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Enactment Date	6/26/19 er



# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 26, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Markham Elementary School

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

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

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Markham Elementary School



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

Legislative File Id. No. 19-1313  
Introduction Date: 6/26/19  
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By: er

## 2019-2020 School Plan for Student Achievement (SPSA)

**School:** Markham Elementary School  
**CDS Code:** 1612596002059  
**Principal:** Anita Summerlin, MSW, M.Ed  
**Date of this revision:** 5/14/2019

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

**Position:** Principal  
**Telephone:** 510-639-3202  
**Email:** [anita.summerlin@ousd.org](mailto:anita.summerlin@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2019*

*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2019-2020 School Plan for Student Achievement Recommendations and Assurances**

**School Site:**

Markham Elementary School

**Site Number:** 138

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input checked="" type="checkbox"/> LCFF Concentration Grant         |
| <input type="checkbox"/> Title I Targeted Assistance Program                  | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES)  | <input type="checkbox"/> 21st Century Community Learning Centers     |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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:** May 14, 2019

6. 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:**

Anita Summerlin  
Principal

Anita Summerlin  
Signature

5/15/19  
Date

Stephanie Pendarvis  
SSC Chairperson

Stephanie Pendarvis  
Signature

5/15/19  
Date

LaResha Martin  
Network Superintendent

Jahasha Martin  
Signature

5/15/19  
Date

[Signature]  
Officer, State and Federal Programs

MURDO OTIS  
Signature

5/21/19  
Date

**2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
January 15, 2019	Instructional Leadership Team	Shared Rationale and overview of Site Plan
January 22, 2019	School Site Council	Overview of the School Plan for 2019-20 with focus on the Title I budget. Approval of Title I budget for next year.
February 11, 2019	Staff Meeting	Overview of the School Plan for 2019-20. Discussion of goals and preferred programs from this year's plan. Discussion of additional support for students.
March 19, 2019	Instructional Leadership Team	Review of the draft of the school plan for 2019-20.
April 4, 2019	School Site Council and SELLS	Review of the draft of the school plan for 2019-20.
April 8, 2019	Staff Meeting	Review of the draft of the school plan for 2019-20.
April 16, 2019	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership and organizational practices aligned to school goals
May 7, 2019	Instructional Leadership Team	Focus on new CSI money suggested program. Review of the 2019-20 school plan
May 13, 2019	Staff Meeting	Review of the school plan for 2019-20
May 14, 2019	School Site Council	Approval of the School Plan for 2019-20

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$254,373.68
Total Federal Funds Provided to the School from the LEA for CSI	\$159,390.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$710,475.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$93,192.72	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$38,142.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,790.96	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$256,862.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$159,390.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$254,373.68</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$455,925.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$710,298.68</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS**

**1A: ABOUT THE SCHOOL**

**School:** Markham Elementary School

**School ID:** 138

**School Description**

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

**School Mission and Vision**

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

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

**Priority Strengths**

**Root Causes of Strengths**

The chronic absence and suspension rate is lower than last year.

Restorative Justice Conversations have increased, Focus on SEL curriculum, 2 TSAs to support RJ

The second grade team was able to grow by 7% on Fountas and Pinnell (F&P) reading record with the support of collaboration in PLC around readers workshop. 33% of AA students are at benchmark or above on the F&P reading assessment.

TSA's support professional development, PLC and coaching and data analysis in math and ELA

3rd Grade IAB data shows a lower Distance from Standard (DF3) than the baseline based on operations and algebraic thinking. Of the students who took the IABs 59% of them were near benchmark in ELA.

3rd Grade has the longevity in teacher retention. Each cycle has had a clear focus in math and readers workshop.

Of the students who took Interim Assessment Block (IAB) for Reading Informational Text, 49% of them are near standard.

SWUN math data shows standards based growth among struggling students. The curriculum is standards aligned and provides the BOY, quarterly benchmark and end of year progress data we need to lead intervention.

Priority Challenges	Root Causes of Challenges
The percentage of students suspended (report from February 2019) has increased by 1% compared to the same time last year	Have not normed on consistent behavior systems and culturally responsive teaching practices for all students. Teachers haven't received sufficient training in restorative justice and trauma informed teaching practices.
The reclassification rate for 2018-18 was 6.7%.	Culturally responsive parent support is lacking schoolwide. SART/SARB has been inconsistent
Chronic Absenteeism has remained steady at 24.3% (report from February 2019) of students compared to the same time last year.	Teacher fidelity in teaching curriculum and having an in class Tier 1 intervention prior to referring out to Tier 2 and Tier 3 supports. 80% or more of students continue to need math intervention
On the Mid-Year, 2018-19, Scholastic Reading Inventory Assessment only 6.4% for third through 5th graders were at or above grade level. This is 7.7% lower than the previous year .	Identification of students who need intervention and the next steps in Tier 1 continue to be a challenge. 80% or more of students continue to need literacy intervention.
16%, 53 students at Markham in 2018-19 were newcomers. English Language Learners make up 58% of our student enrollment. This growth has taken place steadily over the last three years. Reclassification rate for ELLs in 2017-18 was 7%.	ELL and newcomer population continue to rise. Teachers haven't received GLAD training. Integrated ELD is not consistent across the school. The quality of designated ELD is inconsistent. Teachers miss SRI deadlines frequently.

**1C: 19-20 STUDENT GOALS & TARGETS**

***District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)***

**School Goal: By 2019-20 Markham will decrease chronic absence from 26% to 16%; reduce suspensions from 1.3% to 0%**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	77.89%	85.00%	90.00%
Suspensions	African-American Students	-2pp	4.35%	2.30%	-2.28%
Suspensions	Students with Disabilities	-2pp	7.41%	5.41%	5.39%
Chronic Absence	African-American Students	-2pp	36.46%	20.00%	19.98%

***District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)***



<b>School Goal:</b>	<b>By 2019-20 Markham will increase the number of students scoring standard exceeded or standards met in ELA SBAC from 5.7% to 15%, reduce standard not met from 78.5% to 50% and increase standards nearly met from 16% to 25%.</b>				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
ELA SBAC	All Students	+15 points DF3	-120.2	-105.2	-90.2
ELA SBAC	Students with Disabilities	+20 points DF3	-181.5	-161.5	-141.5
ELA SBAC	English Learners	+20 points DF3	-141.9	-121.9	-101.9
<b><i>District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)</i></b>					
<b>School Goal:</b>	<b>By 2019-20 Markham will increase the number of students scoring standard met or exceeded from 3.7% to 13%; reduce students scoring standard not met from 75% to 55%; increase students scoring standard nearly met from 21% to 31%.</b>				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
Math SBAC	All Students	+15 points DF3	-118.4	-103	-88
Math SBAC	Students with Disabilities	+20 points DF3	-176.1	-156.1	-136.1
Math SBAC	Latino/a Students	+20 points DF3	-119.7	-99.7	-79.7
<b><i>District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)</i></b>					
<b>School Goal:</b>	<b>By 2019-20, Markham will increase the number of students reclassified from 8% to 18%.</b>				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
ELL Reclassification	English Learners	16%	6.71%	16.00%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	25.00%	25.00%
<b><i>District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)</i></b>					
<b>School Goal:</b>	<b>By 2019-20, Markham will increase the number of students who make reading growth on SRI from 14% to 24%; decrease flat growth from 70% to 60%; decrease negative growth from 9% to 0%.</b>				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	21.80%	45.00%	50.00%



SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	69.23%	35.00%	30.00%
K at or above Benchmark	All Kindergarten Students	+5pp	20.75%	25.75%	30.75%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	35.19%	40.19%	45.19%

**1D: IDENTIFIED NEED**

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

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

**1E: RESOURCE INEQUITIES**

*Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.*

The average teacher years of experience at Markham is 6 years. There is currently at 5 of 13 ratio of teachers in their first year of teaching. There are currently 2 of 13 teachers who are on emergency credentials. Additionally each grade level has at least one new teacher, with Kindergarten having all teachers with under 2 years of experience. The special education inclusion program is under resourced as their is currently only 1 of 3 permanent fully certified special education teachers. The other two are a sub and a emergency credential teacher. We are also currently under resourced in special education instructional aid support as the currently staffed aides do not adequately support special education students due to absences. Markham currently has 2 STIP sub positions, that are supposed to support intervention and newcomer/ELL students but are underutilized due to staff absences and an unfilled special education position. We have a high need population of students who need social, emotional learning support however, teachers have not received adequate training in these strategies. We utilize two Ann Martin Therapists for counseling, but the school psychologist is under utilized as her time is spent testing students and attending IEP, SPED team meetings. Markham needs funding to support intervention curriculum. We lack intervention and technology given our lack of adequate staff. We need to have both staff and resources that can support when staff changes occur. We also need more district funding for mental health and family engagement support.

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

<b>School:</b> Markham Elementary School		<b>SPSA Year Reviewed:</b> 2018-19		<b>SPSA Link:</b> <a href="#">18-19 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)</b>					
<b>18-19 Language &amp; Literacy Priority:</b>		<b>Literacy</b>			
<b>June 2021 Language &amp; Literacy Goal:</b>		As a result of school-wide systematic use of Balanced Literacy, Reading Workshop and Data Driven Instruction, By May 17, 2019 Markham students will increase the number of students at or above reading from 37% to 42% as determined by F&P assessments.			
<b>Theory of Change for Language &amp; Literacy:</b>		If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
F&P Foundations		All Students		40.0%	29%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
2 TSA's provided coaching and professional development in literacy instruction. One TSA provided intervention for students approaching benchmark, while one STIP also provided support to newcomer students in small groups. Teachers were provided with professional development, coaching and feedback in balanced literacy instruction, and a focus was placed on teacher coaching in guided reading instruction.					
<b>What evidence do you see that your practices are effective?</b>					
Students in grades K-1 have made some progress in ELA this school year. Teachers report increased teacher efficacy around their own professional knowledge of standards based ELA instruction.					
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>					
There are over 80% of students several grade levels behind in ELA. As a result teachers need an in class intervention for these students at level one. Teachers report they don't have systematic phonics and phonemic awareness instruction in grades K-5 for students who lack this proficiency. Teachers need a consistent intervention block to address intervention needs. F&Ps need to be completed earlier and more often than district mandates to determine students who need intervention support and monitor their progress towards proficiency. No teachers or TSAs are trained in systematic leveled literacy intervention. Teacher libraries in grades K-5 are not rich enough to include all the varied levels from A-Z for students who are not yet at grade level.					
<b>18-19 Standards-Based Instruction Priority:</b>		<b>Mathematics</b>			

<b>June 2021 Standards-Based Instruction Goal:</b>	By May 17, 2019, 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 systematic use of OUSD Core Curriculum, Math Workshop, basic fact mastery, 1-1 coaching, observation and feedback to support the development of rigorous math instruction. By the end of the 2018-2019 school year students in 3rd- 5th grade will increase their SBAC Math scores by 10%.		
<b>Theory of Change for Standards-Based Instruction:</b>	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (CEOU/Embedded Assessments, SMI, SBAC).		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC Math	All Students	12.0%	3.70%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
ITL/TSA supported coaching, feedback and professional development in standards based mathematics instruction aligned with Common Core Math standards in grades K-5. Each teach team was supported in mathematics receiving coaching from SWUN Math consultants and district staff. Teachers were provided with summative assessments and interim assessment data to inform instruction.			
<b>What evidence do you see that your practices are effective?</b>			
ITL math support has increased teacher efficacy around mathematics. Teachers continue to struggle with making summative and interim assessment data relevant to instructional decisions. The use of the standards based SWUN math curriculum teaches areas that are needed for Markham students in the areas of fluency, procedural and conceptual mathematics.			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
Continue standards based SWUN curriculum and support. Ensure that teachers gain baseline data from SWUN pre assessments at the BOY, mid-year and end of year. Use the data to inform instructional decisions such as intervention block support. Implement more support in guided math groups, math stories, and BTBF support. Continue professional development in math. Monitor BTBF and constructed response progress. Give teachers standard specific feedback based on SWUN summative assessments. Expand support of teacher liaison in the afterschool program to support BTBF fluency practice.			
<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>	<b>Attendance &amp; Suspensions</b>		

<p><b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b></p>	<p>As a result of home visits, using the SART and SARB protocols with fidelity, and the continued implementation of attendance incentives, Markham will decrease the percentage of moderate chronic absenteeism from 14.8% to 12.5% as measured by attendance tracker data. Suspensions will decrease from 0.8% to 0% as measured by Suspension dashboard data by using the district Student Discipline and Intervention Matrix and fidelity of Universal Referral Form.</p>		
<p><b>Theory of Change for Conditions for Student &amp; Adult Learning:</b></p>	<p>If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease. As a result of home visits, using the SART and SARB protocols with fidelity, and the continued implementation of attendance incentives, Markham will decrease the percentage of moderate chronic absenteeism from 14.8% to 12.5% by end of year as measured by attendance tracker data. Suspensions will decrease from 0.8% to 0% as measured by Suspension dashboard data by using the district Student Discipline and Intervention Matrix and fidelity of Universal Referral Form.</p>		
<p><b>Student Performance Indicator:</b></p>	<p><b>Student Group:</b></p>	<p><b>17-18 EOY Target:</b></p>	<p><b>17-18 EOY Actual:</b></p>
<p>Chronic Absence</p>	<p>All Students</p>	<p>17.6%</p>	<p>26.10%</p>
<p><b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>			
<p>Home visits were conducted for chronically absent students. SART/SARBs were completed for severely absent students. An incentive process was started with at risk and chronic students to improve attendance. A .8 attendance clerk supported the SART/SARB, attendance tracking work. Attendance tracking became a part of the COST process. Suspension rates were monitored by helping teachers to understand the URF process through professional development. The schoolwide SEL curriculum was adopted and teachers received professional development from Caring Schools Community and the district based SEL team.</p>			
<p><b>What evidence do you see that your practices are effective?</b></p>			
<p>Schoolwide culture continues to address the need for students to have social emotional learning skills that will prevent fighting in K-4, bullying, teach leadership skills, mindfulness and create a sense of ownership in and around the school. Caring School Community Implementation has been positive for staff and students.</p>			
<p><b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b></p>			
<p>Continued time for Caring School Community SEL curriculum to be implemented. Schoolwide bullying campaign, mindfulness time is needed for students. Need to build student council, school wide leadership opportunities, implement consistent attendance incentives and continue SART/SARB. All teachers need to have restorative justice training.</p>			

<b>18-19 Conditions for English Language Learners Priority:</b>	<b>EL Reclassification</b>		
<b>June 2021 Conditions for English Language Learners Goal:</b>	As a result of continuing a consistent designated ELD block across grade levels and integrated ELD throughout the school day, the number of English learners meeting reclassification criteria will increase from 11% to 15% (as measured on the ELPAC and SRI).		
<b>Theory of Change for Conditions for English Language Learners:</b>	If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified. As a result of implementing a consistent designated ELD block across grade levels and integrated ELD throughout the school day, the number of English learners meeting reclassification criteria will increase from 11% to 15% (as measured on the ELPAC and SRI).		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
English Learner Reclassification	All Students	11.0%	6.70%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
2 TSAs supported all teachers in professional development. 1 STIP supported newcomer students to reach proficiency and lead interevention groups.			
<b>What evidence do you see that your practices are effective?</b>			
TSAs identifying which students need to take SRI to be reclassified and how often was helpful.			
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>			
Teacher professional development of the reclassification process as it relates to the frequency of SRI and reading records. Continued support for a teacher to focus on newcomer groups. Also need to increase parent understanding of reclassification process.			
<b>DEPARTURE FROM PLANNED 18-19 SPSA BUDGET</b>			
<b>Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?</b>			
We spent more on technology intervention and reading books to address the literacy support needed to address the literacy needs of our students			

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Markham Elementary School

**School ID:** 138

**3: SCHOOL STRATEGIES & PRACTICES**

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

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

<b>School Priority ("Big Rock"):</b>	Attendance & Suspensions		
<b>School Theory of Change:</b>	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for (ELLs, African American, Low Income, GATE, newcomers, students with disabilities,etc), then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease. As a result of home visits, using the SART and SARB protocols with fidelity, and the continued implementation of attendance incentives, Markham will decrease the percentage of moderate chronic absenteeism from 14.8% to 12.5% by end of year as measured by attendance tracker data. Suspensions will decrease from 0.8% to 0% as measured by Suspension dashboard data by using the district Student Discipline and Intervention Matrix and fidelity of Universal Referral Form.		
<b>Related School Goal(s):</b>	By 2019-20 Markham will decrease chronic absence from 26% to 16%; reduce suspensions from 1.3% to 0%		
<b>Students to be Served by these Practices</b>	All Students		
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
1-1	T3: Teachers implement explicit instruction that promotes the social emotional competencies and restorative justice practices that connect across students' identity, experience and is inclusive of student voice for all students including African American, Latino.	L3: Principal and Leadership team lead schoolwide professional development for the entire year around the Caring School Community Curriculum. Leadership team establishes a yearlong cycle of schoolwide positive behavior incentive practices and accountability measures for the schoolwide behavior theme.	Utilizing a classroom environmental tool to clearly monitor classrooms utilizing clear PBIS systems (i.e focus corner, regular routines and procedures, pbis lessons, scholar dollars, positive incentives, etc.), restorative justice practices, implementation of classroom perfect attendance incentives, responding to behavior via consequence ladder (Markham Way), and requesting assistance using the COST referral.



1-2	T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning including for homeles/foster youth.	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement (at least once monthly) and ensures a minimum of two family engagement workshops (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) that inform families of data and progress of students.	Weekly communication with families via TalkingPoints and monthly family newsletter that communicates progress on goals and outcomes. Parent signature on Markham culture handbook. Regular communications with parent around schoolwide cultural practices, behavior and academic progress through phone calls, emails, notes, etc. Additional safety supervision during day by noon supervisors. Plan for Family Literacy Night, Family Math/STEM Night. Update school technology to be able to print flyers, banners, color communication with families. Provide each family with a Markham schoolwide culture, behavior, and academic expectations handbook.
1-3	T5: Teachers send home weekly family communication, including Kindergarten teachers having a kindergarten orientation before school to aid in the pre-k to Kinder transition and familiarize themselves with classroom and school routines.	L3: Principal and Leadership team establish an attendance team consisting of attendance clerk, OHA partners, Principal, Afterschool Coordinator, RJ Coordinator, Psychologist, and school therapist to support the development and implementation of a schoolwide system for supporting and monitoring attendance.	Decrease in chronic absenteeism and identified students are paired with a mentor to monitor attendance. Evidence of completed home visits. Three positive attendance reinforces in every classroom.

<i>District Strategy:</i> Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b>	
<b>School Priority ("Big Rock"):</b>	Mathematics
<b>School Theory of Change:</b>	If teachers follow a sequential lesson format of "I do, we do, you do" and provided guided and differentiated small group learning for struggling students and academic discussion (for ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), then students will increase their basic math fluency and increase conceptual and procedural understanding of Common Core Math Standards therefore increasing the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on formative and summative assessments (Curriculum Embedded Assessments, IABS, SBAC).
<b>Related School Goal(s):</b>	By 2019-20 Markham will increase the number of students scoring standard met or exceeded from 3.7% to 13%; reduce students scoring standard not met from 75% to 55%; increase students scoring standard nearly met from 21% to 31%.

<b>Students to be Served by these Practices</b>		All Students	
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
2-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery for all students including students with disabilities.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	Use complex text ELA walkthrough tool 3 times a year to monitor progress.
2-2	T2: Teachers differentiate instruction for all students, based on evidence, including low performing students based on evidence regardless of current level of achievement.	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Principal will conduct monthly classroom observations and walk-throughs to monitor implementation of small group instruction using guided reading walkthrough tool. Principal will provide teachers with written feedback within 48 hours and then conduct reobservation in feedback within 48 hours.
2-3	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans; including GATE students.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Teacher exhibition of learning at the end of each cycle of inquiry with evidence of implementation of practice. Teacher corrective instruction plans based on student data. Data summit three times per year using SRI, F&P and IAB data. Data conferences at the close of each cycle using curriculum embedded assessments and F&P running records.
2-4	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback, extended learning opportunities and with corrective action plans for students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	Each teacher will keep a data wall or binder of student progress and goal setting. Teachers conferring notes to show that goals are being set.

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority ("Big Rock"):</b>	Literacy
<b>School Theory of Change:</b>	If teachers differentiate instruction for all students (targeting ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc), deliver guided reading groups for all students, consistently teach reading and writing workshop and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, GATE, newcomer, students with disabilities) students on ELA formative and summative assessments (F&P, DRA, EDL, On Demand Writing, SBAC, SRI).
<b>Related School Goal(s):</b>	By 2019-20 Markham will increase the number of students scoring standard exceeded or standards met in ELA SBAC from 5.7% to 15%, reduce standard not met from 78.5% to 50% and increase standards nearly met from 16% to 25%. By 2019-20, Markham will increase the number of students who make reading growth on SRI from 14% to 24%; decrease flat growth from 70% to 60%; decrease negative growth from 9% to 0%.
<b>Students to be Served by these Practices</b>	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery for all subgroups including economically disadvantaged students.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective Hire 1.0 TSA whose responsibilities include providing coaching, PD for teachers to build their capacity in aligning CCSS's to task. Closely monitor student progress in curricular areas ( BAL, Math, Formative Assessments, Interventions).
3-2	T2: Teachers differentiate instruction based on evidence, regardless of current level of achievement for all students including Latinos, African American, EL students, Disadvantaged students, Children with Disabilities, Homeless/Foster youth, New Comers, and GATE students.	L2: Principal and TSA observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Principal will conduct classroom observations and walk-throughs. We will see small group instruction based on reading level and math performance levels. Those small groups are fluid, based on student progress.

3-3	Bilingual Lead, TSA, RJ Coordinator will help build teacher skill in their area of specialty. Academic Mentor will help teachers in classrooms to support differentiated instruction.	Learning Walks, and Observation/Feedback to inform coaching, instruction, next steps and PD	Provide extended contracts for Bilingual Lead, TSA, Academic Mentor.
3-4	Small group intervention groups to focus on meeting CCSS's in core subjects	STIP Subs to be assigned to work with specific student skilled groups to ensure mastery of state standards	Two STIP SUBS to work with TSA, and ILT to schedule small group intervention groups with specific goals and timeline
3-5	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	Teachers will present evidence of implementing and adjusting classroom and grade-level instructional plans in data conferences with principal twice a year. Purchase of additional chromebook carts for testing
3-6	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students	students will be able to identify and explain their individual reading goals, they will be able to monitor those goal. Every 6-8 weeks will update and adjust goals. Teachers using conferring as a way to give feedback to students.

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	EL Reclassification
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<b>School Theory of Change:</b>		If we provide explicit and systematic English Language Development based on SRI and ELPAC data, support teachers to create content language objectives for every lesson, and develop expectations for daily academic discussions, then we will see an increase in the number of EL students reclassified. As a result of implementing a consistent designated ELD block across grade levels and integrated ELD throughout the school day, the number of English learners meeting reclassification criteria will increase from 11% to 15% (as measured on the ELPAC and SRI).	
<b>Related School Goal(s):</b>		By 2019-20, Markham will increase the number of students reclassified from 8% to 18%.	
<b>Students to be Served by these Practices</b>		English Language Learners	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery for ELLs.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	As observed in classrooms using the ELL Review tool, students engage with texts or tasks that are aligned to grade-level standards and require critical thinking and/or application and demonstrate academic language related to the content-language objective and task is explicitly named, taught, rehearsed, and reinforced (Indicators 1.1 and 2.2). Goal: Level 3+: Some evidence.
4-2	T2: Teachers differentiate instruction for all students including newcomers, based on evidence, regardless of current level of achievement.	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	As observed in classrooms using the ELL Review tool, students effectively access language resources and other scaffolds to support their understanding (pictorial charts, sentence frames, peer support, etc.) and the teacher makes grade-level and complex material / content comprehensible without simplifying material (amplifying, not simplifying). (Indicator 1.2). Goal: Level 3: Some evidence.

4-3	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.</p>	<p>As documented through PD/PLC observations and staff/administrator interviews as part of the ELL Review process, site-based structures support ongoing professional development and inquiry to support all teachers to include language practices and embedded supports for ELLs in planning, instruction, and assessment. (Indicator 2.5). Goal: Level 3: Some evidence.</p>
4-4	<p>T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.</p>	<p>L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students</p>	<p>As observed in classrooms using the ELL Review tool, students set and reflect on their learning goals and teachers create space for students to set goals and reflect on their participation. (Indicators 3.1 and 5.1). Goal: Level 3: Some evidence.</p>

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 138

School: Markham Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	ASES	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		L3: Principal and Leadership team establish an attendance team consisting of attendance clerk, OHA partners, Principal, Afterschool Coordinator, RJ Coordinator, Psychologist, and school therapist to support the development and implementation of a schoolwide system for supporting and monitoring attendance.	138-1
\$1,720.00	Comprehensive Support & Improvement (CSI) Grant	Technology	Goal 2: Students are proficient in state academic standards.	4420	Computer < \$5,000		n/a		T2: Teachers differentiate instruction for all students, based on evidence, including low performing students based on evidence regardless of current level of achievement.	138-2
\$30,000.00	Comprehensive Support & Improvement (CSI) Grant	EEIP Technology Teacher	Goal 2: Students are proficient in state academic standards.		n/a		EEIP Teacher	0.50	T2: Teachers differentiate instruction for all students, based on evidence, including low performing students based on evidence regardless of current level of achievement.	138-3
\$10,930.00	Comprehensive Support & Improvement (CSI) Grant	Extended contracts for teachers to do afterschool and Saturday school instruction	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a	1.00	Small group intervention groups to focus on meeting CCSS's in core subjects	138-4
\$20,000.00	Comprehensive Support & Improvement (CSI) Grant	Books other than textbooks to support instruction in ELA and Math	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		T2: Teachers differentiate instruction for all students, based on evidence, including low performing students based on evidence regardless of current level of achievement.	138-5



\$30,000.00	Comprehensive Support & Improvement (CSI) Grant	Manhood Development Mentor for African American Boys	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		L3: Principal and Leadership team establish an attendance team consisting of attendance clerk, OHA partners, Principal, Afterschool Coordinator, RJ Coordinator, Psychologist, and school therapist to support the development and implementation of a schoolwide system for supporting and monitoring attendance.	138-6
\$30,000.00	Comprehensive Support & Improvement (CSI) Grant	Support providers to provide support to students in social emotional learning and mental health	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		L3: Principal and Leadership team establish an attendance team consisting of attendance clerk, OHA partners, Principal, Afterschool Coordinator, RJ Coordinator, Psychologist, and school therapist to support the development and implementation of a schoolwide system for supporting and monitoring attendance.	138-7
\$17,000.00	Comprehensive Support & Improvement (CSI) Grant	Balanced Literacy Curriculum for Bilingual Early Exit	Goal 4: English Learners are reaching fluency.	4200	Books other than Textbooks		n/a		Bilingual Lead, TSA, RJ Coordinator will help build teacher skill in their area of specialty. Academic Mentor will help teachers in classrooms to support differentiated instruction.	138-8
\$19,740.00	Comprehensive Support & Improvement (CSI) Grant	Surplus	n/a	4399					n/a	138-9
\$4,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	138-10
\$9,590.00	General Purpose Discretionary	books, other than textbook	Goal 2: Students are proficient in state academic standards.	4200	Books other than Textbooks		n/a		T2: Teachers differentiate instruction for all students, based on evidence, including low performing students based on evidence regardless of current level of achievement.	138-11

\$16,002.00	General Purpose Discretionary	Bilingual Attendance Clerk	Goal 5: Students are engaged in school every day.		n/a		n/a	0.30	L3: Principal and Leadership team establish an attendance team consisting of attendance clerk, OHA partners, Principal, Afterschool Coordinator, RJ Coordinator, Psychologist, and school therapist to support the development and implementation of a schoolwide system for supporting and monitoring attendance.	138-12
\$200.00	General Purpose Discretionary	Stamps	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		Overall support for academic and social-emotional practices	138-13
\$8,350.00	General Purpose Discretionary	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a			138-14
\$20,000.00	LCFF Concentration	Super Stars Literacy	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		Small group intervention groups to focus on meeting CCSS's in core subjects	138-15
\$5,000.00	LCFF Concentration	Field Trips	Goal 5: Students are engaged in school every day.	5826	External Work Order Services		n/a			138-16
\$3,000.00	LCFF Supplemental	sub coverage	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries		n/a		L3: Principal and Leadership team lead schoolwide professional development for the entire year around the Caring School Community Curriculum. Leadership team establishes a yearlong cycle of schoolwide positive behavior incentive practices and accountability measures for the schoolwide behavior theme.	138-17

\$3,500.00	LCFF Supplemental	Extended contracts	Goal 6: Parents and families are engaged in school activities.	1120	Certificated Teachers' Salaries: Stipends		n/a		L3: Principal and Leadership team lead schoolwide professional development for the entire year around the Caring School Community Curriculum. Leadership team establishes a yearlong cycle of schoolwide positive behavior incentive practices and accountability measures for the schoolwide behavior theme.	138-18
\$15,013.00	LCFF Supplemental	Surplus	n/a	4399	Surplus		n/a		n/a	138-19
\$4,500.00	LCFF Supplemental	EEIP			n/a		n/a	0.05	T2: Teachers differentiate instruction for all students, based on evidence, including low performing students based on evidence regardless of current level of achievement.	138-20
\$5,000.00	LCFF Supplemental	technology		4420	Computer < \$5,000		n/a		T2: Teachers differentiate instruction for all students, based on evidence, including low performing students based on evidence regardless of current level of achievement.	138-21
\$10,436.00	LCFF Supplemental	computer licensing		5846	Licensing Agreements		n/a		T2: Teachers differentiate instruction for all students, based on evidence, including low performing students based on evidence regardless of current level of achievement.	138-22

\$12,362.00	LCFF Supplemental	Recess Coach #1			n/a		n/a	0.27	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback, extended learning opportunities and with corrective action plans for students.	138-23
\$12,362.00	LCFF Supplemental	Recess Coach #2			n/a		n/a	0.27	L3: Principal and Leadership team establish an attendance team consisting of attendance clerk, OHA partners, Principal, Afterschool Coordinator, RJ Coordinator, Psychologist, and school therapist to support the development and implementation of a schoolwide system for supporting and monitoring attendance.	138-24
\$21,000.00	LCFF Supplemental	TSA 11 month			n/a		n/a	0.15	L2: Principal and TSA observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	138-25
\$30,000.00	LCFF Supplemental	Contracts		5825	Consultants		n/a		T2: Teachers differentiate instruction based on evidence, regardless of current level of achievement for all students including Latinos, African American, EL students, Disadvantaged students, Children with Disabilities, Homeless/Foster youth, New Comers, and GATE students.	138-26
\$46,622.00	LCFF Supplemental	STIP		1105	Certificated Teachers' Salaries	1056	STIP Teacher	1.00	STIP Subs to be assigned to work with specific student skilled groups to ensure mastery of state standards	138-27

\$46,622.00	LCFF Supplemental	STIP		1105	Certificated Teachers' Salaries	6270	n/a	1.00	STIP Subs to be assigned to work with specific student skilled groups to ensure mastery of state standards	138-28
\$46,622.00	LCFF Supplemental	STIP		1105	Certificated Teachers' Salaries		n/a	1.00	STIP Subs to be assigned to work with specific student skilled groups to ensure mastery of state standards	138-29
\$19,765.00	Measure G	Library position	Goal 3: Students are reading at or above grade level.		n/a		n/a	0.27	T2: Teachers differentiate instruction for all students, based on evidence, including low performing students based on evidence regardless of current level of achievement.	138-30
\$10,608.00	Measure G	Surplus	n/a	4399	Surplus		n/a		n/a	138-31
\$90,607.00	Title I: Basic	TSA 11 Month	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	2380	10-Month Classroom TSA	0.85	L2: Principal and TSA observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	138-32
\$2,586.00	Title I: Basic	Surplus	n/a	4399	Surplus		n/a		n/a	138-33
\$106.00	Title I: Parent Participation	Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement (at least once monthly) and ensures a minimum of two family engagement workshops (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) that inform families of data and progress of students.	138-34

\$1,500.00	Title I: Parent Participation	Family Math and Technology Night	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a		L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement (at least once monthly) and ensures a minimum of two family engagement workshops (ELLs, African American, Low Income, GATE, newcomers, students with disabilities, etc) that inform families of data and progress of students.	138-35
\$184.00	Title I: Parent Participation	Surplus	n/a	4399	Surplus		n/a		n/a	138-36

## **Title I School Parental Involvement Policy 2018-9**

**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 school's 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 parents rights to participate in the Title I program at the district level.

- Offer a flexible number of meetings for parents
  - + School Site Council
  - + Breakfast with the principal
  - + Annual Title I meeting
  - + Parent-Teacher Conferences
  - + SSTs
- Involve parents of Title I students in an organized, ongoing, timely way in the planning, review, and improvement of its Title I programs and Title I Parent Involvement Policy
  - + Monthly Breakfast with the Principal
  - + School Site Council Meetings.
- Provides parents of Title I student with timely information about Title I programs.
  - + Parent are given information about Title I programs at the yearly Title I Parent meeting.
- Provides parent of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  - + Back to School Night
  - + Breakfast with the principal
  - + 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-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 Common Core 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 core standards ,assessments, and how to monitor and improve the achievement of their children.
  1. The State of California’s common core standards
  2. The State of California’s student academic achievement standards
  3. The State of California’s and Oakland Unified School District 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 core content standards, benchmark assessments, proficiency levels, reading levels and how to monitor student success. This information is disseminated at Breakfast with the principal meetings, Back-to-School Night, Parent-Teacher Conferences, SSTS’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
  - + APTT meetings
- 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 parents understand.
  - + Quarterly collaboration meeting with staff and parents.
- Provides support, during regularly meetings, for parental activities requested by Title I program parents

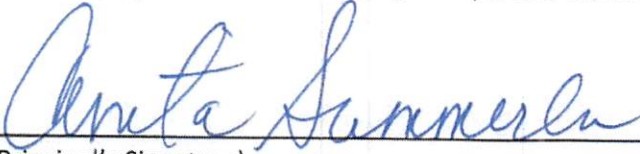
### **Accessibility**

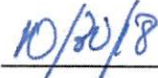
Provides opportunities for all Title I parents to participate, including parents with limited English proficiency, and parents with disabilities students. This includes providing information and school reports translated into Spanish.

### **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 5, 2018, and at our SSC meeting on October 23, 2018.

This policy was adopted by the Markham Elementary School Site Council on October 23, 2018, and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I children on or before December 3, 2018. It will be made available to the local community on or before December 3, 2018. The Markham Elementary notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in an language the parents can understand.

  
\_\_\_\_\_  
(Principal's Signature)

  
\_\_\_\_\_  
(Date)

# Markham Elementary School Compact 2018

It is important that families and school 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's 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 grade 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 school 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 grade 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, get 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 \_\_\_\_\_



**2018-2019**

**School Site Council Membership Roster – Elementary**

School Name: Markham Elementary School

Chairperson : Stephanie Pendarvis
Vice Chairperson: Sharon Badger
Secretary: Tralena Norma

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Bettie Reed Smith			X	
Sharon Badger				X
Odilia Godinez				X
Tralena Norma				X
Ansar El. Muhammed				X
Anita Summerlin	X			
Kim Davis ✓		X		
Luby Becerra ✓		X		
Laura Jeronimo Boerner ✓		X		
Stephanie Pendarvis				X

Meeting Schedule (day/month/time)	<b>4th Tuesday of each month</b>
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**SSC Legal Requirements: (Ed. Code 52852)**

- 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;
- Parent/community members cannot be OUSD employees at the site.

