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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Markham Elementary School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Markham Elementary School



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

## **2026-27 School Plan for Student Achievement (SPSA)**

**School:** Markham Elementary School  
**CDS Code:** 1612596002059  
**Principal:** Danielle Pharr-Mathews  
**Date of this revision:** 4/21/26

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      **Telephone:** 510-639-3202  
Oakland, CA 94605      **Email:** [danielle.pharrmatthews@ousd.org](mailto:danielle.pharrmatthews@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/21/2026  
*The District Governing Board approved this revision of the SPSA on:* 6/24/2026

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

**2026-27 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:** 4/21/2026

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

4/21/2026  
Date

SSC Chairperson

  
Signature

4/21/26  
Date

SELLS Representative (optional)

  
Signature


4/30/26  
Date

Leroy Gaines  
Network Superintendent

*Leroy Gaines*  
Signature

04/30/2026  
Date

Lisa Spielman  
Director, Strategic Resource Planning

  
Signature

4/30/26  
Date

## 2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/6/2025	Faculty	Reviewed SPSA goals and strategies, Reviewed data and identified school needs
8/13/2025	Back to School Night	Reflected on progress and challenges, Reflected on instructional practices and supports
9/23/2025	ILT	Reviewed data and identified school needs, Reflected on progress and challenges, Reviewed SPSA goals and strategies
10/9/2025	Other	Reviewed data and identified school needs, Reviewed SPSA goals and strategies, Reflected on instructional practices and supports
11/13/2025	SSC, SSC & SELLS	Reflected on progress and challenges, Reviewed SPSA goals and strategies, Reflected on instructional practices and supports
12/9/2025	Faculty	Reflected on progress and challenges, Reflected on instructional practices and supports, Discussed proposed expenditures and priorities
12/11/2025	SSC	Reflected on progress and challenges, Reviewed SPSA goals and strategies, Collected input for next year's SPSA draft
1/6/2026	SSC, SSC & SELLS	Discussed proposed expenditures and priorities, Reflected on instructional practices and supports, Conducted mid-year or final SPSA review
1/13/2026	ILT	Reflected on progress and challenges, Conducted mid-year or final SPSA review
1/14/2026	Other	Collected input for next year's SPSA draft, Discussed proposed expenditures and priorities, Reflected on instructional practices and supports

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$176,960
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,201,230

### 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 Resource 3010	\$173,800
Title I Parent & Family Engagement Resource 3010	\$3,160
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$176,960</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$1,201,230</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$32,400
LCFF Equity Multiplier Resource 7399	\$351,000
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$288,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$67,902
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,024,270</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Markham Elementary School</b>		<b>School ID:</b>	138
<b>CDS Code: 1612596002059</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>	6/24/2026

**School Mission and Vision**

Markham Elementary is committed to nurturing, guiding, and challenging all students through rigorous instruction and meaningful relationships so that they develop into critical thinkers, lifelong learners, and productive citizens. At Markham, our community of staff, students, and families collaborate to uphold high expectations and shared responsibility grounded in respect, responsibility, kindness, and safety. Together, we cultivate a safe and equitable environment where every student thrives socially, emotionally, and academically.

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

After several years of declining enrollment from 2015–2022, Markham Elementary has experienced steady growth between 2023 and 2025, increasing from approximately 290 students to about 330 students. This growth has resulted in larger class sizes and an increased need for services and resources to support our diverse student population, including Newcomer students, Mam speakers, English Learners, students with disabilities, transient families, and students experiencing high levels of trauma. Within this diverse learning environment, teacher support, development, and retention remain critical priorities. While teacher retention has improved in recent years, Markham continues to have several teachers who are either on emergency credentials or in their first one to two years of teaching. These staffing realities create challenges in consistently implementing instructional practices and fully utilizing available resources to meet student needs. To address these challenges, Markham is prioritizing strong and stable leadership. The principal is completing her third year of leadership at the site and continues to build the leadership capacity of the instructional leadership team and other site leaders in order to make progress toward schoolwide goals.

**Planning for the 2026-2027 school year will include collaboration with site leadership team and summer professional development opportunities focused on key instructional and support priorities, including:**

- English Learner instructional strategies
- Positive Behavioral Interventions and Supports (PBIS)
- Multi-Tiered System of Supports (MTSS)
- Intentional planning for social-emotional learning curriculum and student supports

Markham will also continue to leverage relationships with community partners to support student enrichment and experiential learning. These partnerships include All Good Living, which provides ongoing donations and support for students and families, and Bay Area Community Resources (BACR), our after-school program provider. BACR offers enrichment and academic support that align with our school values of being safe, responsible, respectful, and being a friend. To strengthen family engagement, the school will continue to gather feedback and communicate with families through multiple avenues, including ParentSquare, classroom newsletters, Coffee with the Principal meetings, School Site Council, school surveys, and in-person community events designed to support and engage families.

**Ongoing challenges:**

Limited family engagement due to a high percentage of low-income families and working caregivers who are often unavailable during school hours, which also contributes to higher levels of student absenteeism.  
Language barriers between staff and families, as approximately 60% of Markham students are English Learners according to 2023-2024 data.  
Limited tiered resources and a shortage of bilingual staff to support students and families effectively.  
To address these challenges, Markham will continue to leverage strategies and resources supported by Title and grant funding to strengthen language development and academic support across classrooms. Additionally, the school will focus on retaining students and staff while improving student attendance through the actions outlined in the School Plan.

School Demographics, 2024-25								
<b>% Male</b>	<b>% Black/African American</b>	<b>% Latino</b>	<b>% Pacific Islander</b>	<b>% White</b>	<b>% Students with Disabilities</b>	<b>% Unduplicated Pupil Percentage</b>	<b>% English Learners</b>	<b>% LTEL</b>
48.6%	22.3%	69.1%	0.6%	1.8%	14.1%	98.8%	55.1%	0.3%
<b>% Female</b>	<b>% Multiracial</b>	<b>% Asian</b>	<b>% Filipino</b>	<b>% American Indian/ Alaskan Native</b>	<b>% Foster Youth</b>	<b>% Socioeconomically Disadvantaged</b>	<b>% Newcomers</b>	<b>School Stability Rate</b>
51.4%	2.1%	0.6%	0.0%	0.3%	0.6%	98.8%	21.7%	84.0%

## 1B: GOALS & IDENTIFIED NEEDS

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

<b>School Goal:</b>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>
<b>Identified School Need:</b>	<p>Strengthen Tier 1 Instruction Through Consistent Curriculum Implementation            Implement Structured PLCs Focused on Data and Instructional Planning            Prioritize Foundational Literacy and Targeted Intervention            Strengthen Language Development Supports for ALL Learners</p>

### Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	37.5%	26.5%	26.3%	48%	53%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	43.2%	40.0%	29.3%	53%	58%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	38.1%	43.5%	42.2%	48%	53%

<b>English Language Arts Measures &amp; Targets</b>						
<b>Measure</b> *SBAC & CAST data exclude participation 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>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	All Students	-137.2	-146.3	-120.4	-107.20	-97.2
SBAC ELA Participation	All Students	99.3%	98.1%	96.4%	95.0%	95%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	56.7%	55.3%	46.3%	52.8%	57.80%

<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b> *SBAC & CAST data exclude participation 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>	<b>2026-27 New Target</b>
SBAC Math Distance from Standard Met	All Students	-143.0	-141.7	-138.5	-113.0	-103.0
SBAC Math Participation	All Students	97.5%	97.5%	94.1%	95.0%	95%
California Science Test (CAST) Standard Met or Exceeded	All Students	1.8%	0.0%	1.8%	11.8%	11.8%
California Science Test (CAST) Participation	All Students	98.2%	94.0%	98.2%	95.0%	95.0%

<b>LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.</b>	
<b>School Goal:</b>	By May of 2027 - 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>	Use Common Assessments and Data Cycles to Monitor Student Progress Strengthen DAILY Designated English Language Development Ensure Effective Implementation of IEP Goals Strengthen Social-Emotional Learning and Student Goal Setting Daily SEL lessons and Sown to Grow (full implementation)

<b>Academic Measures &amp; Targets for Focal Student Groups</b>						
<b>Measure</b>	<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>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	Special Education Students	-185.4	-205.0	-141.7	-107.2	-97.2
SBAC ELA Distance from Standard Met	African American Students	-145.2	-134.0	-99.7	-115.2	-105.2
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	89.3%	86.4%	77.8%	70.4%	65.4%
SBAC Math Distance from Standard Met	Special Education Students	-177.5	-170.8	-171.6	-113.0	-108.0
SBAC Math Distance from Standard Met	African American Students	-151.6	-151.9	-134.3	-121.6	-111.6
<b>Reclassification Measures &amp; Targets</b>	<i>*Reference <a href="#">ELL Progress Data</a></i>					
<b>Measure</b>	<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>	<b>2026-27 New Target</b>
ELL Reclassification	English Learners	5.7%	8.8%	6.0%	15.7%	15.7%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	0.0%	10.0%	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>	Strengthen Attendance Monitoring and Support Systems Implement Schoolwide Positive Behavior and Suspension Prevention Practices Build a Positive, Inclusive School Culture Data-Driven Decision Making and Continuous Improvement					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	n/a		80.1%	90.0%	91.0%
Out-of-School Suspensions	All Students	1.9%	1.0%	3.3%	1.0%	1.9%
Out-of-School Suspensions	African American Students	3.1%	4.3%	13.4%	1.0%	1.9%
Out-of-School Suspensions	Special Education Students	5.8%	3.4%	11.8%	1.0%	1.9%
Chronic Absenteeism	All Students	83.4%	44.1%	41.4%	38.0%	35.0%
Chronic Absenteeism	African American Students	84.6%	56.3%	62.8%	38.0%	35.0%

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

<b>School Goal:</b>	By May 2027, 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>	Match New Teachers with Highly Qualified Coaches/Staff Provide Differentiated Professional Development Monitor Credential Progress and Provide Targeted Support Support Teacher Wellness and Stress Management					
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	61.5%	62.3%	61.9%	80.0%	80.0%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, 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</p>	<p>Weekly PD and PLCS continue. As a result, 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. Supplemental instructional supplies support our academic program. EEIP teacher will continue to support additional preps.</p> <p><b>24/25 Reading- end of year (K-5)</b>                      21% proficiency (64 students), 36% approaching (111 students), 44% far behind (135 students)</p> <p><b>25/26 Reading- mid-year (whole school)</b>                      12% proficiency (11 students), 37% approaching (107 students), 52% far behind (152 students)</p> <p><b>24/25 Math- end of year (whole school)</b>                      11% proficiency (34 students), 45% approaching (140 students), 44% far behind (130 students)</p> <p><b>25/26- Math- mid-year (whole school)</b>                      6% proficiency (17 students), 44% approaching (127 students), 50% far behind (146 students)</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027          - 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</p>	<p><b>i-Ready reading:</b>          24/25- Trimester 3 Black students- 19% early on in grade          24/25- Trimester 3 Latinx students- 14% early on in grade          24/25- Trimester 3 Students w/IEPS- 10% early on in grade</p> <p>25/26- Trimester 2 Black students- 19% early on in grade (12 students)          25/26- Trimester 2 Latinx students- 8% early on in grade (16 students)          25/26- Trimester 2 Students w/IEPS- 5% early on in grade (2 students)</p> <p><b>i-Ready math:</b>          24/25- Trimester 3 Black students- 16% early on in grade          24/25- Trimester 3 Latinx students- 5% early on in grade          24/25- Trimester 3 Students w/IEPS- 13% early on in grade</p> <p>25/26- Trimester 2 Black students- 9% early on in grade (5 students)          25/26- Trimester 2 Latinx students- 4% early on in grade (10 students)          25/26- Trimester 2 Students w/IEPS- 2% early on in grade (1 student)</p>
<p><i>LCAP Goal 3:</i></p>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%          2. An annual suspension rate below 2%</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. Severe chronic attendance has improved but continues to be a struggle in Kindergarten and fifth grades. Schoolwide incentives (monthly, whole school, individual classes), and 1:1 incentive have improved attendance for some families. Our attendance specialist continues to communicate with families to discuss attendance strategies. 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 being satisfied with school culture and climate. Field trips have provided experiential learning to reinforce grade level standards.</p>

<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>Markham continues to refine PLC practices to improve better outcomes for students. Our master schedule reflects PD, collaboration, and data analysis (PLCs). 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. OUSD has many PD offering which multiple staff will have participated in by August of 2026 and ongoing. All new teachers (year 1&amp;2) paired with a coach. TSAs will continue to focus on coaching in the upcoming school year.</p>
<p><b>Goal Area:</b></p>	<p><b>School Goal:</b></p>	<p><b>Priority Challenges</b></p>
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, 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</p>	<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 I am currently unsure about this type of support next year (may cause a change in frequency and structure to planning time).</p> <p>Markham has a need for bilingual staff to support student acclimation to school and learning.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 5% from EOY to EOY</li> </ul>	<p>i-Ready reading:</p> <p>24/25- Trimester 3 Black students- 19% early on in grade  24/25- Trimester 3 Latinx students- 14% early on in grade  24/25- Trimester 3 Students w/IEPS- 10% early on in grade</p> <p>25/26- Trimester 2 Black students- 19% early on in grade (12 students)  25/26- Trimester 2 Latinx students- 8% early on in grade (16 students)  25/26- Trimester 2 Students w/IEPS- 5% early on in grade (2 students)</p> <p>i-Ready math:</p> <p>24/25- Trimester 3 Black students- 16% early on in grade  24/25- Trimester 3 Latinx students- 5% early on in grade  24/25- Trimester 3 Students w/IEPS- 13% early on in grade</p> <p>25/26- Trimester 2 Black students- 9% early on in grade (5 students)  25/26- Trimester 2 Latinx students- 4% early on in grade (10 students)  25/26- Trimester 2 Students w/IEPS- 2% early on in grade (1 student)</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<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. Providing refreshments and translation has allowed more parents to engage in school by removing barriers.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>Needs of staff are paramount to meeting needs of students. Weekly PLCs are dependent on coverage which may change in 26/27.</p> <p>We hope to pair new staff with TSA and OUSD coaches. Due to retirements and such, Markham will welcome at least 5 new teachers to our campus.</p>

## 2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Markham Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

Regarding Providing Equitable Access to STANDARDS-BASED INSTRUCTION- EL Education 2025 and Eureka Math Squared along with UFLI small group instruction across grade levels need to be the priority. Establishing PLC and collaboration time beyond the Wednesday PLC/PD time has been challenging. We are aiming to secure opportunities and funds for grade level PLCs beyond Wednesdays.

Regarding Developing LANGUAGE AND LITERACY Across the Curriculum- Some teachers across K-2 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. SIPPS instruction has not been consistent across K-5 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. 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 26/27 we have plans to further engage African-American families with a focused effort to establish an affinity group and provide parent-education nights for ELA, Science and Math.

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

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

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 curricular demands and limited instructional minutes, more PD is needed in the following areas: Literacy instruction and assessment, UFLI implementation, math, and overall MTSS. COST and SSTs systems also need refining.

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.

Reassess tiered interventions for behavior and academics, refine goals to be achievable and realistic, engage families, provide more opportunities for PD, more frequent data meets with staff. Refinement with COST systems and SST strategies.

**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>
Translation	Chronic Absenteeism	Providing translation at parent engagement events.	Providing refreshments and translation has allowed more parents to engage in school by removing barriers. Per principal observation and sign-in sheets, this year we are seeing an average of 25-35 more parents participating in family engagement events as a result of having translation present.	We will continue to fund this, as we notice it works for our families.
Parent engagement Supplies	Chronic Absenteeism	Providing parent engagement events.	Providing refreshments and translation has allowed more parents to engage in school by removing barriers. Per principal observation and sign-in sheets, this year we are seeing an average of 25-35 more parents participating in family engagement events.	We will continue to fund this, as we notice it works for our families.

<p>Parent Refreshments  (Coffee with the Principal)</p>	<p>Chronic Absenteeism</p>	<p>During our Coffee with the Principal meetings, we make sure to address attendance. Since holding these engagements, we have seen a decrease in chronic absenteeism by 10% (to date)</p>	<p>During our Coffee with the Principal meetings, we make sure to address attendance. Since holding these engagements, we have seen a decrease in chronic absenteeism by 10% (to date)</p>	<p>Continue. We are on track to meet attendance goals for the next two years at our current rate and strategies.</p>
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<p>EEIP teacher, fund at .4  11mo TSA @(fund .2)  Newcomer TSA  10-Month fund .5</p>	<p>SBAC ELA  Distance from Standard Met</p>	<p>Our prep teacher provides classroom teachers with the time needed to analyze student data and design differentiated instruction.</p>	<p>i-Ready reading:  24/25-Trimester 3 Black students- 19% early on in grade  24/25-Trimester 3 Latinx students- 14% early on in grade  24/25-Trimester 3 Students w/IEPS- 10% early on in grade   25/26-Trimester 2 Black students- 19% early on in grade (12 students)  25/26-Trimester 2 Latinx students- 8% early on in grade (16 students)  25/26-Trimester 2 Students w/IEPS- 5% early on in grade (2 students)   i-Ready math:  24/25-Trimester 3 Black students-16% early on in grade  24/25-Trimester 3 Latinx students- 5% early on in grade  24/25-Trimester 3 Students w/IEPS-13% early on in grade   25/26-Trimester 2 Black students- 9% early on in grade (5 students)  25/26-Trimester 2 Latinx students- 4% early on in grade (10 students)  25/26-Trimester 2 Students w/IEPS- 2% early on in grade (1 student)</p>	<p>Not working: .5 staff to support all newcomers at site is not enough to make impact. Site will fund .5 for TSA Newcomer/ELDssupport/</p>
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Teacher ET/OT (Data Dives)	Reading Inventory (RI) Multiple Years Below Grade Level	By funding extra time for teachers to do data dives, we successfully addressed 40% of Tier 3 students who achieved less than 10% of their annual 'Stretch Growth' target	By funding extra time for teachers to do data dives, we successfully addressed 40% of Tier 3 students who achieved less than 10% of their annual 'Stretch Growth' target	Continue as 90% of of learners are 1-2 years behind grade level in reading and math
Classroom libraries	i-Ready Reading at or above Mid-Grade	Expanding classroom libraries to give students a choice of books.	We have not had the chance to use these funds, and plan on shifting.	We will not continue this expense as a result of a lack of funds.
Student Materials	i-Ready Reading at or above Mid-Grade	Access to learning tools beyond the classroom. At home reinforcement with supplemental materials, Bilingual materials, and early literacy supports.	60% of Markham students identify as English Learners, many families are unable to support learning in English. Students need additional support and materials that families cannot afford. OUSD has ended the Chromebook program for K-5th which hinders at home support.	If we received additional funds, Chromebooks would be purchased to support at home learning with OUSD applications.
Admission	College/Career Readiness	Experiential learning beyond the classroom to reinforce grade level standards	Instructional demands limited time to reinforce learning. 95 % of our school is one or more grades behind.	Ongoing based on funding

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Markham Elementary School	<b>SCHOOL ID:</b> 138
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**3: SCHOOL STRATEGIES & ACTIVITIES** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	By May 2027, 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>	Strengthen Tier 1 Instruction Through Consistent Curriculum Implementation Implement Structured PLCs Focused on Data and Instructional Planning Prioritize Foundational Literacy and Targeted Intervention Strengthen Language Development Supports for ALL Learners

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Foundational training for new teachers in EL Education 2025 (ELA) and Eureka Squared (Math). Beginning of year site professional development to unpack the first instructional modules, pacing guides, and assessment practices/calendars.	All Students	Academic	Tier 1 - Universal
1-2	Ongoing professional development focused on high-impact strategies for English Learners, including vocabulary development, structured student talk, and language scaffolds. Provide instructional coaching and collaboration opportunities with grade-level leads and instructional support staff.	All Students	Academic	Tier 1 - Universal
1-3	Establish biweekly PLC meeting time for grade-level teams. Use PLC time to analyze i-Ready diagnostics, UFLI, and curriculum-embedded assessments.	All Students	Academic	Tier 1 - Universal
1-4	PLCs follow a cycle of inquiry process: plan instruction → assess learning → analyze results → adjust instruction Teams identify students needing additional support and adjust instruction accordingly.	All Students	Academic	Tier 1 - Universal
1-5	Create K-5 schedule for monthly SBAC practice starting in September 2026 using the CAASPP website practice tests and other Markham created practice tests.	All Students	Academic	Tier 2 - Supplemental
1-6	Implement daily foundational literacy instruction using UFLI and EL Education foundational skills routines. Monitor student progress through UFLI assessments and i-Ready data.	Low Income Students	Academic	Tier 1 - Universal

1-7	Provide targeted small-group instruction during UFLI/ALL Block for students reading significantly below grade level. Differentiate instruction during intervention blocks to support students below grade level while maintaining exposure to grade-level standards.	All Students	Academic	Tier 3 - Intensified
1-8	Use master schedule to maximize instructional and planning time for upper and primary grades. All specialists plan around this schedule. Teachers plan for transitions.	All Students	Academic	Tier 1 - Universal
1-9	Provide designated and integrated ELD instruction aligned to core curriculum. Implement instructional strategies that support academic language development, including structured partner talk, sentence frames, and vocabulary routines. Use visual supports and scaffolded instruction to increase comprehension.	All Students	Academic	Tier 2 - Supplemental
1-10	Implement early outreach to families using phone calls, ParentSquare messages, and conferences to identify barriers and provide support. Recognize and encourage improved attendance through classroom and schoolwide incentives.	All Students	Academic	Tier 2 - Supplemental

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

<b>School Goal:</b>	By May of 2027 - 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>	Use Common Assessments and Data Cycles to Monitor Student Progress Strengthen DAILY Designated English Language Development Ensure Effective Implementation of IEP Goals Strengthen Social-Emotional Learning and Student Goal Setting Daily SEL lessons and Sown to Grow (full implementation)			
<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>
2-1	Teachers will administer Curriculum Embedded Assessments (CEAs) in ELA and Math aligned with the core curriculum. Grade-level teams will analyze at least one common assessment per trimester to monitor progress of identified student groups (Black/African American students, students with IEPs, and English Learners).	Special Education Students	Academic	Tier 1 - Universal

2-2	All English Learners will receive Designated ELD instruction daily as scheduled in the master schedule. Teachers will use ELD standards and curriculum resources to provide targeted language development aligned with grade-level content.	All Students	Academic	Tier 1 - Universal
2-3	Daily instruction will include structured academic discourse, vocabulary development, and language scaffolds to support comprehension and participation.	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	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. Teachers will collaborate with special education staff to review IEP goals, accommodations, and modifications. General education and special education teachers will collaborate to provide appropriate scaffolds and differentiated instruction within core lessons.	All Students	SEL / Mental Health	Tier 2 - Supplemental
2-6	Use of Ignite intervention online program. Use of EL tutors and Academic tutors.	Low-Income Students	Academic	Tier 2 - Supplemental
2-7	Teachers will participate in peer to peer observations to reflect and grow on practice, supported by Leadership team walkthroughs with timely feedback.	All Students	Academic	Tier 1 - Universal
2-8	Teachers will implement daily Social-Emotional Learning (SEL) lessons to support positive classroom culture and student engagement.	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		All Students	Academic	Tier 2 - Supplemental

**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>	Strengthen Attendance Monitoring and Support Systems Implement Schoolwide Positive Behavior and Suspension Prevention Practices Build a Positive, Inclusive School Culture Data-Driven Decision Making and Continuous Improvement

#	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	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 1 - Universal
3-2	Implementation of: Caring Schools Communities curriculum to support social emotional learning. 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
3-3	Strengthen PBIS (Positive Behavioral Interventions and Supports) with schoolwide expectations of safe, responsible, respectful, and friend like behaviors. Review and understand tiered interventions for behavior: Tier 1: Universal instruction on behavioral expectations and social-emotional skills Tier 2: Small-group supports for students with emerging behavior concerns Tier 3: Individualized supports and check-ins for students at high risk of suspension	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Train staff on restorative practices and conflict resolution strategies to prevent suspensions. Partner with Secena teams for staff PD to support MTSS Whole Child supports, including strategies to support mental health, social-emotional learning, and student engagement.	All Students	SEL / Mental Health	Tier 1 - Universal
3-5	The first 5 days of school will be minimim days (1st-5th) to make connections with families and assess student readiness. This will support school to family connectivness and development of the graduate profile.	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	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

3-8	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
3-9	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	Academic	Tier 1 - Universal
3-10		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 2027, 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 Need:</b>	Match New Teachers with Highly Qualified Coaches/Staff Provide Differentiated Professional Development Monitor Credential Progress and Provide Targeted Support Support Teacher Wellness and Stress Management

#	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

<b>CONDITIONS FOR BLACK STUDENTS</b>				
<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>
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

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<i>ELL Progress Data</i>		
<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>
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 2026-27 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 SPSA 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 QUIP plan.	\$109,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Use of Ignite intervention online program. Use of EL tutors and Academic tutors.	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 QUIP plan.	\$25,000	After School Education & Safety (ASES)	5825	Consultants			0.00			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.	138-2
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.	\$45,330	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10092	Teacher Education Enhancement	0.40			All students will have access to Tier 1 instruction: academic vocabulary, anchor charts, scaffolding strategies, word walls, learning journals, use of consumables.	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.	\$14,572	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Implement daily foundational literacy instruction using UFLI and EL Education foundational skills routines. Monitor student progress through UFLI assessments and i-Ready data.	138-4
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.	\$8,000	Arts & Music in Schools (Proposition 28)	5826	External Work Order Services			0.00			Implement daily foundational literacy instruction using UFLI and EL Education foundational skills routines. Monitor student progress through UFLI assessments and i-Ready data.	138-5
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.	\$149,418	California Community Schools Partnership Program	2405	Clerical Salaries	9072	Case Manager 20	1.00			Train staff on restorative practices and conflict resolution strategies to prevent suspensions. Partner with Secena teams for staff PD to support MTSS Whole Child supports, including strategies to support mental health, social-emotional learning, and student engagement.	138-6

**PROPOSED 2026-27 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 SPSA 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.	\$19,332	California Community Schools Partnership Program	5826	External Work Order Services			0.00			Strengthen PBIS (Positive Behavioral Interventions and Supports) with schoolwide expectations of safe, responsible, respectful, and friend like behaviors. Review and understand tiered interventions for behavior: Tier 1: Universal instruction on behavioral expectations and social-emotional skills Tier 2: Small-group supports for students with emerging behavior concerns Tier 3: Individualized supports and check-ins for students at high risk of suspension	138-7
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. Will share resources to families that disclose needs extra supports to address barriers to positive attendance.	\$36,768	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries	5178	Attendance Specialist Bil	0.50			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.	138-8
CSM will continue to support partnerships, lead and facilitate COST and attendance, cultivate a positive school culture. Engage families through different events to share data with families to engage them in supporting positive student outcomes.	\$44,152	California Community Schools Partnership Program Carryover	2305	Classified Supervisors' and Administrators' Salaries	7902	Program Mgr Community School	0.25			Centering Relationships: Develop partnerships with Latinx students and families using strategies such as home visits, advisory, restorative circles, and community/affinity meetings and workshops.	138-9
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. The role will also reinforce positive behavior by acknowledging students who demonstrate PBIS expectations during play. Additionally, classroom support will be provided to ensure that unsafe behaviors do not interfere with learning.	\$10,292	California Community Schools Partnership Program Carryover	2905	Other Classified Salaries	9310	Noon Supervisor	0.20			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.	138-10
Field trip transportation, school and family events, academic mentor. Support for all student TK-2 to experience learning beyond the classroom.	\$25,000	California Community Schools Partnership Program Carryover	5826	External Work Order Services			0.00			Daily instruction will include structured academic discourse, vocabulary development, and language scaffolds to support comprehension and participation.	138-11

**PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Fees will cover students to participate in community-based field trips that provide real-life experiences aligned with their curriculum. Field trips will reinforce learning in the classroom for all students TK-5th grade (13 classrooms). Each trip aligns with grade level standards.	\$3,788	California Community Schools Partnership Program Carryover	5829	Admission Fees			0.00			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			0.00			Use of Ignite intervention online program. Use of EL tutors and Academic tutors.	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			0.00			Use of Ignite intervention online program. Use of EL tutors and Academic tutors.	138-14
Extended contracts for teacher PD and student tutoring.	\$20,000	LCFF Equity Multiplier Carryover	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			PLCs follow a cycle of inquiry process: plan instruction → assess learning → analyze results → adjust instruction Teams identify students needing additional support and adjust instruction accordingly.	138-15
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	\$20,000	LCFF Equity Multiplier Carryover	1150	Certificated Teachers: Substitutes			0.00			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. Teachers will collaborate with special education staff to review IEP goals, accommodations, and modifications. General education and special education teachers will collaborate to provide appropriate scaffolds and differentiated instruction within core lessons.	138-16
Early Literacy Tutor - Daily implementation of SIPPS/UFLI, designated ELD, and regular administration of Mastery Test. Consistent practice with i-Ready	\$37,902	LCFF Equity Multiplier Carryover	2105	Classified Instructional Aide Salaries	10380	Early Literacy Reading Tutor	0.80			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.	138-17

**PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Early Literacy Tutor - Daily implementation of SIPPS/UFLI, designated ELD, and regular administration of Mastery Test. Consistent practice with i-Ready	\$46,032	LCFF Equity Multiplier Carryover	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.80			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.	138-18
Family Liaison to support attendance, family connectiveness to school, and home to school partnerships.	\$133,101	LCFF Equity Multiplier Carryover	2405	Clerical Salaries	11012	Liaison Family Parent Bil	1.00			School events to support focal indicators: STEM and Literacy Nights, Math and Art, etc. Hands on experiential learning. Science integration into other content areas.	138-19
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. The role will also reinforce positive behavior by acknowledging students who demonstrate PBIS expectations during play. Additionally, classroom support will be provided to ensure that unsafe behaviors do not interfere with learning.	\$25,729	LCFF Equity Multiplier Carryover	2905	Other Classified Salaries	9310	Noon Supervisor	0.50			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
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.	\$38,236	LCFF Equity Multiplier Carryover	4310	School Office Supplies			0.00			Strengthen PBIS (Positive Behavioral Interventions and Supports) with schoolwide expectations of safe, responsible, respectful, and friend like behaviors. Review and understand tiered interventions for behavior: Tier 1: Universal instruction on behavioral expectations and social-emotional skills Tier 2: Small-group supports for students with emerging behavior concerns Tier 3: Individualized supports and check-ins for students at high risk of suspension	138-21
Academic contract i.e. Ignite reading licenses @ \$2,500 each	\$30,000	LCFF Equity Multiplier Carryover	5846	Licensing Agreements			0.00			Use of Ignite intervention online program. Use of EL tutors and Academic tutors.	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.	\$32,400	LCFF Supplemental	4310	School Office Supplies			0.00			All students will have access to Tier 1 instruction: academic vocabulary, anchor charts, scaffolding strategies, word walls, learning journals, use of consumables.	138-23

**PROPOSED 2026-27 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 SPSA 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.	\$132,028	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	11011	TSA 11Mon 12Pay	0.80			Foundational training for new teachers in EL Education 2025 (ELA) and Eureka Squared (Math). Beginning of year site professional development to unpack the first instructional modules, pacing guides, and assessment practices/calendars.	138-24
CSM will continue to support partnerships, lead and facilitate COST and attendance, cultivate a positive school culture. Engage families through different events to share data with families to engage them in supporting positive student outcomes.	\$132,455	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7902	Program Mgr Community School	0.75			Celebrate and acknowledge culture and diversity. Affinity nights.	138-25
Literacy TSA - Differentiation during SIPPS and ALL Block	\$114,525	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	11013	TSA 10Pay	1.00			Foundational training for new teachers in EL Education 2025 (ELA) and Eureka Squared (Math). Beginning of year site professional development to unpack the first instructional modules, pacing guides, and assessment practices/calendars.	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.	\$15,852	Literacy Coaches & Reading Specialists Grant	5825	Consultants			0.00			Ongoing professional development focused on high-impact strategies for English Learners, including vocabulary development, structured student talk, and language scaffolds. Provide instructional coaching and collaboration opportunities with grade-level leads and instructional support staff.	138-27
Literacy Coaches & Reading Specialists Grant	\$8,514	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			Provide targeted small-group instruction during UFLI/ALL Block for students reading significantly below grade level. Differentiate instruction during intervention blocks to support students below grade level while maintaining exposure to grade-level standards.	138-28
Early Literacy Tutor - Daily implementation of SIPPS/UFLI, designated ELD, and regular administration of Mastery Test. Consistent practice with i-Ready	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	7977	Early Literacy Reading Tutor	0.80			Implementation of tiered support based on data analysis. Use of OUSD intervention materials.	138-29
EEIP PE teacher, Staff to support attendance team efforts to improve and sustain positive school attendance, reducing chronic attendance.	\$82,356	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	1906	Teacher Education Enhancement	0.60			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.	138-30
Library technician for 14 classrooms	\$110,950	Measure G, Library Support	2205	Classified Support Salaries	7465	Library Technician	1.00			All students will have access to Tier 1 instruction: academic vocabulary, anchor charts, scaffolding strategies, word walls, learning journals, use of consumables.	138-31

**PROPOSED 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
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.	\$67,994	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10092	Teacher Education Enhancement	0.60			School events to support focal indicators: STEM and Literacy Nights, Math and Art, etc. Hands on experiential learning. Science integration into other content areas.	138-32
Translation support - Plan for family engagement and learning partnership- i.e. flashcards home, online practice recommendations, etc.	\$630	Title I, Part A Parent & Family Engagement	2222	Classified Support Salaries: Extra Compensation			0.00		College/Career Readiness	Engage families around attendance issues to promote highest degree of student attendance and family engagement. Celebrate good attendance. Family & school events and showcases.	138-33
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.	\$1,500	Title I, Part A Parent & Family Engagement	4310	School Office Supplies			0.00		Reading Inventory (RI) Multiple Years Below Grade Level	Daily instruction will include structured academic discourse, vocabulary development, and language scaffolds to support comprehension and participation.	138-34
Light refreshments - Celebrate and acknowledge culture and diversity. Affinity nights.	\$1,030	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	Engage families around attendance issues to promote highest degree of student attendance and family engagement. Celebrate good attendance. Family & school events and showcases.	138-35
EEIP PE teacher, Staff to support attendance team efforts to improve and sustain positive school attendance, reducing chronic attendance.	\$54,904	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	1906	Teacher Education Enhancement	0.40		Student Connectedness to School	Establish biweekly PLC meeting time for grade-level teams. Use PLC time to analyze i-Ready diagnostics, UFLI, and curriculum-embedded assessments.	138-36
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.	\$33,007	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	11011	TSA 11Mon 12Pay	0.20		College/Career Readiness	Foundational training for new teachers in EL Education 2025 (ELA) and Eureka Squared (Math). Beginning of year site professional development to unpack the first instructional modules, pacing guides, and assessment practices/calendars.	138-37
.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.	\$72,993	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	11014	TSA 10Pay	0.50		ELL Reclassification	All English Learners will receive Designated ELD instruction daily as scheduled in the master schedule. Teachers will use ELD standards and curriculum resources to provide targeted language development aligned with grade-level content.	138-38



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

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

### **Markham Elementary**

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

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

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

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

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

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

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

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

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

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

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

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

- Sharing compact by ParentSquare and hard copy during family conferences

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

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

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

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

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

- ParentSquare communication, flyers

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**ADOPTION**

This policy was jointly developed and adopted by Markham Elementary and families on August 30, 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	<i>Danielle Pharr-Matthews</i>	8.3.24
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

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



## 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.*



Strategic Resource Planning (SRP)

**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

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	3rd Tuesday @ 4:30 pm - 5:30 pm
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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.

