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

# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

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**Action** Approval by the Board of Education of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Markham Elementary School



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Markham Elementary School  
**CDS Code:** 1612596002059  
**Principal:** Anita Summerlin  
**Date of this revision:** 5/18/2020

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: 5/18/2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

## 2020-2021 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 18, 2020

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

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

### Signatures:

Anita Summerlin

*Anita Summerlin*

5/18/2020

Principal

Signature

Date

Satova DeJean

*Satova DeJean*

5/18/2020

SSC Chairperson

Signature

Date

LaResha Martin

*LaResha Martin*

5/20/2020

Network Superintendent

Signature

Date

Lisa Spielman

5.20.2020

Director, Strategic Resource Planning

Signature

Date

*Jody London*

*Kyla Johnson Trammell*

**2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

| Date      | Stakeholder Group  | Engagement Description   |
|-----------|--|--|
| 11.4.2019 | SSC & SELLS combined   | Shared current plan and overview of site plan, reviewed 19-20 Goals and discussed how these may adjust during the year         |
| 11.12.19  | Instructional Leadership Team                                    | Conducted ILT work session to determine current priorities and future leadership, organizational, and teacher leadership goals |
| 11.14.19  | School partners, SPED parent engagement and bilingual engagement | Overview of current plan and future site plan  |
| 12.10.19  | ILT  | Review data and discuss plans to address data concerns for 20-21 plan.   |
| 1.13.19   | SSC & SELLS combined   | Analyzed mid-year data and provided input on schools needs for 20-21   |
| 2.11.20   | ILT  | Completed needs assessment based on mid-year, amended 2019 budget to address mid-year data and approve 20-21                   |
| 3.9.20    | SSC & SELLS combined   | Soliciting input on draft of school plan   |
| 5.18.20   | SPSA Final Review and Approval                                   | Review and vote on SPSA approval for next school year.   |
|           |  |  |
|           |  |  |
|           |  |  |

## 2020-2021 BUDGET SUMMARY

### Budget Summary

| Description   | #VALUE!      |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application |              |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$113,050.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$670,041.00 |

### 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<br>(Title I #3010)           | \$106,392.00        | TBD           | Local Control Funding Formula Base Grant<br>(General Purpose Discretionary #0000)     | \$17,550.00         | TBD           |
| Title I, Part A: Parent Engagement Activities<br>(Title I #3010) |                     | TBD           | Local Control Funding Formula Supplemental<br>Grant (LCFF Supplemental #0002)         | \$250,750.00        | TBD           |
| 21st Century Community Learning Centers<br>(Title IV #4124)      | \$0.00              | TBD           | Local Control Funding Formula Concentration<br>Grant (LCFF Concentration #0003)       | \$67,850.00         | TBD           |
| Comprehensive Support and Improvement<br>(CSI #3182)             | \$113,050.00        | TBD           | After School Education and Safety Program<br>(ASES #6010)                             | \$114,449.00        | TBD           |
| School Improvement Grant<br>(SIG #3180)                          | \$0.00              | TBD           | Low-Performing Students Block Grant<br>(LPSBG #7510)                                  | \$0.00              | TBD           |
|  |                     |               | Measure G<br>(Measure G #9334)  | \$0.00              | TBD           |
|  |                     |               | Measure G1: Teacher Retention and Middle<br>School Improvement Act (Measure G1 #9332) | \$0.00              | TBD           |
|  |                     |               | Measure N: College & Career Readiness For All<br>(Measure N #9333)                    | \$0.00              | TBD           |
| <b>SUBTOTAL OF FEDERAL FUNDING:</b>                              | <b>\$219,442.00</b> | <b>\$0.00</b> | <b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>   | <b>\$450,599.00</b> | <b>\$0.00</b> |

|  |                     |
|--|---------------------|
| <b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL<br/>FUNDING:</b> | <b>\$670,041.00</b> |
| <b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>         | <b>TBD</b>          |

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School:** Markham Elementary School**School ID:** 138**School Description**

At Markham Elementary, we aim to embrace, nurture, guide and challenge all children in their development towards becoming empowered, and productive 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****Focus Area:****Priority Strengths****Root Causes of Strengths**

|                                 |  |   |
|---------------------------------|--|---|
| <i>College/Career Readiness</i> | <p>Foundations--8.2% of 1st graders above benchmark vs non in previous years.F&amp;P Fall Data Comparison-Growth in grade 1 of 3%, Grade 3 25%, Grade 5 8%. IAB Growth--12% of Grade 3 near standard, Grade 4 increase of 14.6 near standard on IAB and 3% growth in above standard. Fall SRI Grew by 6.4% on the Fall SRI Estimate for SBAC is of 28% expected growth in grades 3-5. Math--The completion rate for Math IABs is above 90%. 25% of 3rd graders are near standard on benchmark 1 SWUN. 71% of 4th graders met standard on SWUN benchmark 1. In grade 5 8% of students met standard on benchmark 1 SWUN. 12% of 5th graders were near standard on SWUN benchmark 1</p> | <p>The school purchased phonics curriculum for every classroom and provided training and modeling. Leadership team plans two Professional Development and two PLCs a month to focus on ELA. SWUN Math coaching support has included TSA coaching and Principal, SWUN coach walkthroughs and coaching for teachers.</p>        |
| <i>Focal Student Supports</i>   | <p>36% of ELs are making progress. Suspensions among Special Ed students are down by 5% from 2018-19 to 2019-20. Suspensions among homeless students is down 18%. African American students are overrepresented in suspensions among all students. Only 48% of TK students are on track for ECE domains.</p>   | <p>STIP is able to pull newcomer groups. Bilingual teachers are using a district based curriculum Adelante to teach balanced literacy in bilingual classrooms. Leadership team met to determine the language allocation for the bilingual early exit programs in K-2 to support building English Fluency through grade 2.</p> |

|                                |   |   |
|--------------------------------|---|---|
| <i>Student/Family Supports</i> | <p>The number of URFs completed has dropped from 150 to 76. Suspensions are at 2.2%. Chronic absenteeism based on dashboard is down 28%. SSC and SELLS established. 5 Family engagement events have been conducted with support for Spanish Speaking and Mam families around reclassification, attendance, and to build a better sense of community around the school and have been attended well by our Latinx families. CHKS shows that 90% of families feel connected to the school.</p>   | <p>Attendance Team started in 19-20 school year and meeting regularly with agendas. SSC meets regularly with translation for Spanish Speaking Families. Bilingual Family Liaison supports the attendance clerk and Bilingual Administrative Assistant in regular analysis of attendance data and communicating family engagement events. The Attendance clerk and OHA ambassador track and call families who are chronically absent. COST team is meeting regularly and include social worker, therapist, after school coordinator, Principal and SPED team. SSTs have been happening regularly with the social worker and teacher being provided release time to attend. PBIS has finally been implemented with super star tickets and recognition for students. The use of Title I funds allowed for support for school-home community building activities such as Family Math Night.</p> |
| <i>Staff Supports</i>          | <p>PLC's are meeting regularly to analyze student data. TSA and Principal are coaching teachers around ELA, Math and PBIS supports for all students. Bilingual Social Worker is supporting newcomers with high trauma needs. STIP supports allow for intervention with ELLs and students with high levels of trauma. Professional Development and Coaching on the use of Phonics and balanced literacy curriculums. Principal has been able to conduct twice monthly observation and feedback cycles around Math and ELA. Data Conferences are scheduled to analyze student data and plan next levels of actions.</p> | <p>SWUN math is supported by support coaching for the TSA and Principal. SWUN consultants provide monthly modeling and biweekly math focused professional learning communities to support teachers around math content. Principal established clear data calendar to support teachers around feedback and observation and data driven instruction with data conferences happening after interim assessments. Funding was allocated to support the hiring of additional STIPs, HERO Coordinator, HERO behavior coach, newcomer social worker and a TSA.</p>  |
| <b>Focus Area:</b>             | <b>Priority Challenges</b>  | Root Causes of Challenges   |



|                                 |  |   |
|---------------------------------|--|---|
| <i>College/Career Readiness</i> | SBAC ELA declined by 11.1 points. SBAC Math declined by 21 points in 2018-19. 90% of students are multiple years below on SRI. | F&P doesn't correlate with SRI. Teachers may need support in continued calibration in F&P throughout the year. SRI also doesn't give teachers information about what specific teaching standards need to be taught to move students out of multiple years below growth. Teacher turnover last year greatly affected the outcome of coaching and observation feedback cycles. Not enough teachers are supported in how to teach reading. Foundational skills are not being met in grades TK, K and 1 to prepare students for the transition into upper grades. |
|---------------------------------|--|---|

|                                      |   |   |
|--------------------------------------|---|---|
| <p><i>Focal Student Supports</i></p> | <p>We only Reclassified 1 student in previous year 18-19 and 1 current year 19-20. The kids in in the bilingual classroom aren't reaching proficiency in either English or Spanish in 3 years. In comparison to the SEI spanish speaking kids that are reaching proficiency by the end of grade 3. African Americans are referred to the office 67% compared to Latino students who are at 29%. Suspensions are 100% for the African American students. Chronic abesenteeism is 28%. SRSS data shows that teachers rate low academic achievement at 1.06 across all grades and behaviors such as lie, cheat, steal, aggression are rated at least .64 across all grade levels. We have 220 English language learners and 5% are Mam Speaking newcomer families. SRSS data shows that behaviors of sad, depressed and angry, withdrawn have increased by 6% among all grades. ELPI data shows 30.2 of ELs are making progress towards English proficiency. 95% of students receive free and/or reduced lunch. 90% of our students are multiple years below in SRI.</p> | <p>We have a large number of English learners and newcomers who are not being reclassified due to lack of a focused leadership effort on engagement with teachers and families about how students are reclassified. Staff need to know how and this needs to be monitored closely through the leadership team to achieve goals. The leadership team needs to develop into a data monitoring leadership team that provides oversight in analyzing and monitoring growth data and leading their teacher teams in meeting team goals. PD's and PLCs need to focus on focal student data each year in order know when and where students are stuck. This hasn't been happening consistently. Bilingual early exit hasn't previously had good data or curriculum. Now that they do they must be analyzing the data and making focal goals towards growth in both English and Spanish by the end of grade 2. We need growth goals for early exit but we don't have that presently. We only got a language allocation plan developed this school year. Designated and Integrated ELD instruction isn't strong at Markham. Three different ELD curriculums are too much when they aren't support with coaching, modeling, training and feedback. The ELD observation cycles don't happen enough during the year. We also have a STIP as a newcomer teacher and she often gets pulled away from instruction losing valuable intervention time. Students who are experiencing how levels of trauma often don't recieve enough support fast enough. We need to improve the SST process with a clear plan for MTSS support in all tiers that is defined and communicated to teachers. Many withdrawn students don't receive therapy support. We need increased therapy for many newcomers and kids who are experiencing trauma due to violence. Overrepresented African American students are receiving targeted supported due to lack of culturally responsive protocols and knowledge of practices. Teachers need implicit bias</p> |
|--------------------------------------|---|---|

|                                       |   |   |
|---------------------------------------|---|---|
| <p><i>Student/Family Supports</i></p> | <p>Family engagement is low among our African American Families. Parents are concerned about safety in and around the school. Mam Speaking families make up 7% of the learners in the school but we have no Mam speaking staff. Mam speaking families report not feeling connected to the school. Overall school enrollment has declined each year for the past five years. Chronic absenteeism is at 25% and at risk and moderate is at 23%. Even before the 2018-19 year strike chronic absenteeism was still above 25%</p> | <p>Spanish and Mam speaking families report feeling very disconnected to the school. It has helped to put more spanish speaking staff in the office however, communication is still suffering. We need support for communication with our Mam speaking families. We also struggle with having enough family engagements that welcome Spanish and Mam families into the school. We don't have large family engagement turn out at the school due to lack of communication in Mam and Spanish. African American parents are also disconnected. African American parents report being disconnected from events with the family that are Spanish speaking and report not enough teachers and staff of color support their students. Leadership believes we need to find a way to really engage the community using more of a grassroots approach. We need to be doing home visits, offering parenting classes, GED support, newcomer classes for adults, ESL classes and offering expanded adult ed options at our shcool site in vacant rooms to fully engage our low income parent community. We need to become a full service school that not only talks about absenteeism and reclassification but offers the families the community supports they also need to become safe and stable famileis</p> |
|---------------------------------------|---|---|

|                       |  |   |
|-----------------------|--|---|
| <i>Staff Supports</i> | Staff retention is low. Teachers need support for students with intense trauma needs. Teachers need support for large number of ELL students in their classrooms with limited English Proficiency. Newcomers in grades 3-5 present teachers with many challenges as we lack adequate intervention support for these students. Math support is very strong through SWUN this year with coaching, analysis and mentoring, but ELA with the exception of SIPPS phonics program has no teacher support in coaching and modeling. | Out of 330 students 230 are ELL. Of our remaining students 98% are from low income homes and receive free and reduced lunch. Students with trauma need programs with positive behavior intervention and Markham hasn't received much training in SEL, PBIS coaching and or built out a strong Culture Team. We need to increase student supports and teacher support for Tier 1 instruction in ELA. We need a strong phonics program and a ELA program that supports ELL students and students multiple grade levels behind who are native English speakers. Student trauma is overwhelming to new teachers. Support for new teachers need to be somehow embedded into our community of practice. |
|-----------------------|--|---|

## 1C: 20-21 STUDENT GOALS & TARGETS

### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

|  |                           |  |                       |                     |                     |
|--|---------------------------|--|-----------------------|---------------------|---------------------|
| School Goal for May 2023:  |                           | By May 2023 Increase the number of students on grade level in ELA and Math on SBAC by 10%. |                       |                     |                     |
| Instructional Focus Goal: All students experience success in the early years.  |                           |  |                       |                     |                     |
| Measure  | Target Student Group      | District Growth Targets  | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
| K at or above Benchmark  | All Kindergarten Students | +5pp   | 9.3%                  | n/a                 | 31.0%               |
| 1st Grade at or above Benchmark  | All Grade 1 Students      | +5pp   | 28.3%                 | n/a                 | 50.0%               |
| Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.    |                           |  |                       |                     |                     |
| Measure  | Target Student Group      | District Growth Targets  | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
| SBAC ELA   | All Students              | +15 points DF3   | -130.1                | n/a                 | -75.2               |
| Reading Inventory (SRI) Growth of One Year or More   | All Grade 3-5 Students    | +5pp   | 25.5%                 | n/a                 | 55.0%               |
| Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science. |                           |  |                       |                     |                     |

|                |              |                |        |     |       |
|----------------|--------------|----------------|--------|-----|-------|
| SBAC Math      | All Students | +15 points DF3 | -141.5 | n/a | -73.0 |
| CAST (Science) | All Students | TBD            | 1.7%   | n/a | 5.0%  |

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

**School Goal for May 2023:** Students in focal groups will meet district growth targets on SBAC ELA by 2023

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

| Measure  | Target Student Group       | District Growth Targets | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
|--|----------------------------|-------------------------|-----------------------|---------------------|---------------------|
| SBAC ELA   | Students with Disabilities | +20 points DF3          | -158.6                | n/a                 | -121.5              |
| SBAC ELA   | English Learners           | +20 points DF3          | -143.5                | n/a                 | -81.9               |
| Reading Inventory (SRI) Multiple Years Below Grade Level | All Grade 3-5 Students     | -5pp                    | 76.5%                 | n/a                 | 25.0%               |

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.

|           |                            |                |        |     |        |
|-----------|----------------------------|----------------|--------|-----|--------|
| SBAC Math | Students with Disabilities | +20 points DF3 | -181.2 | n/a | -116.1 |
| SBAC Math | African-American Students  | +20 points DF3 | -142.6 | n/a | -102.6 |

**Instructional Focus Goal:** English Learner students continuously develop their language, reaching English fluency in six years or less.

|                       |                            |                |      |     |       |
|-----------------------|----------------------------|----------------|------|-----|-------|
| ELL Reclassification  | English Learners           | Reclassify 16% | 0.7% | n/a | 16.0% |
| LTEL Reclassification | Long-Term English Learners | Reclassify 25% | 0.0% | n/a | 25%   |

**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**

**School Goal for May 2023:** By May 2023 chronic absences will decrease to less than 15%

**Instructional Focus Goal:** All students build relationships to feel connected and engaged in learning.

| Measure       | Target Student Group | District Growth Targets | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
|---------------|----------------------|-------------------------|-----------------------|---------------------|---------------------|
| Connectedness | All Students         | +5pp                    | 46.8%                 | n/a                 | 95.0%               |

|                 |                            |      |       |     |       |
|-----------------|----------------------------|------|-------|-----|-------|
| Suspensions     | All Students               | -2pp | 3.7%  | n/a | 0.0%  |
| Suspensions     | African-American Students  | -2pp | 6.4%  | n/a | 0.3%  |
| Suspensions     | Students with Disabilities | -2pp | 11.9% | n/a | 3.4%  |
| Chronic Absence | All Students               | -2pp | 44.5% | n/a | 40.5% |
| Chronic Absence | African-American Students  | -2pp | 61.4% | n/a | 18%   |

**Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.**

**School Goal for May 2023:** By May 2023 Markham staff retention is 90% and 90% of staff feels supported

| Measure         | Target Group | District Growth Targets | 18-19 School Baseline | 19-20 School Target | 20-21 School Target |
|-----------------|--------------|-------------------------|-----------------------|---------------------|---------------------|
| Staff Retention | All Teachers | TBD                     | 70.0%                 | n/a                 | TBD                 |
| CHKS Survey     | All Teachers | TBD                     | 72.9%                 | n/a                 | TBD                 |

**1D: IDENTIFIED NEED**

**Instructions:** 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**

**Instructions:** 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. How might inequities affect your school programs, and how might you mitigate this impact?

Markham has had a decrease in enrollment over the last past years resulting in a decrease in funding of needed resources to support the growing population of newcomers, mam speakers, ELLs, Student with disabilities, and students with high levels of trauma. We struggle with engagement because of the high levels of low income in the neighborhood. We have a very difficult time recruiting and retaining quality experienced teachers. Teacher retention and turnover is very high. These inequities make it difficult to allocate and utilize resources effectively. We are often staffed with teachers on intern credentials who only stay a few years and we then have to start over with coaching, observatio and feedback cycles.

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

**Instructions:** 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.

| 2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE  |  |                             |
|---|--|-----------------------------|
| School: Markham Elementary School   |  | SPSA Year Reviewed: 2019-20 |
| SPSA Link: <a href="#">19-20 SPSA</a>   |  |                             |
| 2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)   |  |                             |
| 19-20 Language & Literacy Priority: Literacy  |  |                             |
| Theory of Change:   | 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). |                             |
| Related School Goal:  | 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%.  |                             |
| Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.  |  |                             |
| Teachers have had 4 professional developments on balanced literacy practices. Teachers use student assessment data to conduct cycles of inquiry and data driven instruction using F&P data, SRI, IAB, and SWUN Math. All teachers had one data conference with the Principal and a weekly PLC with the TSA to focus on data and planning next steps for instruction. In PLCs teachers set goals, determined teaching practices, and examined student data to determine what instructional practices were working and how to adjust. Some teachers were able to get small group instruction started and all teachers were able to learn to do systematic phonics instruction. This year more direct feedback and observations were conducted by the Principal and TSA and teachers are implementing practices with more fidelity.              |  |                             |
| What evidence do you see that your practices are effective?   |  |                             |
| This year SRI , IAB, and F&P participation rates were over 90%.<br>SIPPS is now being taught across the school at every grade level to address the need for phonics instruction for kids multiple grade levels behind.<br>Foundations--8.2% of 1st graders above benchmark vs non in previous years.<br>F&P Fall Data Comparison-Growth in grade 1 of 3%, Grade 3 25%, Grade 5 8%.<br>IAB Growth--12% of Grade 3 near standard, Grade 4 increase of 14.6 near standard on IAB and 3% growth in above standard.<br>Fall SRI Grew by 6.4% on the Fall SRI<br>Estimate of for SBAC is of 28% expected growth in grades 3-5<br>Implementation of Adelante Curriculum in bilingual classrooms and Adelante specific PD's have targeted teacher analysis of student work and benchmark goals. Weekly PLC's with supoort of instructional coach/TSA. |  |                             |
| 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.   |  |                             |
| Our goal is to continue to focus on moving students who are multiple grade levels below through phonics instruction and balanced literacy. We will also get better at the practices of guided reading and data driven instruction to adjust instruction to meet the needs of all students. We also need to integrate shared reading and writing with complex text to give students access and skills to engage with more grade appropriate text.  |  |                             |
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| 19-20 Standards-Based Instruction Priority: Mathematics   |  |                             |



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| <b>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:</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>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>  |   |
| In 2019-20 the focus has been on providing students with a structured guided math lesson with high DOK. This has included focusing on the instructional core and providing students with rigorous math curriculum and standards aligned math tasks. Students have been engaged in academic discussion and using protocols to increase their math analysis and learning. We want to continue teachers understanding of math through coaching. Working collaboratively has been a major focus of professional learning in PLCs and PDs over the past two years. We want to continue to ensure that teachers are equipped to make sure students can do sense making and problem solving in mathematics. This will require that teachers continue on the same curriculum and get more coaching to ensure student mastery is met. |   |
| <b>What evidence do you see that your practices are effective?</b>   |   |
| The completion rate for IABs is above 90%. 25% of 3rd graders are near standard on benchmark SWUN.1 71% of 4th graders met standard on SWUN benchmark 1. In grade 5 8% of students met standard on benchmark 1 SWUN. 12% of 5th graders were near standard on SWUN benchmark 1. SWUN Math is a strong standards aligned curriculum now being used across the school. i-Ready as a math intervention and Math Shelf are being used to effectively differentiate for students who are struggling with math fluency.  |   |
| <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>   |   |
| Potential changes for 20-21 include contiuing the coaching support in SWUN and continuing the PLC support for SWUN planning in mathematics. We will also continue to monitor students mathematics progress through i -ready mathematics  |   |
| <b>19-20 Conditions for Student &amp; Adult Learning Priority: Attendance &amp; Suspensions</b>  |   |
| <b>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:</b>  | By 2019-20 Markham will decrease chronic absence from 26% to 16%; reduce suspensions from 1.3% to 0%  |

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| <b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>   |
| The number of URFs has dropped from 150 to 76. Chronic absenteeism is down 28% according to the OUSD dashboard. The attendance and COST team are more aligned and meet regularly.   |
| We have been having consistent COST(coordination of services team) meetings and attendance team meetings to track the kids who need support. The bilingual social worker and bilingual attendance clerk will continue to monitor students progress. |

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| <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>          |  |
| Reward systems, CSM and social worker. Adding two additional positions that will be able to support monitoring student attendance during COST and attendance team meetings. The CSM will support in coordination of student services. |  |
|   |  |
| <b>19-20 Conditions for English Language Learners Priority:</b>   | <b>EL Reclassification</b>   |
| <b>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:</b>   | By 2019-20, Markham will increase the number of students reclassified from 8% to 18%.  |
| <b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>   |  |
| Bilingual social worker, social worker, CSM   |  |

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| <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>  |
| In 2020-21 teachers will continue to teach designated ELD. We will also have a .50 newcomer teacher who can provide direct instruction to newcomer students. We will continue to provide the bilingual program in grades K-2 and have bilingual staff in attendance and administration. |
|   |
| <b>DEPARTURE FROM PLANNED 19-20 SPSA BUDGET</b>   |

**Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?**

In 2019-20 we included the additon of a social worker at 1.0 however we were unable to onbard that position. As a result we carried over the social worker at 1.0 into the next school year.

| 2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES |                  |  |   |  |
|--|------------------|--|---|--|
| School: Markham Elementary School  |                  |  | School ID: 138  |  |
| 3: SCHOOL STRATEGIES & ACTIONS   |                  |  | <a href="#">Click here for guidance on SPSA practices</a> |  |
| District Strategy: Building <b>CONDITIONS FOR STUDENT LEARNING</b>         |                  |  |   |  |
| School Priority ("Big Rock"):  |                  | Attendance and Suspensions   |   |  |
| School Theory of Change:   |                  | 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. |   |  |
| Related Goal(s):   |                  | All students are engaged in school   |   |  |
| Students to be served by these actions:                                    |                  | All Students   |   |  |
| #  | TEACHING ACTIONS | LEADERSHIP ACTIONS   | EVIDENCE OF IMPLEMENTATION                                | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |

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| 1-1 | Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice | Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans | Teachers in grades TK-5 will classrooms utilize clear PBIS systems and Caring School Community instruction will be evident in all classes, including a minimum of two morning meeting per week in all classes and daily morning circle | Family engagement is low among our African American Families. Parents are concerned about safety in and around the school. Mam Speaking families make up 7% of the learners in the school but we have no Mam speaking staff. Mam speaking families report not feeling connected to the school. Overall school enrollment has declined each year for the past five years. Chronic absenteeism is at 25% and at risk and moderate is at 23%. Even before the 2018-19 year strike chronic absenteeism was still above 25% |
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| 1-2 | <p>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 with a specific focus for Homeless and Foster youth</p> | <p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p> | <p>E2: Decrease of number of URFs and identify additional supports for African American boys such as Manhood Development Class and prioritize check in and check out for students with multiple suspensions</p> | <p>Family engagement is low among our African American Families. Parents are concerned about safety in and around the school. Mam Speaking families make up 7% of the learners in the school but we have no Mam speaking staff. Mam speaking families report not feeling connected to the school. Overall school enrollment has declined each year for the past five years. Chronic absenteeism is at 25% and at risk and moderate is at 23%. Even before the 2018-19 year strike chronic absenteeism was still above 25%</p> |
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| 1-3 | <p>Markham will host beginning of the year meetings for all incoming Kindergarten families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Additional assemblies will be held as part of Markham's attendance challenge and particular focus will be on increasing attendance rates for Markham's African American and Latino students.</p> | <p>Principal and Leadership Team allocates time for Kindergarten engagement workshops</p> | <p>Increase in positive attendance for our Transitional Kindergarten and Kindergarten students. Weekly attendance meetings with admin, family advocates, community school manager, school nurse and attendance clerk. Family advocates do regular home visits.</p> | <p>Family engagement is low among our African American Families. Parents are concerned about safety in and around the school. Mam Speaking families make up 7% of the learners in the school but we have no Mam speaking staff. Mam speaking families report not feeling connected to the school. Overall school enrollment has declined each year for the past five years. Chronic absenteeism is at 25% and at risk and moderate is at 23%. Even before the 2018-19 year strike chronic absenteeism was still above 25%</p> |
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| 1-4 | Markham will provide free breakfast and lunch services to low income students | Principal and leadership team will adjust schedules to include time for 'Breakfast after the Bell' | Low income students will have breakfast in class and teachers will facilitate food distribution each morning | Family engagement is low among our African American Families. Parents are concerned about safety in and around the school. Mam Speaking families make up 7% of the learners in the school but we have no Mam speaking staff. Mam speaking families report not feeling connected to the school. Overall school enrollment has declined each year for the past five years. Chronic absenteeism is at 25% and at risk and moderate is at 23%. Even before the 2018-19 year strike chronic absenteeism was still above 25% |
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| <i>District Strategy:</i> Providing Equitable Access to <b>STANDARDS-BASED INSTRUCTION</b> |   |
|--|---|
| <b>School Priority ("Big Rock"):</b>   | Math  |
| <b>School Theory of Change:</b>  | If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion (for ELLs, African American, Low Income, newcomers, students with disabilities, etc), then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient (ELL, African American, Low Income, newcomer, students with disabilities) students on formative and summative assessments (CEO/Embedded Assessments, IAB, SBAC). |
| <b>Related Goal(s):</b>  | All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.   |
| <b>Students to be served by these actions:</b>   | <i>All Students</i>   |



| #   | TEACHING ACTIONS  | LEADERSHIP ACTIONS   | EVIDENCE OF IMPLEMENTATION  | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?   |
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| 2-1 | 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 with a focus on monitoring progress for African American students. Teachers will use math data (end of unit assessments, quizzes and classwork) to monitor progress. | Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning with a specific focus on math achievement for African American students. | Student tasks will reflect a high DOK level and will be linked to a clear standards based learning objective. Principal will conduct classroom observations and walk-throughs | SBAC ELA declined by 11.1 points. SBAC Math declined by 21 points in 2018-19. 90% of students are multiple years below on SRI. |
| 2-2 | Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans and maintain alignment to IEP goals for students with disabilities.  | 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 meet weekly with a math coach to adjust classroom and grade level instruction and identify a math focal group for each math unit                                | SBAC ELA declined by 11.1 points. SBAC Math declined by 21 points in 2018-19. 90% of students are multiple years below on SRI. |
| 2-3 | Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning   | Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops  | Teachers hold Academic Parent Teacher Team Meetings with a focus on math skills and student goals   | SBAC ELA declined by 11.1 points. SBAC Math declined by 21 points in 2018-19. 90% of students are multiple years below on SRI. |

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| 2-4 | Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning | Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops                           | Teachers hold Academic Parent Teacher Team Meetings with a focus on math skills and student goals                          | SBAC ELA declined by 11.1 points. SBAC Math declined by 21 points in 2018-19. 90% of students are multiple years below on SRI. |
| 2-5 | Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning | Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community | Teachers analyze student work and data during PLCs and data conferences with admin and agree upon next instructional steps | SBAC ELA declined by 11.1 points. SBAC Math declined by 21 points in 2018-19. 90% of students are multiple years below on SRI. |

| District Strategy: Developing <b>LANGUAGE AND LITERACY</b> Across the Curriculum |   |                    |                            |  |
|--|---|--------------------|----------------------------|--|
| <b>School Priority ("Big Rock"):</b>   | ELA Reading   |                    |                            |  |
| <b>School Theory of Change:</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, newcomers, and monitor progress towards IEP goals) and receive consistent coaching support and feedback, then there will be an increase in the number of proficient (ELL, African American, Low Income, newcomer) students on ELA formative and summative assessments (F&P, IABs, SBAC, RI, and On Demand Writing). |                    |                            |  |
| <b>Related Goal(s):</b>  | All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.  |                    |                            |  |
| <b>Students to be served by these actions:</b>                                   | <i>All Students</i>   |                    |                            |  |
| #  | TEACHING ACTIONS  | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |

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| 3-1 | Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic state standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery such as quizzes, AR quizzes and running records with a specific focus on monitoring progress of low performing students.   | Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning  | DOK 3 and 4 questions in lesson plans and provide sentence stems for English Language Learners. Admin and coaches will conduct observations and provide feedback  | SBAC ELA declined by 11.1 points. SBAC Math declined by 21 points in 2018-19. 90% of students are multiple years below on SRI. |
| 3-2 | Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities. | Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed | We will differentiate Language Arts instruction for our ELLs and African-American students, who significantly underperform other students in ELA based on our data, through components of Balanced Literacy and small group instruction | SBAC ELA declined by 11.1 points. SBAC Math declined by 21 points in 2018-19. 90% of students are multiple years below on SRI. |

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| 3-3 | 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 with a focus on students with disabilities and IEP goals. | 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                | Posted class wide data trackers and benchmarks, parents have access to individual student data and benchmarks  | SBAC ELA declined by 11.1 points. SBAC Math declined by 21 points in 2018-19. 90% of students are multiple years below on SRI. |
| 3-4 | Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning  | Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops  | Teachers hold one to one parent meetings and Academic Parent Teacher Team Meetings   | SBAC ELA declined by 11.1 points. SBAC Math declined by 21 points in 2018-19. 90% of students are multiple years below on SRI. |
| 3-5 | Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.   | Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community                                      | Teachers analyze student work and data during PLCs and data conferences with admin and agree upon next instructional steps   | SBAC ELA declined by 11.1 points. SBAC Math declined by 21 points in 2018-19. 90% of students are multiple years below on SRI. |
| 3-6 | Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.  | 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 participate in PD and use data and assessments to adjust instruction.   | SBAC ELA declined by 11.1 points. SBAC Math declined by 21 points in 2018-19. 90% of students are multiple years below on SRI. |
| 3-7 | Markham will identify and recommend students to participate in EBAYC's and Super Stars Literacy after school program based on student goals/progress. Goals will be in alignment with data shared during APTT nights.  | Principal, Literacy Coach and teachers will identify students and recommend students for participation in Markham's after school programs.   | Students participating in the afterschool program will receive additional reading support. Program success will be measured by F and P and foundational skills test. | SBAC ELA declined by 11.1 points. SBAC Math declined by 21 points in 2018-19. 90% of students are multiple years below on SRI. |

| District Strategy: Building <b>CONDITIONS FOR ADULT PROFESSIONAL LEARNING</b> |  |                    |                            |  |
|---|--|--------------------|----------------------------|--|
| <b>School Priority ("Big Rock"):</b>  | Culture and Climate  |                    |                            |  |
| <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. |                    |                            |  |
| <b>Related Goal(s):</b>   | All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.  |                    |                            |  |
| <b>Students to be served by these actions:</b>                                | <i>All Students</i>  |                    |                            |  |
| #   | TEACHING ACTIONS   | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |

|     |  |   |  |  |
|-----|--|---|--|--|
| 4-1 | Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice | Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans | Teachers in grades TK-5 will classrooms utilize clear PBIS systems and Caring School Community instruction will be evident in all classes, including a minimum of two morning meeting per week in all classes and daily morning circle | Staff retention is low. Teachers need support for students with intense trauma needs. Teachers need support for large number of ELL students in their classrooms with limited English Proficiency. Newcomers in grades 3-5 present teachers with many challenges as we lack adequate intervention support for these students. Math support is very strong through SWUN this year with coaching, analysis and mentoring, but ELA with the exception of SIPPS phonics program has no teacher support in coaching and modeling. |
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| 4-2 | Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning with a specific focus for Homeless and Foster youth | Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops | Decrease of number of URFs and identify additional supports for African American boys such as check in and check out for students with multiple suspensions | Staff retention is low. Teachers need support for students with intense trauma needs. Teachers need support for large number of ELL students in their classrooms with limited English Proficiency. Newcomers in grades 3-5 present teachers with many challenges as we lack adequate intervention support for these students. Math support is very strong through SWUN this year with coaching, analysis and mentoring, but ELA with the exception of SIPPS phonics program has no teacher support in coaching and modeling. |
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| 4-3 | Markham will host beginning of the year meetings for all incoming Kindergarten/1 families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Additional assemblies will be held as part of Markham's attendance challenge and particular focus will be on increasing attendance rates for Markham's African American and Latino students. | Principal and Leadership Team allocates time for Kindergarten/1 engagement workshops | Increase in positive attendance for our Transitional Kindergarten and Kindergarten students. Weekly attendance meetings with admin, family advocates, community school manager, school nurse and attendance clerk. Family advocates do regular home visits for students identified as chronically absent. 6 week attendance challenges for classes identified as having a high number of chronically absent students | Staff retention is low. Teachers need support for students with intense trauma needs. Teachers need support for large number of ELL students in their classrooms with limited English Proficiency. Newcomers in grades 3-5 present teachers with many challenges as we lack adequate intervention support for these students. Math support is very strong through SWUN this year with coaching, analysis and mentoring, but ELA with the exception of SIPPS phonics program has no teacher support in coaching and modeling. |
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| CONDITIONS FOR ENGLISH LANGUAGE LEARNERS       |  |                    |                            |  |
|--|--|--------------------|----------------------------|--|
| <b>School Priority ("Big Rock"):</b>           | English Language Development   |                    |                            |  |
| <b>School Theory of Change:</b>                | If we provide explicit 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. |                    |                            |  |
| <b>Related Goal(s):</b>                        | English Learner students continuously develop their language, reaching English fluency in six years or less.   |                    |                            |  |
| <b>Students to be served by these actions:</b> | <i>English Language Learners</i>   |                    |                            |  |
| #  | TEACHING ACTIONS   | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING? |



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| 5-1 | Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement and provide extended learning opportunities for students. | Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed | Evidence of scaffolds for English Language Learners including sentence frames and posted vocabulary | <p>We only Reclassified 1 student in previous year 18-19 and 1 current year 19-20.</p> <p>The kids in in the bilingual classroom aren't reaching proficiency in either English or Spanish in 3 years. In comparison to the SEI spanish speaking kids that are reaching proficiency by the end of grade 3. African Americans are referred to the office 67% compared to Latino students who are at 29%. Suspensions are 100% for the African American students. Chronic abesenteeism is 28%. SRSS data shows that teachers rate low academic achievement at 1.06 across all grades and behaviors such as lie, cheat, steal, aggression are rated at least .64 across all grade levels. We have 220 English language learners and 5% are Mam Speaking newcomer families. SRSS data shows that behaviors of sad, depressed and angry, withdrawn have increased by 6% among all grades. ELPI data shows 30.2 of ELs are making progress towards English proficiency. 95% of students receive free and/or reduced lunch. 90% of our students are multiple years below in SRI</p> |
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|     |   |   |  |   |
|-----|---|---|--|---|
| 5-2 | <p>Teachers lead English Language Learners 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>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>Teacher and parent complete English Language Learner snapshot during parent-teacher conferences</p> | <p>We only Reclassified 1 student in previous year 18-19 and 1 current year 19-20.</p> <p>The kids in in the bilingual classroom aren't reaching proficiency in either English or Spanish in 3 years. In comparison to the SEI spanish speaking kids that are reaching proficiency by the end of grade 3. African Americans are referred to the office 67% compared to Latino students who are at 29%. Suspensions are 100% for the African American students. Chronic abesenteeism is 28%. SRSS data shows that teachers rate low academic achievement at 1.06 across all grades and behaviors such as lie, cheat, steal, aggression are rated at least .64 across all grade levels. We have 220 English language learners and 5% are Mam Speaking newcomer families. SRSS data shows that behaviors of sad, depressed and angry, withdrawn have increased by 6% among all grades. ELPI data shows 30.2 of ELs are making progress towards English proficiency. 95% of students receive free and/or reduced lunch. 90% of our students are multiple years below in SRI</p> |
|-----|---|---|--|---|

|     |   |   |   |   |
|-----|---|---|---|---|
| 5-3 | Classrooms with newcomer students will hold regular community morning meetings to nurture a welcoming environment and help develop and strengthen peer relationships. | ELD Coach will facilitate PD on welcoming newcomers, academic language strategies and integrated ELD. | Teachers will receive PD on facilitating welcome morning circles and newcomer morning circles. Teachers will assign a buddy to a newcomer student who speaks the same primary language to help support navigate the new school system and environment. Teachers will review school wide systems and expectations. | We only Reclassified 1 student in previous year 18-19 and 1 current year 19-20. The kids in in the bilingual classroom aren't reaching proficiency in either English or Spanish in 3 years. In comparison to the SEI spanish speaking kids that are reaching proficiency by the end of grade 3. African Americans are referred to the office 67% compared to Latino students who are at 29%. Suspensions are 100% for the African American students. Chronic abesenteeism is 28%. SRSS data shows that teachers rate low academic achievement at 1.06 across all grades and behaviors such as lie, cheat, steal, aggression are rated at least .64 across all grade levels. We have 220 English language learners and 5% are Mam Speaking newcomer families. SRSS data shows that behaviors of sad, depressed and angry, withdrawn have increased by 6% among all grades. ELPI data shows 30.2 of ELs are making progress towards English proficiency. 95% of students receive free and/or reduced lunch. 90% of our students are multiple years below in SRI |
|-----|---|---|---|---|

**PROPOSED 2020-21 SCHOOL SITE BUDGET**
**Site Number:** 138

**School:** Markham Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE  | BUDGET AMOUNT | BUDGET RESOURCE                                 | OBJECT CODE | OBJECT CODE DESCRIPTION                | PCN  | POSITION TITLE                   | FTE  | RELATED LCAP GOAL   | RELATED SPSA ACTION   | BUDGET ACTION NUMBER |
|--|---------------|---|-------------|--|------|----------------------------------|------|---|---|----------------------|
| BACR After School Program to provide enrichment in academics (reading, math) and physical activities to children after school          | \$114,449     | After School Education & Safety (ASES)          | 5825        | Consultants                            | n/a  | n/a                              | n/a  | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.              | 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 with a specific focus for Homeless and Foster youth   | 138-1                |
| EEIP teacher to support students with math and science technology  | \$17,861      | Comprehensive Support & Improvement (CSI) Grant | 1105        | Certificated Teachers' Salaries        | 1906 | Teacher Education Enhancement    | 0.10 | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning   | 138-2                |
| EEIP teacher to meet the social emotional learning needs of students   | \$64,810      | Comprehensive Support & Improvement (CSI) Grant | 1105        | Certificated Teachers' Salaries        | 7195 | Teacher Education Enhancement    | 0.80 | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice  | 138-3                |
| Instructional Support Aide to support students of color in special education in grades K and 1st with reading support and math support | \$14,989      | Comprehensive Support & Improvement (CSI) Grant | 2105        | Classified Instructional Aide Salaries | 7309 | Instructional Support Specialist | 0.20 | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities. | 138-4                |
| To be determined in fiscal year 20-21 by the SSC   | \$15,390      | Comprehensive Support & Improvement (CSI) Grant | 4399        | Unallocated                            | n/a  | n/a                              | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.                  | Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice  | 138-5                |

|   |          |                               |      |                                 |      |                                  |      |   |   |        |
|---|----------|-------------------------------|------|---------------------------------|------|----------------------------------|------|---|---|--------|
| STIP will provide release time for teachers to do data analysis and planning so that instruction can be focused and differentiated to meet the needs of our most struggling students in reading and mathematics. STIP will also release teachers for IEP and attendance meetings so that we can support and engage families around improved attendance. | \$65,247 | LCFF Supplemental             | 1105 | Certificated Teachers' Salaries | 1056 | STIP Teacher                     | 1.00 | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans and maintain alignment to IEP goals for students with disabilities.  | 138-6  |
| Office supplies to support teachers in delivering and differentiating instruction   | \$10,350 | General Purpose Discretionary | 4310 | School Office Supplies          | n/a  | n/a                              | n/a  | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic state standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery such as quizzes, AR quizzes and running records with a specific focus on monitoring progress of low performing students.   | 138-7  |
| Office machines maintenance that supports teachers in differentiating instruction   | \$7,000  | General Purpose Discretionary | 5610 | Equip Maintenance Agreement     | n/a  | n/a                              | n/a  | Draft LCAP Goal 1: All students graduate college, career, and community ready.                  | Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities. | 138-8  |
| Postage to mail out cume folders and parent communication   | \$200    | General Purpose Discretionary | 5910 | Postage                         | n/a  | n/a                              | n/a  | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.              | 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 with a specific focus for Homeless and Foster youth   | 138-9  |
| Attendance Specialist who supports bilingual families in communication around attendance and is a member of the chronic absence improvement team to support with SART and SARBS   | \$27,612 | LCFF Concentration            | 2205 | Classified Support Salaries     | 5178 | Attendance Specialist, Bilingual | 0.50 | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.              | Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans   | 138-10 |

|   |          |                    |      |   |         |                                |      |  |   |        |
|---|----------|--------------------|------|---|---------|--------------------------------|------|--|---|--------|
| Library Technician's hours are increased to improve the literacy outcome for all students with a focus on African American, ELL and foster youth.   | \$7,099  | LCFF Concentration | 2205 | Classified Support Salaries               | 7465    | Library Technician             | 0.10 | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.                | Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning   | 138-11 |
| School Recess coach to support recess, physical activity and social emotional   | \$14,768 | LCFF Concentration | 2205 | Classified Support Salaries               | 7113    | School Enrichment Recess Coach | 0.27 | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.                             | Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice  | 138-12 |
| School Recess coach to support recess, physical activity and social emotional   | \$14,768 | LCFF Concentration | 2205 | Classified Support Salaries               | NH0-532 | School Enrichment Recess Coach | 0.27 | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.                             | Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice  | 138-13 |
| Books to support students in literacy development and math basic skills so they will be able to pass SBAC exam and increase reading and math fluency  | \$3,119  | LCFF Concentration | 4100 | Textbooks                                 | n/a     | n/a                            | n/a  | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.                | Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities. | 138-14 |
| For i -Ready license in math to supplement students math instruction for struggling AA, ELL, SPED and newcomer students   | \$10,000 | LCFF Concentration | 5846 | Licensing Agreements                      | n/a     | n/a                            | n/a  | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.                | Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning   | 138-15 |
| For a STIP teacher to allow teachers to be released for PLC collaboration time to plan for complex tasks, standards based instruction with rigor and academic discussions to improve the academic outcomes for all students | \$65,247 | LCFF Supplemental  | 1105 | Certificated Teachers' Salaries           | 6270    | STIP Teacher                   | 1.00 | Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff. | Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.   | 138-16 |
| For teachers to have additional time to analyze student data and make instructional decisions to meet the needs of all students   | \$3,148  | LCFF Supplemental  | 1120 | Certificated Teachers' Salaries: Stipends | n/a     | n/a                            | n/a  | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.                | Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans and maintain alignment to IEP goals for students with disabilities.  | 138-17 |

|   |          |                   |      |  |      |                              |      |  |   |        |
|---|----------|-------------------|------|--|------|------------------------------|------|--|---|--------|
| For substitute teachers to release general ed teachers to do planning and data analysis for instructional decisions to improve the outcomes of students who are underperforming | \$3,777  | LCFF Supplemental | 1150 | Certificated Teachers: Substitutes                   | n/a  | n/a                          | n/a  | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.                | Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans and maintain alignment to IEP goals for students with disabilities.  | 138-18 |
| Social Worker to provide support for ELL and chronic absent students to improve attendance  | \$52,119 | LCFF Supplemental | 1205 | Certificated Pupil Support Salaries                  | 7685 | Social Worker                | 0.50 | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.                | Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.   | 138-19 |
| Community Manager to increase family engagement   | \$60,552 | LCFF Supplemental | 2305 | Classified Supervisors' and Administrators' Salaries | 7902 | Program Mgr Community School | 0.60 | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.                             | Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning   | 138-20 |
| Books to support students in literacy development and math basic skills so they will be able to pass SBAC exam and increase reading and math fluency                            | \$1,257  | LCFF Supplemental | 4200 | Books other than Textbooks                           | n/a  | n/a                          | n/a  | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.                | Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans and maintain alignment to IEP goals for students with disabilities.  | 138-21 |
| To support teachers for curriculum and instruction for all students   | \$2,762  | LCFF Supplemental | 4310 | School Office Supplies                               | n/a  | n/a                          | n/a  | Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff. | Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities. | 138-22 |
| To support students in math and ela instruction using technology  | \$12,000 | LCFF Supplemental | 4420 | Computer < \$5,000                                   | n/a  | n/a                          | n/a  | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.                | Markham will host beginning of the year meetings for all incoming Kindergarten/1 families with the classroom teacher and host a "Welcome Kindergarten" night, focused on kinder academics, health and attendance. Additional assemblies will be held as part of Markham's attendance challenge and particular focus will be on increasing attendance rates for Markham's African American and Latino students.  | 138-23 |

|   |           |                               |      |  |      |                        |      |   |   |        |
|---|-----------|-------------------------------|------|--|------|------------------------|------|---|---|--------|
| To support students in math and ela instruction   | \$5,000   | LCFF Supplemental             | 5825 | Consultants  | n/a  | n/a                    | n/a  | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.              | Teachers differentiate instruction for all students, based on evidence and identify focus groups based on student data and implement strategies for African American students. Specific strategies include small group instruction and differentiated online programs. Teachers will provide individualized feedback for all students; specifically for GATE students, strategies include small group instruction and online programs that allow for students to participate in challenge activities. | 138-24 |
| Library Technician's hours are increased to improve the literacy outcome for all students with a focus on African American, ELL and foster youth. | \$37,598  | Measure G: Library            | 2205 | Classified Support Salaries                          | 7465 | Library Technician     | 0.50 | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.              | Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic state standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery such as quizzes, AR quizzes and running records with a specific focus on monitoring progress of low performing students.   | 138-25 |
| TSA to support PLCs and teacher development   | \$113,599 | Title I: Basic                | 1119 | Certificated Teachers on Special Assignment Salaries | 2405 | 11-Month Classroom TSA | 1.00 | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans and maintain alignment to IEP goals for students with disabilities.  | 138-26 |
| unallocated   | \$23,821  | Title I: Basic                | 4399 | Unallocated  | n/a  | n/a                    | n/a  | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic state standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery such as quizzes, AR quizzes and running records with a specific focus on monitoring progress of low performing students.   | 138-27 |
| extra clerical salaries   | \$632     | Title I: Parent Participation | 2422 | Clerical Salaries: Extra Compensation                | n/a  | n/a                    | n/a  | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans and maintain alignment to IEP goals for students with disabilities.  | 138-28 |



|  |         |   |      |   |     |     |     |   |   |        |
|--|---------|---|------|---|-----|-----|-----|---|---|--------|
| family engagement in math and literacy | \$56    | Title I: Parent Participation                   | 4311 | Meeting Refreshments                      | n/a | n/a | n/a | Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | 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 with a focus on students with disabilities and IEP goals.  | 138-29 |
| family engagement in math and literacy | \$1,600 | Title I: Parent Participation                   | 5825 | Consultants                               | n/a | n/a | n/a | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.              | 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 with a focus on monitoring progress for African American students. Teachers will use math data (end of unit assessments, quizzes and classwork) to monitor progress. | 138-30 |
| family engagement in math and literacy | \$1,889 | Title IV: Student Support & Academic Enrichment | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.              | 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 with a focus on monitoring progress for African American students. Teachers will use math data (end of unit assessments, quizzes and classwork) to monitor progress. | 138-31 |
| family engagement in math and literacy | \$5,262 | Title IV: Student Support & Academic Enrichment | 5846 | Licensing Agreements                      | n/a | n/a | n/a | Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.              | Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans and maintain alignment to IEP goals for students with disabilities.  | 138-32 |



## OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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

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

#### **Markham Elementary School**

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

##### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

- Holding a Fall Back to School Night
- Hosting quarterly Parent University
- Holding a Family Math Night, Literacy Night and Science Event

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

- Holding a Fall Back to School Night
- Holding 2 Parent-Teacher conferences per year
- Employing a part time social worker
- Hosting a quarterly Parent University
- Hosting Family Engagement meetings to gain parent feedback
- Using TalkingPoints, school messenger to communicate back and forth with families.
- Holding monthly School Site Council Meetings

**OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Annual Title 1 Meeting Held September 30, 2019

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

- Annual Title 1 Meeting September 30, 2019
- Monthly Parent Newsletter

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

- Annual Back to School Night September 30, 2019
- Monthly Family Newsletter

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

- Monthly Family Newsletter

**OUSD Family Engagement Standard 3: Parent Volunteering Program**

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

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

- Distributing School Volunteer Policy
- Parent Classroom Assistant or Library Volunteers
- Parent Chaperone for Field Trips

**OUSD Family Engagement Standard 4: Learning at Home**

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

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

- Reading Connections Family Newsletter



- Family Math Night at Home Booklet
- Sending home weekly homework
- Sending home Raising a Reader and Story Cycles books
- Providing access to Reading A to Z and i-Ready at home access

#### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

- Sending Monthly Family Newsletter
- Sending and receiving TalkingPoints between family and school
- Gaining feedback from families on School Site Council and SELLS

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

- Sending out notice of meetings to Families through monthly newsletter

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

- Engaging parents in the School Site Council meeting

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

- Holding SELLS meetings for ELL parents
- Inviting all families to be a part of SELLS

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

- Markham will gain parent feedback on family engagement activities annually through SSC and parent survey

#### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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

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

- Markham makes Title 1 activities available to all families and integrates family night, math night, literacy night and science night into whole school activities.

**Adoption**

This policy was adopted by the (Markham Elementary School Site Council on November 21, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

**Name of Principal**

Anita Summerlin

**Signature of Principal**

Anita Summerlin

**Date**

9/30/19



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **School-Parent Compact**

### **Markham Elementary**

### **2019-20**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2019-20 school year.*

#### **School Responsibilities**

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

- ★ **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - Presenting SPSA highlights to SSC
  - SSC Walkthroughs of classrooms
  - Spring Parent Workshop on SBAC and how to prepare your child
  
- ★ **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - Engaging with relevant data in SSC and Coffee with the Principal and make recommendations on SSC
  
- ★ **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

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

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



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

- Sending home copies of School Parent Compact and Family Engagement Policy with students
- Through the School Site Council

★ Provide parents reasonable access to staff.

Parent Teacher Conferences 2 times per year

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

Bilingual Family Workshops

Translation of family volunteer documents and providing spanish speaking documents for families

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

[Reclassification workshop

Parent University workshops 2 times per year

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

Teachers trained to communicate with families using Talking Points, Raising a Reader and at parent conferences

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

School will utilize Talking Points to communicate with families in English and Spanish and Robocalls

### Teacher Responsibilities

*Teachers:*

I agree to support my students' learning in the following ways:

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

### **Parent Responsibilities**

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

- Volunteer in my child's classroom if possible at least one time per month.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by minimizing use of technology and television and ensuring my child is reading at least 30 minutes per day.

### **Student Responsibilities**


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

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

This Compact was adopted by Markham Elementary School on **November 21, 2019** and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **November 21, 2019**.

**Signature of Principal**



**Date**

11/21/19



**2019-2020****School Site Council Membership Roster – Elementary**

School Name: \_\_\_\_\_

Chairperson :

Vice Chairperson:

Secretary:

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member |
|---------------|-----------|-------------------|-------------|-------------------------|
|               |           |                   |             |                         |
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|               |           |                   |             |                         |

Meeting Schedule  
(day/month/time)**SSC Legal Requirements (EC Sections 65000-65001):**

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members