilities, transient families, and students with high levels of trauma. Within this diversity, teacher support, development, and retention is paramount. While teacher retention has improved, Markham has a number of teachers on emergency credentials or in their first 1-2 years of teaching. These inequities make it difficult to secure and utilize resources effectively. Strategies to mitigate this impact include stable leadership; new principal is completing her second year principalship and is building the leadership capacity of the instructional team and other site leaders to make progress towards school goals. Planning for 25-26 SY will include the leadership teams and summer PD opportunities to focus on: EL instructional strategies, PBIS, MTSS, and explicit planning around social emotional student curriculum and support. We also aim to leverage relationships with community partners to support experiential learning. These partners include All Good Living (ongoing donations) and Bay Area Community Resources (BACR) our after school program who provides enrichment and academic support that align with our school values of being safe, being responsible, being respectful, and being kind. In building family engagement, we will solicit family feedback through ParentSquare, classroom newsletters, Coffee with the Principal, School Site Council, school surveys, and through in person events that are beneficial to our entire community. Aware of the ongoing challenges: 1.) Lack of family engagement due to high levels of low-income and high percentage of working family members during school hours which results in high absenteeism, 2.) Language barriers amongst staff and families as Markham has a 60% English Learner population according to 23/24 data, 3) Lack of tiered resources and bilingual staff to support students, we hope to leverage strategies and resources to support language/academic barriers across classrooms using title and grant funds. We also hope to retain families and staff and improve attendance using the actions in our school plan.

School Demographics, 2023-24								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.3%	25.8%	67.0%	1.6%	0.3%	11.1%	99.0%	59.2%	1.3%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.7%	2.6%	0.0%	0.0%	0.3%	0.0%	98.7%	16.0%	72.7%

## 1B: GOALS & IDENTIFIED NEEDS

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

<b>School Goal:</b>	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<b>Identified School Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

### Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	37.5%	26.5%	not available until fall 2025	47.5%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	43.2%	40.0%	not available until fall 2025	53.2%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	38.1%	43.5%	not available until fall 2025	48.1%

### English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	-137.2	-146.3	not available until fall 2025	-107.2



SBAC ELA Participation	All Students	99.3%	98.1%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	56.7%	55.3%	not available until fall 2025	66.7%
<b>Mathematics/Science Measures &amp; Targets</b>					
<b>Measure</b> *SBAC & CAST exclude 10% penalty, if applicable.	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC Math Distance from Standard Met	All Students	-143.0	-141.7	not available until fall 2025	-113.0
SBAC Math Participation	All Students	97.5%	97.5%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	2.4%	3.3%	not available until fall 2025	12.4%
California Science Test (CAST) Standard Met or Exceeded	All Students	1.8%	0.0%	not available until fall 2025	11.8%
California Science Test (CAST) Participation	All Students	98.2%	94.0%	not available until fall 2025	95.0%

## LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY
<b>Identified School Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-185.4	-205	not available until fall 2025	-107.2
SBAC ELA Distance from Standard Met	African American Students	-145.2	-134.0	not available until fall 2025	-115.2
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	89.3%	86.4%	not available until fall 2025	59.3%
SBAC Math Distance from Standard Met	Special Education Students	-177.5	-170.8	not available until fall 2025	-113.0
SBAC Math Distance from Standard Met	African American Students	-151.6	-151.9	not available until fall 2025	-121.6
Reclassification Measures & Targets		*Reference <a href="#">Stages of ELD Data slides</a>			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	5.7%	8.8%	not available until fall 2025	15.7%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	not available until fall 2025	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a		not available until fall 2025	90.0%

Out-of-School Suspensions	All Students	1.9%	1.0%	not available until fall 2025	1.0%
Out-of-School Suspensions	African American Students	3.1%	4.3%	not available until fall 2025	1.0%
Out-of-School Suspensions	Special Education Students	5.8%	3.4%	not available until fall 2025	1.0%
Chronic Absenteeism	All Students	83.4%	44.1%	not available until fall 2025	90.0%
Chronic Absenteeism	African American Students	84.6%	56.3%	not available until fall 2025	90.0%

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

<b>School Goal:</b>	By May 2026, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
<b>Identified School Need:</b>	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	61.5%	62.3%	not available until fall 2025	80.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<b>LCAP Goal 1:</b>	<i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i>	<p>Markham is fully staff compared to last year. As a result weekly PLCs and collaboration time have allowed staff to engage in data analysis, coaching support, module unpacking, assessment analysis, and lesson facilitation. Teachers have been able to incorporate Common Core aligned tasks in daily instruction, and provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning.</p> <p>i- Ready trend over the past two years: ELA - End of year 22/23- 17% proficiency K-5, 39% 1 grade level below 23/24- 17% proficiency K-5, 33% 1 grade level below</p> <p>Math- End of year 22/23- 8% proficiency K-5, 46% 1 grade level below 23/24- 7% proficiency K-5, 46% 1 grade level below</p>
<b>LCAP Goal 2:</b>	<i>By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY</i>	<p>i-Ready reading: 23/24-Trimester 3 Black students- 19% early on in grade 23/24-Trimester 3 Latinx students- 14% early on in grade 23/24-Trimester 3 Students w/IEPS- 10% early on in grade</p> <p>i-Ready math: 23/24-Trimester 3 Black students-16% early on in grade 23/24-Trimester 3 Latinx students- 5% early on in grade 23/24-Trimester 3 Students w/IEPS-13% early on in grade</p>

<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i>  <i>2. An annual suspension rate below 2%</i></p>	<p>According to Sown to Grow data many students feel safe at and enjoy coming to school. Our Case Manager meets with all classrooms to reinforce schoolwide behavior expectations in addition to our schoolwide PBIS practices.</p> <p>Severe chronic attendance has improved but continues to be a struggle in Kindergarten and fifth grades. Schoolwide incentives and 1:1 incentive have improved attendance for some families. Our new attendance specialist continues to communicate with families to discuss attendance strategies.</p> <p>Markham suspensions reflect a handful of students who are supported by our mental health teams. Multiple interventions are employed prior to any student going home. Families report less bullying and satisfaction with school culture and climate.</p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2026, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>Markham continues to refine PLC practices to improve better outcomes for students. Our master schedule reflects PD, collaboration, and data analysis (PLCs).</p> <p>We have a large English Learner (EL) population, inclusive of a growing Newcomer group and the district has provided ELD curriculum and resources, including some training opportunities. Markham is allotted a .50 FTE to support Newcomer groups and EL students who we support through Title 1. We also have the support of our TSA who focuses on Literacy.</p> <p>OUSD has many PD offerings which multiple staff participated in September-December. All new teachers paired with a coach.</p>

Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <li><i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i></li> </ul>	<p>While Markham is fully staffed, we have a number of teachers that are new to instruction and as a result are still learning the curriculum. According to i-Ready data most of our students are 2 or more years behind in both ELA and Math. We also have a large Newcomer population and few resources to meet the volume of need in a short period of time. We have been allotted at .5 Newcomer teacher for a EL/Newcomer population of at least 240 students.</p> <p>Markham has focused on literacy and needs additional math support to make gains in this content area. TSA staff has been dedicated to coaching, observation, and PLC facilitation. STIP sub has covered for these meetings and unsure about this type of support next year may cause a change in frequency and structure to planning time.</p> <p><i>Markham has a need for bilingual staff to support student acclimation to school and learning.</i></p>
<p><i>LCAP Goal 2:</i></p>	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <li><i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY</i></li> <li><i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY</i></li> <li><i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY</i></li> </ul>	<p>i-Ready reading:</p> <p>23/24-Trimester 3 Black students- 19% early on on in grade  23/24-Trimester 3 Latinx students- 14% early on on in grade  23/24-Trimester 3 Students w/IEPS- 10% early on on in grade</p> <p>i-Ready math:</p> <p>23/24-Trimester 3 Black students-16% early on on in grade  23/24-Trimester 3 Latinx students- 5% early on on in grade  23/24-Trimester 3 Students w/IEPS-13% early on on in grade</p>

LCAP Goal 3:	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i></p> <p><i>2. An annual suspension rate below 2%</i></p>	<p>There is a great need to involve families in learning and setting expectations at home. Information shared during Coffee with the Principal led to a discussion about parents knowing the importance of attendance and that attendance is not optional.</p> <p>Administration and families have also engaged in conversations and planning around school safety and our priority to support our students in uncertain times.</p>
LCAP Goal 4:	<p><i>By May 2026, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>Needs of staff are paramount to meeting needs of students. Weekly PLCs are dependent on coverage which may change in 25/26.</p> <p>Use of New teacher PD was effective and met some of the needs of new teachers, however, it separated the staff in terms of new learnings, observation &amp; feedback.</p> <p>In terms of qualified coach to new teacher 4/6 teachers were paired with an OUSD coach.</p>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Markham Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

Markham has made progress towards each trimester goals. While incremental, teachers have had support in planning and delivery of instruction on a weekly basis. Regarding Conditions for Student Learning- Teachers are in need of ongoing professional development across all content areas. We have the materials and have done some PD, but it seemed to big a lift given we started and will end the year off with open positions in Kinder, third, fifth, TSA.

Regarding Providing Equitable Access to STANDARDS-BASED INSTRUCTION- The first year adoptions of EL Education and Eureka Math Squared along with building SIPPS small group instruction across grade levels need to be the priority. Establishing PLC and collaboration time out side of Wednesday PLC/PD time has been challenging. We are aiming to secure opportunities for grade level PLCs in additon to weekly Wednesdays as we go into August 2025.

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

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

Regarding elevating CONDITIONS FOR BLACK STUDENTS- We have established regular reviews of URF data, chronic absenteeism data, and academic performance data to let the data story reveal any potential or persistent disproportionalities to inform our ongoing socio-emotional and academic instructional practices. As we head into 25/26 we have plans to further engage African-American families with a focused effort to establish an affinity group and provide parent-education nights for ELA, Science and Math.

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



Describe and explain the <b>effectiveness</b> of the strategies and actions to achieve the articulated goals.
We need to go a bit deeper into content and prioritize priority standards as many of our students are 2+ years behind. Coaching support from OUSD partners has been extremely beneficial, however, given the number of new staff and limited training opportunities, more PD is needed in the following areas: Literacy instruction and assessment, SIPPS implementation, math, and overall MTSS.
Describe any <b>changes</b> 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.
Plan for realistic measurable outcomes. We aim to plan to start the 25/26 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 Tier 1 classroom management norming and strengthening peer support as led through the ILT as well as continue the foundation of differentiated groupings for SIPPS literacy instruction to raise the level of reading foundational skills across grade levels. We will also make an explicit push to include professional development in areas of ELD, Trauma Informed Care, Restorative Justice, social emotional learning, and instructional strategies to increase positive outcomes. These changes will be reflected in Part 3 Strategies and Actions.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION				
<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>

Additional materials and learning supports	Reading Inventory (RI) Multiple Years Below Grade Level	Technology	Markham aims to sustain it's 1:1 ratio for students with Chromebooks and support at home usage. Funds will be used to replinish devices and maintain applications to support academic and language fuency. OUSD has limited funds to continue it's at home use device program leaving many of our students without access to extra practice. Markham's demographic of Latinx speakers continues to increase. 4/17 our our teachers are Spanish speakers for an 80% demographic.	Continue based on needs of community andinstruction.
Early Literacy support	Reading Inventory (RI) Multiple Years Below Grade Level	Direct services to students and coaching PLC facilitation; observation and feedback	Increase in administration of SIPPS insurrction and Mastery test across all grade levels. Dedicated weekly PLC time for early literacy support. Student that were early on Grade for i-Ready reading went from 4.9% to 6.5% From fall to mid-year.	Continue as we have had substantial growth over 24/25
Literacy support	Reading Inventory (RI) Multiple Years Below Grade Level	Direct services to students and coaching PLC facilitation; observation and feedback	Dedicated Newcomer TSA. Site will fund .5 TSA to make this position whole for direct services to stduents and coaching for teachers. Professional development centered on implementation of ELD. Student that were early on Grade for i-Ready reading went from 4.9% to 6.5% From fall to mid-year.	Not working: .5 staff to support all newcomers at site is not enough to make impact. Site will fund .5 for TSA Newcomer/ELDssupport/

Student access to materials	SBAC ELA Distance from Standard Met	Support materials to reinforce learning	Access to online learning tools beyond the site. At home reinforcement with applications. Student that were early on Grade for i-Ready reading went from 4.9% to 6.5% From fall to mid-year.	Continue based on needs of community.
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## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

<b>School:</b> Markham Elementary School		<b>SCHOOL ID:</b> 138		
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>		<a href="#">Click here for guidance on SPSA practices</a>		
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
<b>Identified Need:</b>		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
1-1	All new teachers attend foundational curriculum training. All continuing teachers and coaches will be invited to attend district provided PD in ELA and Math during the summer of the impending school year.	All Students	Academic	Tier 1 - Universal
1-2	Teachers will implement all components of EL Education/Eureka Squared, including ELD and Curriculum Embedded Assessments- data to be analyzed in PLCs and during planning time.	All Students	Academic	Tier 1 - Universal
1-3	Beginning of year Markham PD for all teachers to debrief summer training and unpack the first modules (ELA and Math) for the BOY instruction including pacing, assessment, backward planning and progress monitoring.Ongoing PD based on needs survey 5/2025.	All Students	Academic	Tier 1 - Universal
1-4	With the support of grade level leads and TSAs, teachers will analyze data from i-Ready, SIPPS, and end of module assessments to align, monitor, and refine student goals.	All Students	Academic	Tier 1 - Universal
1-5	Create sustainable PLC structure to provide consistent time for teachers to set goals, backward map/plan using assessments, develop progress monitoring assessments and to review instructional templates. Provide resources for teachers to analyze data and set goals.	All Students	Academic	Tier 1 - Universal
1-6	Create K-5 schedule for monthly SBAC practice starting in September 2025 using the CAASPP website practice tests and other Markham created practice tests.	All Students	Academic	Tier 2 - Supplemental
1-7	All students will have access to prepared materials across all content areas, including digital materials, to support learning.	Low Income Students	Academic	Tier 1 - Universal

1-8	Teachers will have dedicated PD time to understand, monitor, and support goals of students with IEPs and 504 Plans.	All Students	Academic	Tier 3 - Intensified
1-9	Use master schedule to maximize instructional and planning time for upper and primary grades.	All Students	Academic	Tier 1 - Universal
1-10	Differentiation during SIPPS and ALL Block	All Students	Academic	Tier 2 - Supplemental
1-11	Plan for family engagement and learning partnership- i.e. flashcards home, online practice recommendations, etc.	All Students	Academic	Tier 2 - Supplemental
1-12	BOY starting strong with schedules, curriculum training, pacing, materials and support system in place	All Students	Academic	Tier 1 - Universal

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY
<b>Identified Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed. Implementation of accommodations for students that have them.	Special Education Students	Academic	Tier 1 - Universal
2-2	Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence, performance tasks) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	All Students	Academic	Tier 1 - Universal
2-3	Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. Provide differentiated instruction in foundational literacy skills through district offered curriculum (SIPPS, Heggerty, Letter Naming).	All Students	Academic	Tier 2 - Supplemental
2-4	All classroom teachers will post and discuss: Learning targets and objectives; articulate learning objectives/purpose so that students set goals to focus learning and guide instructional decisions.	All Students	Academic	Tier 1 - Universal
2-5	Students will monitor their growth on OUSD assessments using a tracking sheet. Data chats with students.	All Students	SEL / Mental Health	Tier 2 - Supplemental

2-6	Daily implementation of SIPPS/UFLI, designated ELD, and regular administration of Mastery Test. Consistent practice with i-Ready	Low-Income Students	Academic	Tier 2 - Supplemental
2-7	Peer observations to reflect and grow on practice, supported by Leadership team walkthroughs with timely feedback	All Students	Academic	Tier 1 - Universal
2-8	Staff to support attendance team efforts to improve and sustain positive school attendance, reducing chronic attendance.	Low-Income Students	Academic	Tier 1 - Universal
2-9	School events to support focal indicators: STEM and Literacy Nights, Math and Art, etc. Hands on experiential learning. Science integration into other content areas.	All Students	Academic	Tier 1 - Universal
2-10	Opportunities for after school tutoring, Use of Hoot/Ignite intervention online program.	All Students	Academic	Tier 2 - Supplemental
2-11	Use of EL tutors and Academic tutors (reading and math intervention- using EM funds)	Low-Income Students	Academic	Tier 2 - Supplemental
2-12	PD to support scaffolding and differentiation for students	All Students	Academic	Tier 1 - Universal
2-13	Affinity meetings to support families in developing and visioning Hopes and Dreams for Markham scholars.	Low-Income Students	SEL / Mental Health	Tier 1 - Universal

**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.**

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Implementation of: Caring Schools Communities curriculum to support social emotional learning.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Timely and accurate attendance. Acknowledge attendance offer incentives.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Engage families around attendance issues to promote highest degree of student attendance and family engagement. Celebrate good attendance. Family & school events and showcases.	All Students	SEL / Mental Health	Tier 1 - Universal

3-5	Teachers use varied talk routines and strategies to aid in language acquisition through purposeful questions and academic discussions and meaningful discourse with student led voice peer to peer dialogue, and metacognition (ELD).	All Students	Academic	Tier 1 - Universal
3-6	All students will have access to Tier 1 instruction: academic vocabulary, anchor charts, scaffolding strategies, word walls, learning journals, use of consumables.	Low Income Students	Academic	Tier 1 - Universal
3-7	Teachers implement complex tasks aligned to CCSS and progress monitor through multiple forms of authentic assessment to determine mastery.	All Students	Academic	Tier 1 - Universal
3-8	The first 10 days of school will be minimum days to make connections with families and assess student readiness. This will support school to family connectiveness and development of the graduate profile.	All Students	SEL / Mental Health	Tier 1 - Universal
3-9	Offer in-person parent workshops on grade level academic and behavioral goals. If all students demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease. Students to model PBIS work at coffees and workshops.	All Students	Academic	Tier 1 - Universal
3-10	Present data and visual representations on the impacts on missing school and jointly create strategies to reduce chronic absenteeism to parents and families. Present incentives for parents and students for attendance performances (increases and consistency).	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-11	Provide resources to families for their SEL needs: (possible examples) parenting classes, language classes, wellness classes (once/twice a month), and connecting with community organizations to sponsor events geared to supporting parents and families.	All Students	SEL / Mental Health	Tier 1 - Universal
3-12	Use COST to ensure students have access to Tiered interventions for academics and behavior. Beginning of the year PD and ongoing training with site and district coordinators regarding COST interventions and resources, referral process, steps in the COST process, monitoring interventions for student progress, SSTs and 504s.	All Students	SEL / Mental Health	Tier 2 - Supplemental

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

<b>School Goal:</b>		By May 2026, we will increase access to a strong system of support for teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
<b>Identified Need:</b>		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	New teacher support (from one or all staff) toward teachers feeling accustomed to the environment within the classroom: new teacher orientations, workshops on resources, classroom management, pacing, scheduling, designing, etc.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Teachers use ParentSquare to communicate with families in their home language to build stronger parent/teacher partnerships for greater student learning outcomes by utilizing available translation services.Teachers share surveys with students and families for best results and trusted source.Consider allowing students to use their home languages in pair share opportunities when applicable to build and nurture positive relationships.	All Students	SEL / Mental Health	Tier 1 - Universal
4-3	Morning/afternoon meetings, community building activities, nurture positive relationships; value diverse learning behaviors. Student behavior and support determines teacher retention.	All Students	SEL / Mental Health	Tier 1 - Universal
4-4	PBIS: school store, Markham bucks, ongoing PD for ALL staff Daily classroom meetings using Caring Schools curriculum.	All Students	SEL / Mental Health	Tier 1 - Universal
4-5	Positive School Culture and Climate- Staff and classroom celebrations, acknowledgements of achievements and talents, celebration of cultures and traditions, reflections of Blacks and Browns around campus and posted in classrooms, etc.	All Students	Behavioral	Tier 1 - Universal
4-6	Planning incentives: financial, prep-related.PBIS for teachers (teacher recognition).	All Students	Behavioral	Tier 1 - Universal
4-7	More PLC's focused on specific curriculums (SIPPS, EL/ELD, Eureka) that are tailored to the specific teacher's needs in the classroom.	All Students	Academic	Tier 2 - Supplemental



4-8	Promote staff/teachers from within to retain good quality staff members. Hire reflective of student demographic.	All Students	SEL / Mental Health	Tier 1 - Universal
4-9	Clear and consistent routines and structures (recess and line up, ingress and egress, drills, building access, new students, family to staff communication, staff/student absences, lessons and daily schedules, schoolwide practices, staff and family handbook).	All Students	Behavioral	Tier 1 - Universal
4-10	Growth celebrations alongside school PBIS celebrations.	All Students	Academic	Tier 1 - Universal
4-11	More robust teacher observation, coaching and support on a week to week basis	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide equity training so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	Centering Relationships: Develop partnerships with Black students and families using strategies such as home visits, restorative circles, and community/affinity meetings and workshops.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-3	Teachers will build strong relationships with families through ongoing 2-way communication and contact. Build graduate profile and family connection first weeks of school.	African American	SEL / Mental Health	Tier 1 - Universal
5-4	Teachers ensure Black students are engaged and deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-5	Trauma informed and/or SEL PD for classroom teachers and staff.	African American	SEL / Mental Health	Tier 1 - Universal
5-6	Implementation of tiered support based on data analysis. Use of OUSD intervention materials.	African American	Academic	Tier 2 - Supplemental
5-7	Celebrate and acknowledge culture and diversity. Affinity nights.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Designated ELD in daily schedule for all ELL students TK-5 (30 minutes daily). .5 FTE Newcomer TSA- Tiered intervention, data analysis, supervise small groups, coaching, mentoring, ELPAC, parent workshops. Daily implementation of talk routines and structures.Consider allowing students to use their home languages in pair share opportunities when applicable to build and nurture positive relationships.	English Learner Students	Academic	Tier 2 - Supplemental
6-2	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction.	All Students	Academic	Tier 1 - Universal
6-3	Use of Tier 1 instructional support (academic vocabulary, anchor charts, scaffolding strategies, word walls, label classroom environment ADD new vocabulary as lessons are progressively taught). Student engagement as a focus, use of GLAD strategies across all contents.	English Learner Students	Academic	Tier 2 - Supplemental
6-4	Centering Relationships: Develop partnerships with Latinx students and families using strategies such as home visits, advisory, restorative circles, and community/affinity meetings and workshops.	Latino/a Students	SEL / Mental Health	Tier 2 - Supplemental
6-5	Celebrate and acknowledge culture and diversity. Affinity nights.	Latino/a Students	SEL / Mental Health	Tier 1 - Universal

**PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
BACR is an extension of the school day to support enrichment and working parents. Program to align with school day behavior and learning expectations. Alignment with student support in their QIIP plan.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Opportunities for after school tutoring, Use of Hoot intervention online program (pilot)	138-1
BACR is an extension of the school day to support enrichment and working parents. Program to align with school day behavior and learning expectations. Alignment with student support in their QIIP plan.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Positive School Culture and Climate- Staff and classroom celebrations, acknowledgements of achievements and talents, celebration of cultures and traditions, reflections of Blacks and Browns around campus and posted in classrooms, etc.	138-2
Student enrichment through the arts. Prop funds teacher and materials. - Use of Tier 1 instructional support (academic vocabulary, anchor charts, scaffolding strategies, word walls, label classroom environment ADD new vocabulary as lessons are progressively taught). Implementation of GLAD strategies across content areas.	\$43,414	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10092	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4			Use of Tier 1 instructional support (academic vocabulary, anchor charts, scaffolding strategies, word walls, label classroom environment ADD new vocabulary as lessons are progressively taught). Implementation of GLAD strategies across content areas.	138-3
Student enrichment through the arts. Prop funds teacher and materials. - Use of Tier 1 instructional support (academic vocabulary, anchor charts, scaffolding strategies, word walls, label classroom environment ADD new vocabulary as lessons are progressively taught). Implementation of GLAD strategies across content areas.	\$10,425	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Use of Tier 1 instructional support (academic vocabulary, anchor charts, scaffolding strategies, word walls, label classroom environment ADD new vocabulary as lessons are progressively taught). Student engagement as a focus, use of GLAD strategies across all contents.	138-4
Funds .25 Community School Manager. Role supports positive school environment, family engagement, and school to community partnerships.	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 01	11-Month Community School Manager	0.25			Plan for family engagement and learning partnership- i.e. flashcards home, online practice recommendations, etc.	138-5
Case Manager- Will facilitate small SEL groups and support students in resolving conflicts through the use of restorative practices. Will also serve as a member of the COST team and work with students through the Check-In/Check-Out system.	\$57,470	California Community Schools Partnership Program	2405	Clerical Salaries	9072	Case Manager	0.4			Implementation of: Caring Schools Communities curriculum to support social emotional learning.	138-6
Unallocated - Field trip transportation, school and family events, academic mentor	\$99,674	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			School events to support focal indicators: STEM and Literacy Nights, Math and Art, etc. Hands on experiential learning. Science integration into other content areas.	138-7

**PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Field trip transportation, school and family events, academic mentor. Support for all student TK-2 to experience learning beyond the classroom.	\$24,361	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a			School events to support focal indicators: STEM and Literacy Nights, Math and Art, etc. Hands on experiential learning. Science integration into other content areas.	138-8
This position will support student safety during recess and lunch by promoting safe transitions, encouraging safe play, and helping students resolve conflicts through the use of restorative practices.	\$39,605	California Community Schools Partnership Program Carryover	2905	Other Classified Salaries	9310	Noon Supervisor	0.8			PBIS: school store, Markham bucks, ongoing PD for ALL staff Daily classroom meetings using Caring Schools curriculum.	138-9
The bilingual Attendance Specialist will provide weekly attendance support by coordinating SART and SARB meetings in partnership with the CSM. This role will also participate in attendance team meetings and play an integral part in outreach to the school's high Latinx population to ensure families understand the importance of positive attendance	\$35,756	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	5178	Attendance Specialist, Bilingual	0.5			Engage families around attendance issues to promote highest degree of student attendance and family engagement. Celebrate good attendance. Family & school events and showcases.	138-10
Field trip transportation, school and family events, academic mentor. Support for all student TK-2 to experience learning beyond the classroom.	\$5,639	California Community Schools Partnership Program Carryover	5826	External Work Order Services	n/a	n/a	n/a			Engage families around attendance issues to promote highest degree of student attendance and family engagement. Celebrate good attendance. Family & school events and showcases.	138-11
Fees will cover students to participate in community-based field trips that provide real-life experiences aligned with their curriculum	\$5,000	California Community Schools Partnership Program Carryover	5829	Admission Fees	n/a	n/a	n/a			School events to support focal indicators: STEM and Literacy Nights, Math and Art, etc. Hands on experiential learning. Science integration into other content areas.	138-12
The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extracurricular success.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Morning/afternoon meetings, community building activities, nurture positive relationships; value diverse learning behaviors. Student behavior and support determines teacher retention.	138-13
The Afterschool Program funding will support all students with learning activities that are fun, engaging, and supportive of improvement of student achievement. This funding pays for contractors to partner with the Afterschool program for student extracurricular success.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Morning/afternoon meetings, community building activities, nurture positive relationships; value diverse learning behaviors. Student behavior and support determines teacher retention.	138-14

**PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Funds .2 FTE for Literacy TSA to support implementation of OUSD curriculum - Teachers will implement all components of EL Education/Eureka Squared, including ELD and Curriculum Embedded Assessments- data to be analyzed in PLCs and during planning time.	\$31,105	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	New Position 03	11-Month Teacher on Special Assignment (TSA)	0.2			Teachers will implement all components of EL Education/Eureka Squared, including ELD and Curriculum Embedded Assessments- data to be analyzed in PLCs and during planning time.	138-15
Literacy TSA - Differentiation during SIPPS and ALL Block	\$92,594	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	New Position 05	10-Month Teacher on Special Assignment (TSA)	0.6			Differentiation during SIPPS and ALL Block	138-16
.5 TSA to support Newcomer students and ELD implementation - Designated ELD in daily schedule for all ELL students TK-5 (30 minutes daily). .5 FTE Newcomer TSA- Tiered intervention, data analysis, supervise small groups, coaching, mentoring, ELPAC, parent workshops. Daily implementation of talk routines and structures.Consider allowing students to use their home languages in pair share opportunities when applicable to build and nurture positive relationships.	\$77,161	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries	New Position 06	10-Month Teacher on Special Assignment (TSA)	0.5			Designated ELD in daily schedule for all ELL students TK-5 (30 minutes daily). .5 FTE Newcomer TSA- Tiered intervention, data analysis, supervise small groups, coaching, mentoring, ELPAC, parent workshops. Daily implementation of talk routines and structures.Consider allowing students to use their home languages in pair share opportunities when applicable to build and nurture positive relationships.	138-17
Early Literacy Tutor - Daily implementation of SIPPS/UFLI, designated ELD, and regular administration of Mastery Test. Consistent practice with i-Ready	\$37,700	LCFF Equity Multiplier	2105	Classified Instructional Aide Salaries	10380	Early Literacy Tutor	0.8			Daily implementation of SIPPS/UFLI, designated ELD, and regular administration of Mastery Test. Consistent practice with i-Ready	138-18
Per budget tool, this amount is reflecting \$73, 020.83 - Funds to support supplement literacy for TK-2, Always Dream program, tutoring support, teacher planning	\$71,124	LCFF Equity Multiplier	4399	Unallocated	n/a	n/a	n/a			Funds to support supplement literacy for TK-2, Always Dream program, tutoring support, teacher planning	138-19
Contracts for achievement - Positive School Culture and Climate- Staff and classroom celebrations, acknowledgements of achievements and talents, celebration of cultures and traditions, reflections of Blacks and Browns around campus and posted in classrooms, etc.	\$22,803	LCFF Equity Multiplier	5825	Consultants	n/a	n/a	n/a			Positive School Culture and Climate- Staff and classroom celebrations, acknowledgements of achievements and talents, celebration of cultures and traditions, reflections of Blacks and Browns around campus and posted in classrooms, etc.	138-20
Family Liaison to support attendance, family connectiveness to school, and home to school partnerships.	\$99,720	LCFF Equity Multiplier Carryover	2405	Clerical Salaries	New Position 04	Family/Parent Liaison, Bilingual	0.8			Plan for family engagement and learning partnership- i.e. flashcards home, online practice recommendations, etc.	138-21

**PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Contracts for achievement - Positive School Culture and Climate- Staff and classroom celebrations, acknowledgements of achievements and talents, celebration of cultures and traditions, reflections of Blacks and Browns around campus and posted in classrooms, etc.	\$27,197	LCFF Equity Multiplier Carryover	5825	Consultants	n/a	n/a	n/a			Positive School Culture and Climate- Staff and classroom celebrations, acknowledgements of achievements and talents, celebration of cultures and traditions, reflections of Blacks and Browns around campus and posted in classrooms, etc.	138-22
School and student supplies to support instruction and maintenance of school - All students will have access to prepared materials across all content areas, including digital materials, to support learning.	\$32,300	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			All students will have access to prepared materials across all content areas, including digital materials, to support learning.	138-23
Literacy TSA - Differentiation during SIPPS and ALL Block	\$61,729	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 05	10-Month Teacher on Special Assignment (TSA)	0.4			Differentiation during SIPPS and ALL Block	138-24
Planning /collaboration extended contract - Teachers will implement all components of EL Education/Eureka Squared, including ELD and Curriculum Embedded Assessments- data to be analyzed in PLCs and during planning time.	\$20,000	Literacy Coaches & Reading Specialists Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Teachers will implement all components of EL Education/Eureka Squared, including ELD and Curriculum Embedded Assessments- data to be analyzed in PLCs and during planning time.	138-25
Student technology - All students will have access to prepared materials across all content areas, including digital materials, to support learning.	\$10,000	Literacy Coaches & Reading Specialists Grant	4420	Computer < \$5,000	n/a	n/a	n/a			All students will have access to prepared materials across all content areas, including digital materials, to support learning.	138-26
Professional development - Beginning of year Markham PD for all teachers to debrief summer training and unpack the first modules (ELA and Math) for the BOY instruction including pacing, assessment, backward planning and progress monitoring. Ongoing PD based on needs survey 5/2025.	\$15,000	Literacy Coaches & Reading Specialists Grant	5825	Consultants	n/a	n/a	n/a			Beginning of year Markham PD for all teachers to debrief summer training and unpack the first modules (ELA and Math) for the BOY instruction including pacing, assessment, backward planning and progress monitoring. Ongoing PD based on needs survey 5/2025.	138-27
Academic contract i.e. Ignite reading licenses @ \$2,500 each	\$27,516	Literacy Coaches & Reading Specialists Grant	5846	Licensing Agreements	n/a	n/a	n/a			Implementation of tiered support based on data analysis. Use of OUSD intervention materials.	138-28
Translation support - Plan for family engagement and learning partnership- i.e. flashcards home, online practice recommendations, etc.	\$700	Title I, Part A Parent & Family Engagement	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a		ELL Reclassification	Plan for family engagement and learning partnership- i.e. flashcards home, online practice recommendations, etc.	138-30

[illegible]

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Markham Elementary School

**Site Number:** 138

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☒ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 3/25/2025

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

- ☒ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Danielle Pharr-Mathews

*Principal*

  
Signature

5/23/2025

Date

SSC Chairperson

  
Signature

5/23/2025

Date


SELLS Representative (optional)

Signature

Date

Leroy Gaines

*Network Superintendent*

  
Signature

5/23/25

Date

Lisa Spielman

*Director, Strategic Resource Planning*

  
Signature

5/28/25

Date





# Markham Elementary

## School-Parent Compact

**2024-25**

*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 2024-25 school year.*

### **SCHOOL RESPONSIBILITIES**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.

a) Curriculum shared at BTSN, Williams audit, teacher PD

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

a) Family conferences held a minimum of 2 times annually

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

a) Trimester report cards and family/teacher conferences

- 4) Provide parents reasonable access to staff.

a) Families are able to schedule time to meet with teachers as needed

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

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

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

a) Homework from class, Family Literacy Nights

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

a) Title 1 meeting, Literacy nights, Family conferences

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

a) Use of translators, ParentSquare communication

## PARENT RESPONSIBILITIES

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

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

## TEACHER RESPONSIBILITIES

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

## STUDENT RESPONSIBILITIES

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

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

This Compact was adopted by Markham Elementary on August 30, 2024 and will be in effect for the period of August 1, 2024 to May 31, 2025.

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<sup>th</sup>** of this current school year.

<u>Danielle Pharr-Matthews</u>	<u><i>Danielle Pharr-Matthews</i></u>	<u>8.1.24</u>
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

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

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Markham Elementary**

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

#### **OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program**

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

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

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

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

#### **OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers**

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

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

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

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

- ☐ Sharing compact by ParentSquare and hard copy during family conferences

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

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

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

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

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- ☐ ParentSquare communication, flyers

### **OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program**

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

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

### **OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home**

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

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

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

## **OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making**

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

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

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

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

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

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

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

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

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

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

## OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

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

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

### ADOPTION

This policy was jointly developed and adopted by Markham Elementary and families on August 30, 2024 and will be in effect for the period August 12, 2024 through May 2025).

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

Danielle Pharr-Matthews  
**Name of Principal**

*Danielle Pharr-Matthews*  
**Signature of Principal**

8.3.24  
**Date**

*Please link the School-Parent Compact to this document.*

## Strategic Resource Planning (SRP)



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

## Markham ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Sabrina Causey
Vice Chairperson:	Cathleen Ervin
Secretary:	Lee Thomas

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

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

#### SSC Meeting Schedule:

(Day/Month/Time)

3rd Tuesday @ 4:30 pm - 5:30 pm

#### 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.

