

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Markham Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Markham Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Markham Elementary School
CDS Code: 1612596002059
Principal: Alana Whitt-Smith
Date of this revision: 6/6/2017

The Single 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: Alana Whitt-Smith
Address: 7220 Krause Avenue
Oakland, CA 94605

Position: Principal
Telephone: 510-639-3202
Email: alana.whitt-smith@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Markham Elementary School

Site Number: 138

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|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/25/2017

- 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, media announcements, etc.)

Signatures:

Alana Whitt-Smith

School Principal

Alana Whitt-Smith

Signature

4/26/2017

Date

Brenda Theodore-Givens

Print name of SSC Chairperson

Brenda Theodore-Givens

Signature

4/26/2017

Date

LaResha Martin

Network Superintendent

LaResha Martin

Signature

5/15/17

Date

Marcus Silvi

Coordinator, Office of Accountability Partners

Marcus Silvi

Signature

5/25/17

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/13/2016	SSC	Choose focus and highest priorities
2/21/2017	SSC	Overview of budget/voted on Title 1 budget
3/7/2017	ILT	Review SPSA practices for teacher, leadership and organization
3/13/2017	Faculty Meeting	Discuss Budget Summary / SPSA
3/21/2017	SSC	Update/discussion of budget after budget lock-in session
4/17/2017	Faculty Meeting	Review Budget Summary / SPSA
4/25/2017	SSC	Review /Vote Revised SPSA

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$59,675.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$255,876.81	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$437,180.64	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$58,221.40	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,949.76	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$60,171.16	\$0.00

PART A: ABOUT THE SCHOOL

School Description

At Markham Elementary, we aim to embrace, nurture, guide and challenge all children in their development towards becoming empowered, and productive citizens. Students at Markham have fun while learning skills that ensure they are competent, fully-informed, critical thinkers! As educators, we are dedicated to the teaching and development of the whole child. Our school program provides students with a fun and rigorous curriculum based on Common Core standards, hands on math and science, a balanced literacy curriculum, leveled classroom libraries, writing throughout all content areas, music, choir, gardening, and computer-based programs. We value parent involvement and organize Parent Cafes for our parents to come together and build community. Parents are also able to dialogue with the principal at our monthly "Chew 'n Chat" meetings. As part of our mission to support the whole child, dental and vision care is provided for students in need and we have a counseling center, as well as a nurse and psychologist on site. At Markham, we have a safe, caring community where students thrive, excel and achieve and where everyone is welcome.

School Mission and Vision

The Markham staff and community working together in unity, hold ourselves accountable for student achievement to nurture, guide and challenge ALL students to become productive citizens, lifelong learners and critical thinkers. Through rigorous instruction and conscientious modeling, we as staff, students, families, and community members will hold ourselves to high standards and accept responsibility for ourselves and each other.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

50% of students including English learners and students with disabilities will increase reading levels each trimester as measured by Fountas and Pinnell (K-5) and SRI (3-5). By the end of the 2016-2017 school year students in 3rd - 5th grade will increase their SBAC ELA scores by 10%.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	16.29%	21.29%	26.29%

Other Leading Indicators for Literacy:

We will use our F&P scores and SRI scores to ensure that students are making progress towards proficiency on grade level standards. We will use short running records in conjunction with our developed Guided Reading Program to monitor progress. We will measure our students by using our Continuum ensuring all of our students are showing progress in the strategies in each reading level. We will monitor Leveled Literacy Intervention.

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
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<p>All 3-5 grade students have high participation rate on the SBAC ELA assessment, and SRI assessment. 9% of students scored on SBAC ELA. 6% of AA scored on SBAC ELA. 9% LI scored on SBAC ELA. F/P October administration shows: 11.9%-35 students are above benchmark, 6.78%-20 students are at benchmark, 9.49%-28 students are approaching. SRI fall administration shows 5.6%-9 students are at grade level, 2.5%-4 students are above grade level.</p>	<p>SBAC English Language Arts academic and growth status is very low. AA is our lowest performing group on SBAC ELA. 91% of students were below grade level on SBAC ELA. F/P Oct. administration shows: 61.7%-182 students below. SRI fall administration shows: 74.4% -119 students are multiple years below grade level, 12.5%-20 students are 1 year below grade level.</p>
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ROOT CAUSE ANALYSIS

Teachers are building their capacity with common core standards. Additional professional development is needed to ensure school leaders and teachers understand the common core shifts in ELA, outlined in the CCSS's. Alignment of classroom instruction to the CCSS's will help ensure students are better equipped to meet the demands of performance assessments. Understanding Depth of Knowledge (DOK) and time to create rigorous standard aligned tasks, implementation and assessment of these tasks is necessary for students to begin mastery of these tasks. Ensuring our students are getting the work they need in order to be productive in the classroom. Teachers must engage students in meaningful tasks that require student ownership. Teachers must improve both Content and Task. Teachers must improve the level of rigor in their created tasks by using Depth of Knowledge (DOK) to help create rigorous tasks. We are constantly working on making sure students are understanding how important it is for students to be in school and have students have reading material available at home for them. We are also dealing with students who are arriving to the district with no formal educational training. These students are working far below grade level and are going to have to take the challenging SBAC test. Another challenge, is making sure we at Markham have enough lower level book so that students have access to material to aide in their learning.

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

50% of students including English learners and students with disabilities will increase their performance in concepts/procedures, problem solving, reasoning, and number sense as measured by 1-1 Productive Coaching, Observation and Feedback to support the development of rigorous math instruction.. By the end of the 2016-2017 school year students in 3rd - 5th grade will increase their SBAC Math scores by 10%.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	4.35%	8.17%	12.00%

Other Leading Indicators for Mathematics:

We will monitor math tasks, exit tickets, fluency tests, SMI, K-2 CEOU assessments and 3-5 Eureka Math assessments after each module to ensure students meet grade level math standards.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
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All 3-5 grade students have high participation rate on the SBAC Math assessment. 4% of students scored on SBAC Math. 20% AA scored, 2% ELL scored, 5% SWD scored, 5% LI scored on SBAC Math. SMI show 1.2%- 2 students are grade level ready.

SBAC Math academic and growth status is are very low . AA are the lowest performing on SBAC. 96% of students below on SBAC Math. SMI 2016-2017 Fall administration shows the following: 47% -79 students are 3 or more years below grade level, 29.8%-50 students are 2 or more years below grade level, 14.3%-24 students are 1 year below grade level.

ROOT CAUSE ANALYSIS

Teachers are building their capacity with common core standards. Additional professional development is needed to ensure school leaders and teachers understand the common core shifts in Math, outlined in the CCSS's. Alignment of classroom instruction to the CCSS's will help ensure students are better equipped to meet the demands of performance assessments. Understanding Depth of Knowledge (DOK) and time to create rigorous standard aligned tasks, implementation and assessment of these tasks is necessary for students to begin mastery of these tasks and it will ensure our students are getting the instruction and work they need in order to be productive in the classroom. Teachers must engage students in meaningful tasks that require student ownership. Teachers must improve both Content and Task. Teachers must improve the level of rigor in their created tasks by using Depth of Knowledge (DOK) to help create rigorous tasks. Markham students are lacking in their basic computing skills, we are working very hard on ensuring students have many methods of being able to solve problems. Due to our reading scores being so low we have had issues with students understanding what is required on the performance tasks, but we are working on that this year as well. Developing conceptual understanding of Math Common Core Standards.

CULTURE & CLIMATE PRIORITY: Culture & Climate

SCHOOL GOAL for Culture & Climate:

The Markham Community, teachers, staff, students, parents will create and maintain a positive school environment that provides all students the behavioral and academic skills necessary to reach their fullest potential and become lifelong learners.

SCHOOL TARGETS for Culture & Climate:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	All Students	1.77%	0.77%	0.00%

Other Leading Indicators for Culture & Climate:

We will monitor CHKS survey and URF data to measure our culture and climate.

NEEDS ASSESSMENT for Culture & Climate:

STRENGTHS	CHALLENGES
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Chronic Absences decreased from 20.8% to 18.7% a 2.1% decrease. Attendance meetings held weekly to reduce chronic and moderately absences and share the importance of attendance. Through the adoption of Markham Elementary school wide culture plan, we reduced URF referrals, suspensions, and disruptive behavior in the classroom as measured by a lack of URF referrals and suspensions. We utilize behavior charts in every classroom to promote the daily charting of student behavior. We have implemented Restorative Justice (RJ) to provide students with a set of principles and practices used to build community, respond to harm/conflict and provide a welcoming re-entry for students. Teachers review the school rules, PRIDE Values, and expectations in common areas around the school with their students. PRIDE Values are reviewed with students and Social Emotional Learning Standards are shared in community circles to build culture and climate throughout the school and help students be supportive of each other. Culture and Climate rallies held weekly to build a positive culture and climate.

Chronic Absence is 18.7%. High number of AA chronic absences. Continue to improve on refining the culture and climate throughout the school. Remain consistent as we are about building a positive culture and climate and never become complacent.

ROOT CAUSE ANALYSIS

Lack of consequences for parents of a student with high chronic absence %. Parents think its okay for a child to be absent. Some students are absent due to asthma which impacts student aOur after school program helps promote the school-home connection by supporting classroom education and provide SEL support through their after school program.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

Engage Families in school events such as SSC, Literacy Night, Science Night, Math Night, Parent/ Teacher Conferences, Performance Assemblies, and Data Meetings

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	18.64%	18.14%	17.64%

Other Leading Indicators for Family Engagement:

We will monitor Attendance, High Functioning SSC, Attendance at School Events, Parent Volunteers, Student Council

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
Our absenteeism rate is down We are currently at 18.7% in absenteeism. 83% of parents respond favorably to CHKS survey. 83% of students respond favorably to CHKS survey. A faithful group of parents attend events at Markham. We are partners with the Oakland Housing Authority (OHA) to help reduce chronic absences and increase family engagement.	The % of Parent Engagement need to be increased in parent volunteering, attending school events and parents being more present in their child education. Most of our parents walk their children to and from school; therefore, they are hesitant to come outt in the evenings. Events must be planned early in the day. Participation can be limited. Chronic absences is currently at 18.7%. Chronic and moderately absences continue to be a problem. Absenteeism must be below 10%.

ROOT CAUSE ANALYSIS
We are providing a means for parents to learn the common core standards for ELA and Math, reading strategies, math and science tasks to help their child be successful in the classroom and thrive daily in school. Many parents work and are unable to attend events. Lack of transportation. Parents don't like to come to events at night because they walk and the perimeter around side front of school is dark. We need more light around the school.

ADDITIONAL PRIORITY:	EL Reclassification
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SCHOOL GOAL for EL Reclassification:

Increase EL Reclassification to 20% as a goal by continuing to build strong designated ELD and integrated ELD programs.

SCHOOL TARGETS for EL Reclassification:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	10.00%	15.00%	20.00%

Other Leading Indicators for EL Reclassification:

CELDT data with SRI & F&P scores for reading progress.

NEEDS ASSESSMENT for EL Reclassification:

STRENGTHS	CHALLENGES
We have increased our reclassification from 10% to 15% of students being reclassified. By using Carousal Learning my stip sub (Ms. Quezada) provide students with basic school survival English which teaches them the vocabulary needed for initial listening and speaking skills. After students have aquired basic listening and speaking skills they are ready to be apart of our Leveled Literacy Intervention program. Ms. Quezada then instructs students using the LLI intervention which provides students with reading and writing skills needed for reclassification.	The in class teaching of ELD for 30 minutes daily. Limited or no English is spoken at home. We recieve many newcomers late in the school year without primary language skills.

ROOT CAUSE ANALYSIS

Teachers not providing ELD instruction daily for 30 mins. Limited or no English is spoken at home. We receive many new comers late in the school year without primary language skills.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If Markham works on being very strategic in teaching strategies during Guided Reading and LLI time, then students should increase their reading comprehension skills twice fold. When incorporating ELD strategies and working with LLI in the classroom, students should be increasing their F&P levels two to three levels every six to eight weeks. Students of color will have additional access to the curriculum that reflects them, so that they may increase their own interests in research.
SCHOOL THEORY OF ACTION for Mathematics:	If Markham moves all grade levels to Eureka Math next year, the school will have a cohesive rigorous math curriculum where students will be able to be measured by the exit tickets and assessments given. We should be able to monitor students progress by being able to track areas per grade level where students might need additional remediation. This will allow the Math Workshop model to reinforce those skills. If Markham school provides teacher professional development on FOSS, the Next Generation Science Standards, and the SIRA and we ensure that science is taught at least three times a week using SIRA Instructional Plans, then students (low-income students, English learners, and foster youth) will improve their conceptual understanding of grade-level concepts and Science and Engineering Practices of the Next Generation Science Standards (NGSS) and be prepared for the CAST pilot, as measured by the SIRA End-of-Module Assessments.
SCHOOL THEORY OF ACTION for Culture & Climate:	If Markham continues to use Markham's Schoolwide Culture Plan, recognize and own the responsibility for creating and maintaining a school environment that provides ALL students the behavioral and academic skills necessary to produce a positive culture and climate then students will reach their fullest potential and become responsible lifelong learners.
SCHOOL THEORY OF ACTION for Family Engagement:	If Markham continues to reach out to parents in our community we ensure that we will have greater participation with parents in all aspects of the school day. We already have a strong School Site Council as well as excellent participation of parents in our afterschool activities, including Science Night, Literacy Night, and breakfast chat and chats involving discussing Inclusion, as well as how to support children at home with classroom work.
SCHOOL THEORY OF ACTION for EL Reclassification:	If Markham continues to build teacher capacity around teaching English learners during designated and integrated ELD then Markham EL Reclassification rate should increase to 20%.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Working with teachers to ensure all of our students are gaining access to the Balanced Literacy Curriculum through reader's workshop, guided, reading, reading non fiction complex text, and writing with evidence across the curriculum using a balanced approach of differentiation to meet the needs of all students.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Utilize the Leveled Literacy Intervention to support small group intervention (differentiation) for struggling readers.	Give teachers the time to plan lessons to reach the needs of their students	ITL/TSA/STIP subs are also teaching LLI groups to help the urgent need at Markham, teachers have agreed upon daily LLI for strategic students and the principal and coach will monitor and support implementation
1-2	Teachers learn to identify grade level Common Core State Standards (CCSS-Mathematics, ELA, Writing); teachers ensure they are teaching anchor standards aligned to grade level proficiency targets. Continued work within PLC to plan standard aligned lessons per grade level.	2017-2018 Professional Development calendar aligned to deepening knowledge of CCSS's, anchor standards and aligning teaching points to tasks; Principal, Intervention Teacher and/or Leadership Team lead site-based PD aligned to site-based focus areas. Leadership will allow for adequate time for planning Balanced Literacy lessons and LLI lessons to ensure structure of classroom teaching.	Hire 1.0 Instructional Teacher Leader (ITL) whose responsibilities include aligning PD for teachers to increase understanding and implementation of CCSS's, anchor standards and teaching points to task alignment. Other responsibilities include closely monitoring student progress in core curricular areas (Balanced Literacy, Math, Formative assessments, interventions).
1-3	Teachers will use balanced literacy techniques (e.g. workshop and guided reading) to develop students skills to ultimately become independent, self-directed learners. Teachers ensure ELLs are provided scaffolds to access Common Core curriculum; teachers familiarize themselves with Guided Language Acquisition Design (GLAD) strategies and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.)	Through Observation/Feedback, Learning walks the Leadership will ensure teachers are holding students accountable and aware of their own learning and ways in which they can improve independently in their own reading progress. PLC's analyze the detailed assessment scores (SRI, SMI, SBAC and CELDT test data) of ELLs in order to get a better sense of what they need instructionally,	Teachers will provide coaching and support for teachers to develop students skills to become independent, self-directed learners. Weekly PLC Collaboration for data analysis and planning- budget for release time; "protected time" is set aside for teachers to analyze data together.

1-4	Teachers will provide all students with rigorous instruction that support students to learn at high levels and allows students to demonstrate their learning at high levels. Teachers will assess students and use DDI to determine areas of growth. Teachers will receive support using observation and feedback.	Teachers examine Depth of Knowledge (DOK) tasks to deepen understanding; DOK tasks used as a tool to help plan instruction and assessments with a focus on rigor and relevance. Provide targeted PD, Observation and Feedback, and supplemental instructional materials to improve academic progress.	Site-based Professional Development aligned to deepening knowledge of Webb's Depth of Knowledge (DOK); in PLC's teachers develop DOK tasks and use these as student assessments Site-based Professional Development aligned to deepening knowledge of Webb's Depth of Knowledge (DOK); in PLC's teachers develop DOK tasks and use these as student assessments Provide supplemental instructional materials to improve academic progress.
1-5	Teachers implement key elements of Reader's Workshop daily; Teaching Points (TP) match student task. Teachers will use collaboration time to analyze data, develop standards based units and lesson plans, and create rubrics.	Principal closely monitors small group work during Reader's Workshop; daily Teaching Points match student tasks when assessed during 1 to 1 conferring. Conduct learning walks , and provide observation/feedback of the balanced literacy component to increase student reading achievement.	Weekly PLC Collaboration for data analysis and planning- budget for release time; "protected time" is set aside for teachers to analyze data together. STIP subs will provide LLI intervention and provide classroom coverage so that teachers may meet to collaborate in PLCs.
1-6	Teachers will administer SRI, F&P - Running Records , and Formative Assessments. SRI will be administered every 31 days. All 2nd and 3rd graders will take the SRI in small groups. F/P will be monitored through our use of guided reading. F/P will be assessed when students reach all of their benchmarks for their instructional guided reading levels. Data will be evaluated during cycles of inquiry and during PLC collaboration to make sure students are in their correct small group instruction, to identify students that might need LLI intervention, to analyze successes/challenges and to accelerate student growth.	Academic Conferences - Goal Setting (SRI, Running Records, Formative Assessments,) – Calendar data cycle - Provide collaboration time at the end of each cycle, and Observation/Feedback	Stip Subs will provide coverage for teachers to have weekly PLC Collaboration for data analysis, planning and to prepare for academic conferences. Additional subs may be used to provide class coverage for professional development or other special projects.
1-7	ITL and TSA will develop individual group and system wide capacity for consistent implementation and data analysis through coaching	Leadership Team will identify and implement high leverage academic interventions, aligned to data, to target students' needs (e.g. GATE, Foster/Homeless Youth)	ITL /TSA will analyze data with teachers and ILT in order to determine next steps.

1-8	Teachers use CC/NGSS standards to backwards plan instructional units assessments and lesson plans. Teachers will identify and implement high leverage academic interventions, aligned to data, to target students' needs (e.g. GATE, Foster/Homeless Youth,, African American, Latinos, Economically Disadvantaged Students)	ITL and TSA will lead teachers in backwards planning of instructional units, assessments and lesson plans utilizing a computerized backwards planning template	PLC Collaboration will be provided for teachers to backwards plan units, high leverage academic interventions and assessments utilizing the backwards planning tool on their computers. Professional Learning will be provided by the TSA at the beginning of each cycle to facilitate backwards planning of new units with teachers. Administration (Principal, TSA and ITL) will visit the PLC collaboration groups to progress monitor successes and challenges of backwards planning.
1-9	Teachers will employ differentiated instructional strategies through small group instruction to meet the needs of targeted student groups including Foster Youth, Students with disabilities, ELL's, GATE and African American males.	COST Team and Leadership Team will identify and implement academic interventions aligned to data in order to target specific groups.	Provide emotional and social interventions for all students including Transitional Youth, Hoomeless/Foster Youth who are struggling, we will work with Ann Martin Counseling Center clinicians to provide support.
1-10	Teachers will provide all students including students with disabilities with rigorous instruction that expect and support students to learn at high levels and allows students to demonstrate their learning at high levels. Teachers will provide word study and phonics to develop students into independent readers envisioned in the CCSS.	Ensure schedules include components of Balanced Literacy and the schedules are posted and followed	Daily Schedules in each classroom reflects the components of Balanced Literacy and the learning targets (objectives/teaching point) associated with the mini-lesson for the day
1-11	Teachers will provide students with just right leveled books. Teachers use data to group students including students with disabilities and provide differentiated instruction targeted to student needs across the curriculum	Provide classroom library and library books on a variety of levels	Provide structured library experience with an experienced full time librarian to support literacy skills.
1-12	Teachers will facilitate Reading Workshop happens at least 4 days a week and includes a focused mini-lesson, time for purposeful independent reading, opportunities for discussion, a mid-workshop teaching point, and a teaching share at the end of the workshop. Teachers meet with students including students with disabilities for conferences and or small groups for guided reading or strategy lessons	Learning Walks, Professional Development (PD) and Observation/ Feedback with TSA and ITL to inform coaching, next steps and PD	Provide PLC Collaboration for teachers to do data analysis, planning and academic conferences will provide opportunities for teachers to plan the components of readers workshop and create their student grouping.

1-13	ITL and TSA will analyze data with PLC groups /ILT to increase student achievement	PLC groups meet to do data analysis, planning with ITL /TSA	Provide extended contracts for teachers
1-14	Bilingual Lead, Digital Tech Lead, and Alternate Observer will help build teacher skill in their area of specialty	Learning Walks and Observation/ Feedback with Bilingual Lead, Digital Tech Lead, and Alternate Observers to inform coaching, instruction, next steps and PD	Provide extended contracts for ILT, Bilingual Lead, Digital Tech Lead, alternate observers
1-15	Teachers use data to group students and provide differentiated instruction targeted to student needs including, new comers, students with disabilities across the curriculum	ITL and TSA meet with PLC groups to do data analysis and plan with ILT to increase student achievement	ITL /TSA will analyze data with teachers and ILT in order to determine next steps.
1-16	After school Liason will work collaboratively with the After school Coordinator and After school teachers to build a learning environment that is conducive to learning.	ITL and TSA meet with the After school liason, coordinator and teachers to do data analysis and plan ways to increase student achievement in the after school program.	The after school program will align with our school program to support small group literacy instruction and math conceptual learning.
1-17	Small group intervention groups to focus on meeting state's academic proficiency standards in core subjects	STIP subs to be assigned to work with specific skill groups on students to ensure mastery of state standards	Two STIP subs to work with ILT and TSA to schedule small group intervention groups with specific goals and timeline.

Improvement Strategy #2:	Students and families including English learners students and students with disabilities and their families are engaged as equal partners, setting long and short term goals and developing personalized plans to meet them using attendance, culture/climate, cost teams and collaboration of teachers to plan strategies and respond to challenges.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Teachers take roll daily. Teachers, TSA, Attendance Clerk, Community Bilingual Liason, Parent Ambassador (OHA) – identify chronic absent students and make supportive calls to families to encourage attendance and provide incentives for improvement	Celebrate positive attendance and coordinate schoolwide attendance practices. Incentives/Rewards will be provided to students, parents and teachers with perfect or improved attendance	Partner with Oakland Housing Authority (OHA) – Parent Ambassador – Identify Chronic Absent students and coordinate supports that improve attendance. Maintain school records for attendance.

2-2	Teachers will ensure their classrooms are nurturing and engaging so African American, Latino, Economically Disadvantaged students including students with disabilities want to come to school every day.	Attendance Team meets weekly to monitor chronic absences and at risk students	Attendance Team Meetings: Meeting with Attendance Team weekly to implement comprehensive attendance plan. Bilingual Attendance Clerk and TSA will be included. Attendance Team will hold monthly SART meetings to council parents about chronic absences and tardies to build attendance awareness with parents. SARB meetings will be held on a case by case basis.
2-3	Teachers will participate in Restorative Justice (RJ) system by implementing RJ circles with guided questions.	Observation and Feedback	Use the Restorative Justice System to reinforce positive values and build community.
2-4	Teachers will share the importance of positive attendance with parents and students including students with disabilities and their families to increase attendance	Partner with the Ann Martin Counseling Center to provide mental health services to students, teachers, and parents.	Work with Ann Martin clinicians to provide emotional and social interventions for all students including Transitional Youth, Homeless/Foster Youth who are struggling.
	Teachers will incorporate agreed upon Tier 1, 2, and 3 systems through the integration of the Markham Culture/Climate Plan and the PBIS program to help students including students with disabilities feel a sense of community, safe, academically motivated, and emotionally competent to enjoy school more.	Culture Team will develop and lead the implementation of tier 1, 2, and 3 plans with assistance of the PBIS program. PLAYWORKS will provide safe structured play, leadership development, and physical fitness to help promote a healthy culture and environment	Attendance Assemblies is held once a month to celebrate students with perfect and improved attendance. Attendance information meetings are held to inform parents about the importance of attendance.
2-5	Teachers will issue Markham Scholar Dollar tickets to reinforce values and good behavior.	Observation and Feedback	Attendance Information Meetings held (Aug., Dec., Mar.) to inform parents about the importance of attendance.
2-6	Teachers will use guiding questions for a Restorative Approach to promote values and principles that help students including, students with disabilities in ways that are healing rather than alienating or coercive.	Promote a social climate, including a safe and caring environment in which all students including students with disabilities, parents, community feel welcomed and valued and have ownership of the school.	Partner with parents to support students' learning and character growth.
2-7	Teachers will expect African American, Latino, Economically Disadvantaged Students including students with disabilities to learn at high levels and support students to learn at high levels and allow students to demonstrate their learning at high levels.	Provide structures for giving staff and students including students with disabilities voice in, and shared responsibility for solving problems and making decisions that affect the school environment.	Use the Restorative Justice System to reinforce positive values and build community.

2-8	Teachers will Demand and Support best academic effort through challenging work and high expectations.	Utilize the Universal Referral form and provide norms for relationships and behaviors that create a professional culture of excellence and ethics.	Provide Parent Cafe' to encourage parental participation, and collaboration (Fall/Spring)
2-9	Provide tours and assemblies for Pre-school and transitional kindergarten students and their parents	Positive School Culture/Climate Team will continue to focus on the development of a positive school culture plan that includes clear steps for staff and families to access.	Bilingual Attendance Specialist will help with attendance, and family engagement to implement activities aligned to school priorities, including academics, goal setting, college/career, Pre K/TK-K and MS transition
2-10	Teachers will provide scaffolds and supports to facilitate Latinos, African American , and Economically Disadvantaged students including students with disabilities accessing the essential math learning in all classrooms.	Incorporate agreed upon Tier 1,2,3 systems through the integration of the Markham Culture/Climate Plan and the PBIS program to help students including students with disabilities feel a sense of community, safe, academically motivated and emotionally consistent to enjoy school more	Provide an Bilingual Attendance Specialist to maintain attendance.
2-11	Teachers use data to group students including students with disabilities and provide differentiated instruction targeted to student needs across the curriculum	Provide healthy foods to students including students with disabilities during breakfast, snacktime, lunch during the regular school day and during after school.	Parent Engagement: literacy nights, SSC, date with data
2-12	Teachers will help all families understand the school system and how to help their child in school	Support AA, EL, Newcomer families in understanding the U.S. school system and in becoming advocates for their children.	Information completed and sent to families in a timely fashion
2-13	Build a welcoming and nurturing environment that builds inclusiveness and encourage risk taking	Ensure there is a welcoming and nurturing environment that builds inclusiveness and encourages risk taking	Provide District forms and documents as needed
2-14	Teachers will complete SSTs, COST forms as needed to help support student needs. COST team with support of BHU will continue to implement the SRSS universal screening in order to continue to support Ann Martin caseloads and connect students to appropriate services.	Inclusion Teachers will complete the inclusion forms 1 and 2 to support and monitor student needs.	Maintain school records for COST/SST forms. Provide COST/SST forms and Inclusion forms 1 and 2 as needed.

Improvement Strategy #3:	In Math, Teachers design or implement D.O.K level (2-4) tasks that require students including English learners and students with disabilities to use academic language to read, write and discuss across the curriculum and help students including English learners students with disabilities think critically, and solve complex problems across content. In Science we will provide teacher professional development on FOSS, the Next Generation Science Standards, and the SIRA and we ensure that science is taught at least three times a week using SIRA Instructional Plans.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers in grades 3-5 collaboratively score and analyze SIRA End-of-Module Assessments and enter scores into Illuminate in PLCs.	Provide Release Days for data-driven collaboration at end of each Data Cycle	Weekly PLC Collaboration will be provided for data analysis and planning-release by STIP SUB
3-2	Teachers will provide all students including English learners and students with disabilities with rigorous math & science instruction that expect and support students to learn at high levels and allows students to demonstrate their learning at high levels.	Bi - Weekly Walkthroughs with ITL, and TSA to inform coaching and PD	Grade Level daily schedules and agendas will continue to be posted in classrooms with a Math, Science and literacy block.
3-3	Teachers will utilize Technological based programs (ST Math, Raz Kids, and Star Fall) to increase student achievement in literacy/math.	Provide two Family Data Workshops per year focused on individual math/science progress, analysis of SRI/SMI and ST Math Scores	PD Calendar will allow for PLC time for teachers to analyze data in Math and SIRA writing.
3-4	Teachers will demonstrate and model the Math problems daily while engaging English learners and students including students with disabilities in mathematical discourse – in speaking, reading, and writing using Number Talk, 3 Reads, Participation Quiz	Host two Math Nights and two Science Engineering Nights per year to show parents math and science skills and to have parents, students, teachers and staff work together to enhance their math/science skills.	PLC/ Grade level time will allocate time for teachers to plan, prepare, and implement Math/Science Instructional strategies to improve student learning.
3-5	Teachers will model and hold students accountable for Academic Discussions in Math/Science.	Purchase technology to enhance technology skills in all content areas. ITL will lead PD on how to facilitate/model/coach teachers on accountable talk for all teachers on staff.	ITL and TSA to develop individual, group and system-wide capacity for implementation and data analysis through demo lessons, planning, coaching and walkthroughs
3-6	Teachers will plan field trip experiences that focus on math & science concepts	Ensure schedules include components of all content areas including math and science and the schedules are posted and followed. Ensure funds are available for each grade level to take at least two field trips per academic year.	Budget allocation, buses, and ensure lunches are ordered for students.
3-7	K-5 teachers will teach using the SIRA Instructional Plan so that students including students with disabilities have a conceptual and or strategic understanding of grade level science concepts.	Will ensure that teachers have their SIRA's test on time in order to administer test.	Will ensure teachers have all materials they need in order to administer the test.
3-8	Teachers use cycles of inquiry to guide collaboration by assessing, scoring, analyzing, and planning from data	Will provide PD and time for teachers to plan, execute and reflect on lessons taught with the use of data gathered through daily tasks, district assessments, etc.	Will provide necessary forms and guidelines

3-9	Teacher Math instruction show evidence of focus, coherence and rigor targeted to student needs across the curriculum	Ensure PLC and PD time are sacred so that planning time is utilized well.	Create PLC and PD cycle on group work in math. Designate funds for possible lesson study focusing on the role of group work in meaning making in math.
3-10	Teachers K-5 collaboratively plan for full 30 session SIRA units each trimester in PLCs.	Collect and review trimester science plans to ensure teachers plan for full SIRA units.	Ensure common planning time for grade levels in science.
3-11	Science/Science & Literacy is scheduled at least three times per week (30-45 minute sessions in grades K-2; 45-60 minute sessions in 3-5)	Check teacher schedules to ensure science is included and drop in during scheduled times to ensure science instruction is happening.	Grade level teams create aligned schedules. Organize supports for teachers to prep materials for hands-on lessons (e.g. parent volunteers)
3-12	Teachers use FOSS kits and SIRA Instructional Plans to teach collaborative, hand-on science.	Ensure all teachers have had training on how to use FOSS kits. Conduct Learning Walks each trimester to look at hands-on science instruction. Utilize ITL t for support.	Look at master schedule to make sure students don't miss science instruction due to interventions or other pull-out programs.

Improvement Strategy #4:	Build teacher capacity around teaching English learners during designated and integrated ELD through professional development, student data analysis, and PLC planning time.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	Teachers plan instruction to meet the needs of the diverse English Learners in their classrooms, including content language objectives using Systematic ELD (K-2) and Discussions for learning (3-5) and during integrated ELD across all content.	Leadership will provide PLC time and work time to work with ELD district staff to ensure all students are meeting their ELD goals. Ensure schedules include designated & integrated ELD and the schedules are posted and followed. Ensure curriculum & materials for ELD are purchased & distributed to all teachers.	Schedule time with ELD district staff for walk throughs, needs assessment, data analysis, next steps, PD. Ensure teachers have all necessary ELD materials and curriculum, including 2012 ELD standards.
4-2	Teachers will model and hold students accountable for Academic Discussions in designated & integrated ELD.	Leadership will provide learning walks, observation feedback, and time to plan during PLC.	PLC agendas will include ELD and academic conversations in lessons.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

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

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	After School Program	Extended School Day	A1.6: After School Programs	5825				138-1
\$17,485.19	General Purpose Discretionary	Hire a bilingual attendance specialist	Bilingual Attendance Specialist will help with attendance, and family engagement to implement activities aligned to school priorities, including academics, goal setting, college/career, Pre K/TK-K and MS transition	A5.4: Root Causes of Chronic Absence	2205	SPECIALIST, ATTENDANCE BILINGUAL	SPATBL9990	0.30	138-2
\$5,225.88	General Purpose Discretionary	Extend noon supervisor time for school safety	School climate and safety will be emphasized to students and families.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0050	0.10	138-3
\$14,763.92	General Purpose Discretionary	Purchase of supplementary materials	Provide supplemental instructional materials to improve academic progress.	A2.3: Standards-Aligned Learning Materials	4310				138-4
\$3,000.00	General Purpose Discretionary	Refreshments for parent meetings and staff	Parent Engagement: literacy nights, SSC, date with data	A6.1: Parent / Guardian Leadership Development	4311				138-5
\$7,000.00	General Purpose Discretionary	Machine maintenance	Will provide necessary forms and guidelines	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				138-6
\$100.00	General Purpose Discretionary	District duplication of forms	Provide District forms and documents as needed	A6.4: Parent / Guardian Volunteer Support	5716				138-7
\$100.00	General Purpose Discretionary	District postage	Information completed and sent to families in a timely fashion	A3.3: Family Engagement focused on Literacy Development	5724				138-8
\$12,000.00	General Purpose Discretionary	Restorative Justice Coordinator	Use the Restorative Justice System to reinforce positive values and build community.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				138-9
\$3,665.95	LCFF Concentration	Surplus to be used as needed for OT, supplies, and staff to support academic acceleration	To pay for staffing salary and benefits	A6.3: Professional Learning for School Site Council Teams	4399				138-10
\$5,059.39	LCFF Concentration	Supplementary and intervention instructional materials for mathematics and/or science learning: Purchase of school computer licenses	Provide supplemental instructional materials to improve academic progress.	A2.3: Standards-Aligned Learning Materials	5846				138-11
\$16,274.66	LCFF Concentration	Substitute to support professional learning in support of ELLs	STIP subs will provide LLI intervention and provide classroom coverage so that teachers may meet to collaborate in PLCs.	A2.6: Teacher Evaluation	1105	TEACHER STIP	TCSTIP0443	0.50	138-12
\$5,000.00	LCFF Supplemental	Parent Café	Provide Parent Cafe' to encourage parental participation, and collaboration (Fall/Spring)	A3.3: Family Engagement focused on Literacy Development	5220				138-13
\$43,780.10	LCFF Supplemental	Full time STIP sub to provide intervention groups to focus on meeting state's academic proficiency standards in core subjects.	STIP subs will provide LLI intervention and provide classroom coverage so that teachers may meet to collaborate in PLCs.	A2.9: Targeted School Improvement Support	1105	TEACHER STIP	TCSTIP0442	1.00	138-14

\$45,466.87	LCFF Supplemental	Hire a full time TSA to improve quality and consistency of teacher practice and student performance in all areas of language and literacy.	. Professional Learning will be provided by the TSA at the beginning of each cycle to facilitate backwards planning of new units with teachers. Administration (Principal,TSA and ITL) will visit the PLC collaboration groups to progress monitor successes and challenges of backwards planning.	A3.4: Teacher Professional Development focused on Literacy	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.45	138-15
\$30,429.38	LCFF Supplemental	Hire a full time library clerk	Provide structured library experience with an experienced full time librarian to support literacy skills.	A3.2: Reading Intervention	2205	LIBRARY CLERK SR	LBCLKS0026	0.50	138-16
\$36,721.75	LCFF Supplemental	Surplus to be used for extra salary needs for library clerk, TSA, STIP sub, and parent engagement to support academic acceleration	To pay for staffing salary and benefits	A3.2: Reading Intervention	4399				138-17
\$18,359.71	LCFF Supplemental	Restorative Justice Coordinator	Use the Restorative Justice System to reinforce positive values and build community.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				138-18
\$15,000.00	LCFF Supplemental	Common Core Teacher Leader/Instructional Teacher Lead(ITL)	ITL /TSA will analyze data with teachers and ILT in order to determine next steps.	A2.1: Implementation of CCSS & NGSS	5825				138-19
\$470.00	Measure G TGDS	Extended contracts for alternative observers	Opportunity for teachers to increase teaching skills	A2.6: Teacher Evaluation	1120				138-20
\$5,315.83	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				138-21
\$16,274.66	Measure G: TGDS	STIP sub to provide classroom coverage for PLC	STIP subs will provide LLI intervention and provide classroom coverage so that teachers may meet to collaborate in PLCs.	A3.4: Teacher Professional Development focused on Literacy	1105	TEACHER STIP	TCSTIP0443	0.50	138-22
\$10,103.75	Supplemental Program Investment	Hire a full time TSA to improve quality and consistency of teacher practice and student performance in all areas of language and literacy.	. Professional Learning will be provided by the TSA at the beginning of each cycle to facilitate backwards planning of new units with teachers. Administration (Principal,TSA and ITL) will visit the PLC collaboration groups to progress monitor successes and challenges of backwards planning.	A3.4: Teacher Professional Development focused on Literacy	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.10	138-23
\$4,345.85	Supplemental Program Investment	Use surplus to finish funding Parent Cafe (at least \$3051, with balance for supplies	Provide Parent Cafe' to encourage parental participation, and collaboration (Fall/Spring)	A3.3: Family Engagement focused on Literacy Development	4399				138-24
\$1,500.00	Supplemental Program Investment	Extended contracts for ILT, bilingual tech lead, digital lead	ITL /TSA will analyze data with teachers and ILT in order to determine next steps.	A2.10: Extended Time for Teachers	1120				138-25
\$5,000.00	Supplemental Program Investment	Sub coverage for projects and inservice	Provide PLC Collaboration for teachers to do data analysis, planning and academic conferences will provide opportunities for teachers to plan the components of readers workshop and create their student grouping.	A3.4: Teacher Professional Development focused on Literacy	1150				138-26

\$10,000.00	Supplemental Program Investment	Consultant for social emotional growth: extra for RJ programs	Provide emotional and social interventions for all students including Transitional Youth, Homeless/Foster Youth who are struggling, we will work with Ann Martin Counseling Center clinicians to provide support.	A2.2: Social Emotional Learning	5825					138-27
\$2,000.00	Title I Basic	Purchase of supplemental instructional materials	Provide supplemental instructional materials to improve academic progress.	A2.3: Standards-Aligned Learning Materials	4310					138-28
\$2,500.00	Title I Basic	Buses for field trips	Extend classroom learning by providing field trips	A2.1: Implementation of CCSS & NGSS	5826					138-29
\$500.00	Title I Basic	Admissions for field trips	Extend classroom learning by providing field trips	A2.1: Implementation of CCSS & NGSS	5829					138-30
\$45,466.87	Title I Basic	Hire a full time TSA to improve quality and consistency of teacher practice and student performance in all areas of language and literacy.	. Professional Learning will be provided by the TSA at the beginning of each cycle to facilitate backwards planning of new units with teachers. Administration (Principal, TSA and ITL) will visit the PLC collaboration groups to progress monitor successes and challenges of backwards planning.	A3.4: Teacher Professional Development focused on Literacy		10 MONTH CLASSROOM TSA	C10TSA9999	0.45		138-31
\$7,754.53	Title I Basic	Surplus to hire a full time TSA to improve quality and consistency of teacher practice and student performance in all areas of language and literacy. This is the money loaded into surplus, which will be needed for the actual salary of Ms. Theodore, as approved by SSC on March 21, 2017.	. Professional Learning will be provided by the TSA at the beginning of each cycle to facilitate backwards planning of new units with teachers. Administration (Principal, TSA and ITL) will visit the PLC collaboration groups to progress monitor successes and challenges of backwards planning.	A2.5: Teacher Professional Development for CCSS & NGSS	4399					138-32
\$1,949.76	Title I Parent Participation	Parent Cafe	Provide Parent Cafe' to encourage parental participation, and collaboration (Fall/Spring)	A3.3: Family Engagement focused on Literacy Development	5220					138-33

School Site Council Membership Roster – Elementary School

School Name: Markham Elementary School

School Year: 2016 – 2017

Chairperson: Brenda Theodore, Teacher	Vice Chairperson: Stephanie Pendarvis
Secretary: Renee Gillespie, Teacher	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee	

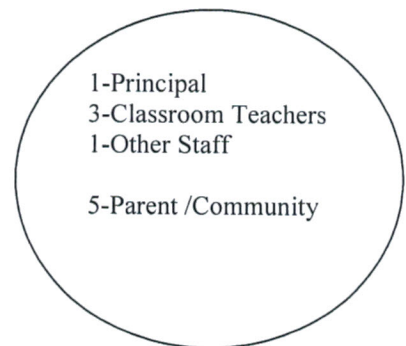
Place "X" in Appropriate Members Column

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Brenda Theodore		X		
Renee Gillespie		X		
Alvin Bettis		X		
Alana Whitt-Smith	X			
Donna Blueford			X	
Stephanie Pendarvis				X
Teresa Ceja				X
Cassandra Villanueva				X
Madera Blanca				X
Rocio Ceja				X
	1	3	1	5

Meeting Schedule Day/month/time	4 th Thursday @ 3:00 p.m.– 4:00 p.m.
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SSC Legal Requirements: (Ed. Code 52852)

- 1 Members MUST be selected/elected by peer groups;
- 2 There must be an equal number of school staff and parent/community/student members;
- 3 Majority of school staff members must be classroom teachers;
- 4 Parent/community members cannot be OUSD employees at the site.



(Once filled, this document can be placed on your school site's letterhead)

***Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.**

Title I School Parental Involvement Policy 2016-7

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Markham Elementary agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan.
 - + Each year Markham has a Title I meeting an hour before back to school night begins. The staff that is funded out of Title I funds are introduced and their roles are explained. We inform the parents that we are a Title I school. We share how the remaining Title I Funds are spent at Markham. We thoroughly discuss the parent rights to participate in the Title I program at the district level.
- Offer a flexible number of meetings for parents.
 - + School Site Council
 - + Chew and Chat
 - + Title I meeting
 - + Parent-Teacher-Conferences
 - + Parent Café
 - + SSTs
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
 - + Monthly Parent Chew and Chat meetings
 - + School Site Council Meetings
- Provides parents of Title I students with timely information about Title I programs.
 - + Parents are given information about Title I programs at the yearly Title I parent meeting.
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 - + Back to School Night
 - + Parent Chew and Chat meetings
 - + School Site Council meetings
 - + Parent-Teacher-Conferences
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
 - + SSTs
 - + Parent-Teacher-Conferences
 - + School Site Council meetings
 - + Parent Chew and Chat meetings

School-Parent Compact

Markham Elementary has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Markham Elementary engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress
- + Parents receive information throughout the school year regarding the content standards, benchmark assessments, proficiency levels, reading levels, and how to monitor student success. This information is disseminated at Chew and Chat meetings, Back-to-School night, Parent-Teacher-Conferences, SST's and School Site Council meetings.
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - + Literacy Night
 - + Parent Literacy
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - + Quarterly collaboration meeting with staff and parents
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
 - + Quarterly collaboration meeting with staff and parents
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - + Quarterly collaboration meeting with staff and parents
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
 - + When funding permits, school will fund parent workshops for Title I parents.

Accessibility

Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, and parents with disabilities students. This includes providing information and school reports translated into Spanish.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I Programs, as evidenced by our Annual Title I meeting on September 21, 2016 and at our SSC on October 25, 2015

This policy was adopted by the Markham Elementary School Site Council on October 25, 2016 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1 children on or before December 1, 2016. It will be made available to the local community on or before December 1, 2016. The Markham Elementary notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Alana Whit Smith
(Principal's Signature)

10/25/2016
(Date)

Markham Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Staff Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Student signature:

_____ Teacher _____ Parent _____