

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Markham Elementary School	48705736051296	June 12, 2023	June 29, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of this plan is as a Title 1 Schoolwide Program to promote improved instruction for all students and constitute comprehensive school reform in all areas that are identified. Edwin Markham Elementary is a school-wide Title 1 funded school located in Vacaville, a bedroom community situated between San Francisco and Sacramento. Markham is committed to maintaining a safe environment and providing a strong academic and social program. Markham is a large elementary in the Vacaville Unified School District with an average enrollment of 888 students. Our school has two unique programs: SPICE is dual immersion strand and there is also an English only strand. Markham is proud to be a school of diversity and one that mirrors the ethnicity of the State of California.

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

In conjunction with the Vacaville Unified School District’s Local Control Accountability Plan, Markham Elementary set three goals to meet the needs of our students and improve academic achievement. The three goals are:

1. Provide high-quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success. We have a team of intervention teachers and para-educators that support our general education teachers on a daily basis. (LCAP Goal 1)
2. Addressing the need for a continuously improved school climate with comprehensive supports for the safety and well-being of our learners. Markham will continue to utilize PBIS, MTSS, and Mental Health Clinician to support a safe and healthy learning environment. (LCAP Goal 3)
3. Addressing the need for closing the achievement gap for our students in various groups (EL, homeless/foster youth, socioeconomically disadvantaged) and to increase the rate of reclassification for English Learners (LCAP Goal 2)

4. Increase student engagement through Science Technology, Engineering, ARTS, and Math (STEAM) and cultural enrichment opportunities

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This year three surveys were conducted to gather input from Key Stakeholders: Staff, Students and Parents both English and Spanish Speaking. The first survey was to the staff (teachers, para and admin support staff). In that survey, teachers and staff provided input on needed resources/supplemental curriculum that they believe our students would benefit from and support closing the achievement gap through increased vertical articulation across grade levels. 5th-grade students participated in the CHKS Survey. In summary, students reported the following: 71% reported feeling connected, 81% feel safe at school, 77% reported that there are caring adults at school, 90% stated that there are high expectations from adults. While 77% of parents reported the school encourages them to be active partners in educating their children, only 56% report that the school actively seeks input on important decisions. Parents also felt that they needed more resources to support their social and emotional needs. Our ELAC parents further stated: Interest in increasing funding for field trips, increase in student supervisors out in the playground as well as assemblies or educational supports in the area of bullying, an increase in extracurricular activities, such as soccer, basketball, poetry contest and educational opportunities for parents. Their suggestions were shared with the Site Council.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

With the return of students to in person learning classroom observations have increased, however they were more targeted to student behavior and social emotional well being. In 2023-24 they will focus more on vertical articulation and instruction.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All groups were showing academic improvements on the CAASPP in 2019 with the exception of our ELs. ELs showed a decrease in both ELA and Math. One suggestion is to provide additional after school resources for students so that the school day is extended and more academic and enrichment opportunities are made available. On the CA Dashboard, ELs show Medium progress, Low progress on ELA and Math and High on Chronic Absenteeism (based on 2022 scores)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Most groups made growth. Continue revamping the MTSS/RTI model to make sure that the most fragile students are being served by certificated teachers. We will leverage AVID and GLAD strategies to increase vertical articulation and support for EL student through and Designated ELD and Integrated Language Development in ELA/SLA.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are appropriately credentialed or qualified to work at Markham.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers hold valid California credentials and have been provided the professional development needed to deliver the curriculum adopted by the district or are in the process of being trained, in the case of new teachers or newly adopted curricula.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff is offered professional development in the areas of adopted curriculum, content area standards (including ELD standards) and other trainings as needed in the area of Social Emotional Learning, Project Based Learning, Classroom Management and Technology Development.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

VUSD employs district instructional coaches/experts in the areas of English Language Arts, Math and Science. Teachers can consult with the coaches and invite them to campus for model lessons, curriculum development and ongoing support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate on Wednesdays, the district provides an early release day. Teachers use this time to discuss students who are having academic concerns and to work on interventions as a team. They have access to support providers and administration during these meetings to provide input and additional supports.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Kindergarten- 6th grade has district and state adopted curriculum that is adhered to throughout the instructional day that are aligned to Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes for specific grades:

Kindergarten (extended day)- 240 minutes a day (4 days a week) and 195 minutes (1 day a week)

1st-3rd- 305 minutes a day (4 days a week) and 240 minutes (1 day a week)

4th-6th- 325 minutes a day (4 days a week) and 245 minutes (1 day a week)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule at Markham allows for targeted intervention time (RTI Tier 2) as well as UA (Universal Access) for all students based on their needs in the areas of reading and math. Students who are English Language Learners also have a designated/integrated 30 minutes of ELD class daily.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Adequate numbers of standards based instructional materials are available to all students at Hemlock Elementary. The Williams Act Visit within the first month of school ensures that we have an appropriate number of texts and materials for our students to access during their instructional day.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Vacaville Unified School District currently utilizes current approved and adopted curriculum for all content areas:

English Language Arts: McMillian-McGraw Hill (Treasures) for grades K-2, Benchmark Workshop for grades 3-5 and College Board (Springboard) for grade 6.

Math: Math in Focus in grade K, Houghton Mifflin Harcourt (GO Math) for grades 1-6

Science: Houghton Mifflin

Social Science: Houghton Mifflin

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We provide 30 to 45 min. targeted intervention groups for K-6th grade students in both ELA and/or Math daily.

Evidence-based educational practices to raise student achievement

School leverages AVID and GLAD, research based practices that promote higher achievement in Title 1 and EL students.

Core alignment with ELD standards

MTSS

Guided Reading and use of data backed intervention materials

Weekly PLC Collaboration

Caring Schools

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Spanish Speaking Parent Liaison in the front office who supports students and their families.

Re-engagement specialist who supports attendance at the district level

Family Resource Center through VVPD

PTO Meetings

ELAC Meetings

Site Council Meetings

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are important components of the academic program and school community at Markham.

Parents regularly volunteer in classes and participate in PTO . Parents actively participate in ELAC and SSC. Parents and community members attend our school community activities and participate in building a strong school community through activities like Trunk or Treat, Build-a-Mascot, Dance Parties, Dia del Nino, game nights, and Day of the Dead.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We employ intervention teachers and additional para-educator hours to increase both reading and math intervention availability to support more students. We also spend categorical monies on a mental health therapist who can support students in being emotionally available to learn.

Fiscal support (EPC)

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council at Markham Elementary met on 04/24/2023, 06/12/2023 to review the current SPSA and the effectiveness of the goals using the current data and student outcomes. Parent involvement includes discussions at Principal Coffee, discussions at the Coffee with the Principal on 08/21/2022 (Back to School, 9/30/2022, 10/28/2022, 11/18/2022, 1/27/2023, 3/31/2023 and 04/28/2023. English Learner Advisory Committee meetings held on 10/07/22, 12/02/22, 03/17/2023, and on 05/05/2023 . Additionally, in collaboration with the Site Council and parent group's questionnaires were given to prioritize what services/goals are a focus of Markham Elementary moving forward.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

n/a

Title 1 School Level Parent Involvement Policy and Home School Compact

Markham School-Parent Compact

The school distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of Title I, Part A students:

The school's responsibility to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).

The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).

The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).

Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).

Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).

Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

Markham offers a parent night once a year where we describe our programs and services.

We have a parent involvement policy that is distributed to parents on our website.

Parents are invited to come to a parent-teacher conference at least once a year.

Parents are invited to attend leadership assemblies and other school wide celebrations on a monthly basis.

Parents are always welcome to volunteer and provide support in classrooms.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement.

To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

Parents are provided information about grade level expectations and standards at parent teacher conferences in November.

Parents learn about classroom expectations and grade level curriculum at Back to School Night.

Parents who attend ELAC and Site Council meetings are collaborative partners in looking at data and finding ways to improve achievement for all of our learners.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

We distribute free books and ideas on how to read with children at home.

Weekly newsletters provide strategies to work with children on homework and developing healthy study habits.

Articles in home communication provide ideas for positive school connectedness. With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways? This is an essential part of what we do at Markham . We are consistently dedicated to partnering with our families for student progress and growth.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways? We have a Latino Literacy Project and are building a parent partnership group to expand our adult learning on campus.

Food distribution is offered to families on site twice a week. Partner with a local church and hospital to provide additional resources to families in need. The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways? Our school utilizes Parent Square to communicate with families. Each classroom teacher uses the program as well as other school wide communication that needs to be delivered. A weekly newsletter is sent out to provide information on Sunday evenings. The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways? All communication is sent home in multiple languages and can be translated as needed. We employ a parent liaison to support in person communication at the school site. ELAC meetings are done in Spanish and translated as necessary. This Compact was adopted by the Markham Elementary School on April 24, 2023, and will be in effect for the period of 2022-2025 (three year period). The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before: September 1, 2023.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.33%	0.34%	4	3	3
African American	7.1%	8.24%	8.73%	64	74	77
Asian	1.6%	2.56%	2.04%	14	23	18
Filipino	2.0%	2.00%	1.93%	18	18	17
Hispanic/Latino	68.9%	67.15%	67.46%	620	603	595
Pacific Islander	0.1%	%	0.23%	1		2
White	15.0%	14.03%	13.27%	135	126	117
Multiple/No Response	4.3%	5.01%	5.1%	39	45	45
Total Enrollment				900	898	882

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	173	154	163
Grade 1	120	136	126
Grade 2	127	118	123
Grade3	113	123	114
Grade 4	116	116	122
Grade 5	136	117	115
Grade 6	123	134	119
Total Enrollment	908	898	882

Conclusions based on this data:

1. Markham Elementary is the most diverse elementary school in Vacaville. Markham has a pretty steady enrollment that has not varied in the last few years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	316	317	298	35.10%	35.3%	33.8%
Fluent English Proficient (FEP)	130	116	107	14.40%	12.9%	12.1%
Reclassified Fluent English Proficient (RFEP)	8			2.5%		

Conclusions based on this data:

1. Markham has a steady population with about 30% of students classified as English Learners
2. Reclassification is low due to changes in the State designation for reclassification (Previously Level 3, now Level 4), although reclassification rate improved from 4% to 13%.
3. There is a need to improve overall language acquisition to support high reclassification rates. New ELD curriculum was implemented during the 2022-2023 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	113	122		0	120		0	120		0.0	98.4	
Grade 4	117	119		0	115		0	115		0.0	96.6	
Grade 5	136	121		0	92		0	92		0.0	76.0	
Grade 6	126	133		0	131		0	129		0.0	98.5	
All Grades	492	495		0	458		0	456		0.0	92.5	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2376.			14.17			15.00			21.67			49.17	
Grade 4		2424.			12.17			15.65			26.96			45.22	
Grade 5		2432.			7.61			17.39			19.57			55.43	
Grade 6		2500.			6.98			28.68			35.66			28.68	
All Grades	N/A	N/A	N/A		10.31			19.52			26.54			43.64	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.17			57.50			33.33	
Grade 4		9.65			60.53			29.82	
Grade 5		5.43			55.43			39.13	
Grade 6		12.40			56.59			31.01	
All Grades		9.45			57.58			32.97	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.24			49.58			41.18	
Grade 4		9.73			51.33			38.94	
Grade 5		6.67			41.11			52.22	
Grade 6		7.03			60.16			32.81	
All Grades		8.22			51.33			40.44	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			70.83			22.50	
Grade 4		7.96			69.03			23.01	
Grade 5		5.56			67.78			26.67	
Grade 6		8.53			82.17			9.30	
All Grades		7.30			73.01			19.69	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.83			61.67			32.50	
Grade 4		10.43			69.57			20.00	
Grade 5		9.89			53.85			36.26	
Grade 6		15.50			68.22			16.28	
All Grades		10.55			63.96			25.49	

Conclusions based on this data:

1. Writing is the area that a higher percent of 3-6 graders showed difficulty in.
2. This is the first data points from state test since after the pandemic.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	113	122		0	118		0	118		0.0	96.7	
Grade 4	117	119		0	116		0	116		0.0	97.5	
Grade 5	136	121		0	116		0	115		0.0	95.9	
Grade 6	126	133		0	130		0	127		0.0	97.7	
All Grades	492	495		0	480		0	476		0.0	97.0	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2396.			11.86			17.80			25.42			44.92	
Grade 4		2415.			6.03			10.34			37.07			46.55	
Grade 5		2428.			6.09			6.09			20.00			67.83	
Grade 6		2482.			9.45			11.81			33.07			45.67	
All Grades	N/A	N/A	N/A		8.40			11.55			28.99			51.05	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.41			40.68			44.92	
Grade 4		5.17			38.79			56.03	
Grade 5		4.35			30.43			65.22	
Grade 6		6.30			49.61			44.09	
All Grades		7.56			40.13			52.31	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.86			43.22			44.92	
Grade 4		5.17			50.86			43.97	
Grade 5		5.22			39.13			55.65	
Grade 6		7.09			50.39			42.52	
All Grades		7.35			46.01			46.64	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.41			57.63			27.97	
Grade 4		7.76			54.31			37.93	
Grade 5		5.22			45.22			49.57	
Grade 6		9.45			62.20			28.35	
All Grades		9.24			55.04			35.71	

Conclusions based on this data:

1. Like the rest of the state, 5th grade has shown the lower math academic scores.
2. Markham math scores overall have improved, however there is still significant gaps between the subgroups.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1410.4	1392.1		1426.0	1409.2		1373.7	1351.8		69	61	
1	1425.6	1396.9		1458.1	1434.7		1392.6	1358.5		39	54	
2	1460.7	1476.7		1463.7	1506.7		1457.3	1446.2		52	40	
3	1472.9	1484.4		1482.9	1485.7		1462.6	1482.5		40	48	
4	1500.6	1512.7		1510.4	1516.4		1490.5	1508.7		48	45	
5	1514.1	1529.2		1520.8	1536.6		1507.0	1521.4		29	43	
6	1504.0	1534.9		1490.0	1536.4		1517.4	1532.9		38	28	
All Grades										315	319	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.59	0.00		33.33	37.70		34.78	36.07		20.29	26.23		69	61	
1	0.00	3.70		38.46	12.96		43.59	25.93		17.95	57.41		39	54	
2	3.85	15.00		32.69	37.50		46.15	27.50		17.31	20.00		52	40	
3	0.00	12.50		27.50	35.42		57.50	35.42		15.00	16.67		40	48	
4	8.33	22.22		37.50	51.11		47.92	17.78		6.25	8.89		48	45	
5	10.34	25.58		48.28	41.86		37.93	25.58		3.45	6.98		29	43	
6	2.63	21.43		28.95	57.14		52.63	14.29		15.79	7.14		38	28	
All Grades	5.71	12.85		34.60	37.30		45.08	27.27		14.60	22.57		315	319	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.94	16.39		49.28	31.15		17.39	29.51		17.39	22.95		69	61	
1	25.64	20.37		46.15	33.33		17.95	22.22		10.26	24.07		39	54	
2	15.38	45.00		28.85	40.00		46.15	12.50		9.62	2.50		52	40	
3	17.50	20.83		62.50	47.92		15.00	18.75		5.00	12.50		40	48	
4	35.42	44.44		39.58	42.22		25.00	4.44		0.00	8.89		48	45	
5	41.38	48.84		48.28	44.19		6.90	2.33		3.45	4.65		29	43	
6	7.89	60.71		47.37	28.57		28.95	3.57		15.79	7.14		38	28	
All Grades	21.59	33.54		45.40	38.24		23.49	15.05		9.52	13.17		315	319	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.14	0.00		4.35	13.11		57.97	49.18		27.54	37.70		69	61	
1	0.00	1.85		17.95	9.26		30.77	9.26		51.28	79.63		39	54	
2	5.77	5.00		23.08	37.50		42.31	5.00		28.85	52.50		52	40	
3	0.00	6.25		5.00	14.58		52.50	47.92		42.50	31.25		40	48	
4	0.00	4.44		14.58	42.22		45.83	26.67		39.58	26.67		48	45	
5	3.45	11.63		6.90	13.95		51.72	55.81		37.93	18.60		29	43	
6	2.63	7.14		13.16	28.57		63.16	42.86		21.05	21.43		38	28	
All Grades	3.81	4.70		12.06	21.32		49.52	33.86		34.60	40.13		315	319	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.29	24.59		63.77	55.74		15.94	19.67		69	61	
1	35.90	27.78		61.54	51.85		2.56	20.37		39	54	
2	23.08	40.00		69.23	55.00		7.69	5.00		52	40	
3	12.50	22.92		75.00	70.83		12.50	6.25		40	48	
4	31.25	48.89		60.42	46.67		8.33	4.44		48	45	
5	17.24	23.26		62.07	65.12		20.69	11.63		29	43	
6	2.63	10.71		81.58	85.71		15.79	3.57		38	28	
All Grades	20.95	28.84		67.30	59.87		11.75	11.29		315	319	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.09	16.39		56.52	55.74		17.39	27.87		69	61	
1	15.38	12.96		69.23	53.70		15.38	33.33		39	54	
2	11.54	40.00		78.85	60.00		9.62	0.00		52	40	
3	50.00	47.92		45.00	37.50		5.00	14.58		40	48	
4	54.17	57.78		41.67	31.11		4.17	11.11		48	45	
5	82.76	86.05		13.79	9.30		3.45	4.65		29	43	
6	28.95	82.14		55.26	10.71		15.79	7.14		38	28	
All Grades	35.24	44.51		53.97	39.50		10.79	15.99		315	319	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.25	1.64		71.01	70.49		21.74	27.87		69	61	
1	5.13	5.56		43.59	18.52		51.28	75.93		39	54	
2	17.31	12.50		53.85	37.50		28.85	50.00		52	40	
3	0.00	2.08		42.50	47.92		57.50	50.00		40	48	
4	0.00	0.00		45.83	68.89		54.17	31.11		48	45	
5	6.90	13.95		62.07	58.14		31.03	27.91		29	43	
6	0.00	7.14		34.21	53.57		65.79	39.29		38	28	
All Grades	5.71	5.64		52.06	50.78		42.22	43.57		315	319	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.04	3.28		28.99	49.18		57.97	47.54		69	61	
1	0.00	1.85		51.28	27.78		48.72	70.37		39	54	
2	5.77	10.00		55.77	65.00		38.46	25.00		52	40	
3	0.00	10.42		72.50	81.25		27.50	8.33		40	48	
4	0.00	20.00		75.00	60.00		25.00	20.00		48	45	
5	0.00	6.98		72.41	79.07		27.59	13.95		29	43	
6	5.26	25.00		89.47	64.29		5.26	10.71		38	28	
All Grades	4.44	9.72		60.00	59.25		35.56	31.03		315	319	

Conclusions based on this data:

1. Majority of students are at levels 2-3
2. Student improvement in ELD has been adversely impacted by the pandemic.
3. This year, there was significant growth from lower to higher levels as well as in the reclassification rate.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
898	64.6	35.3	0.4
Total Number of Students enrolled in Markham Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	317	35.3
Foster Youth	4	0.4
Homeless	12	1.3
Socioeconomically Disadvantaged	580	64.6
Students with Disabilities	83	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	74	8.2
American Indian	3	0.3
Asian	23	2.6
Filipino	18	2.0
Hispanic	603	67.1
Two or More Races	45	5.0
Pacific Islander		
White	126	14.0

Conclusions based on this data:

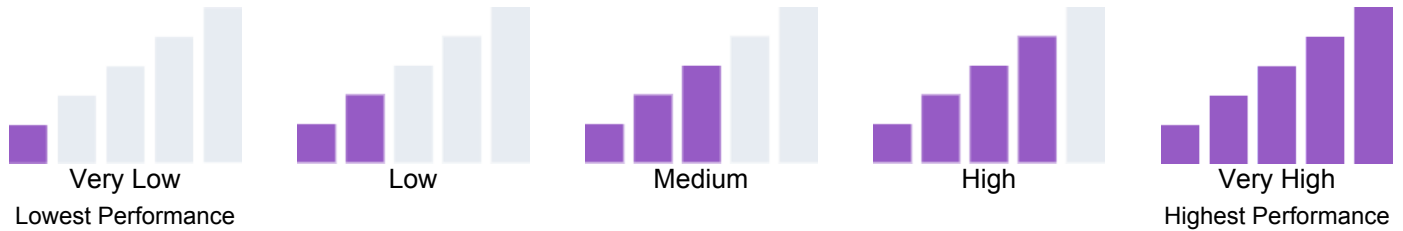
1. Markham is a diverse community of learners
2. Markham consistently has between 30-35% ELs
3. Percentage of Latino parents is about 70%

School and Student Performance Data

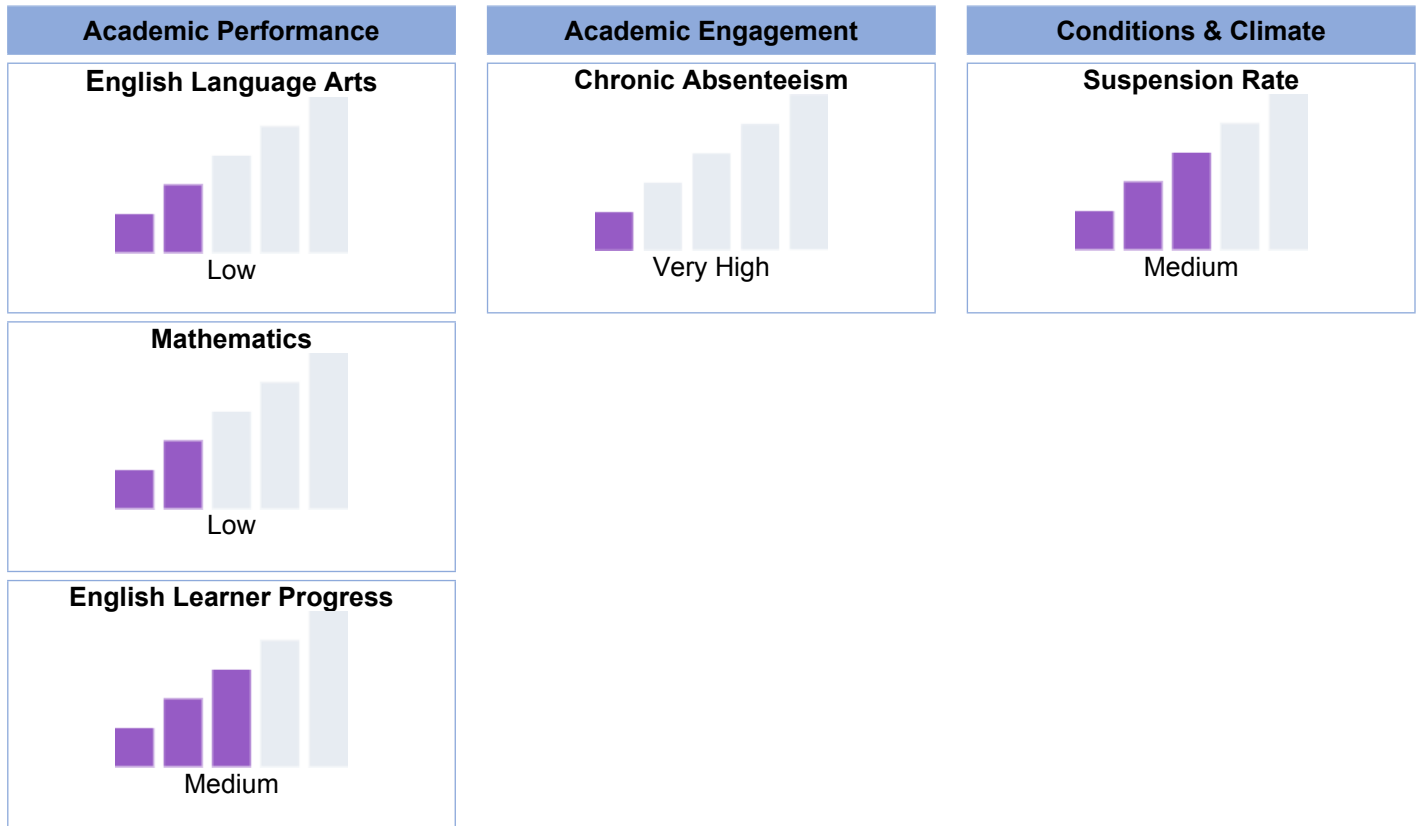
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

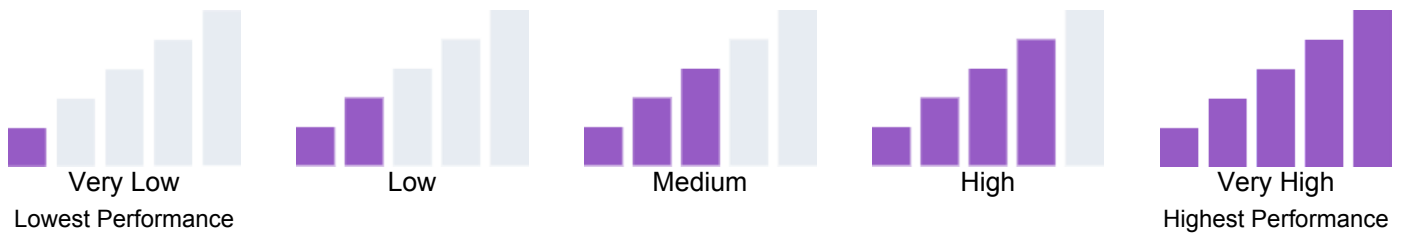
- No data comparison could be given due to these scores being the first since after the pandemic.
- Baseline scores showed areas of growth in ELAA, Math and Chronic Absenteeism as being the areas to focus on.

School and Student Performance Data

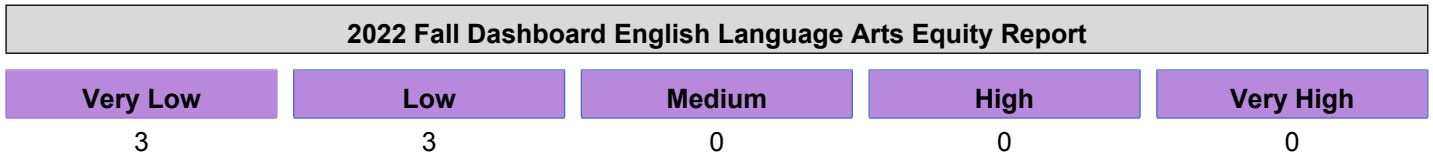
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

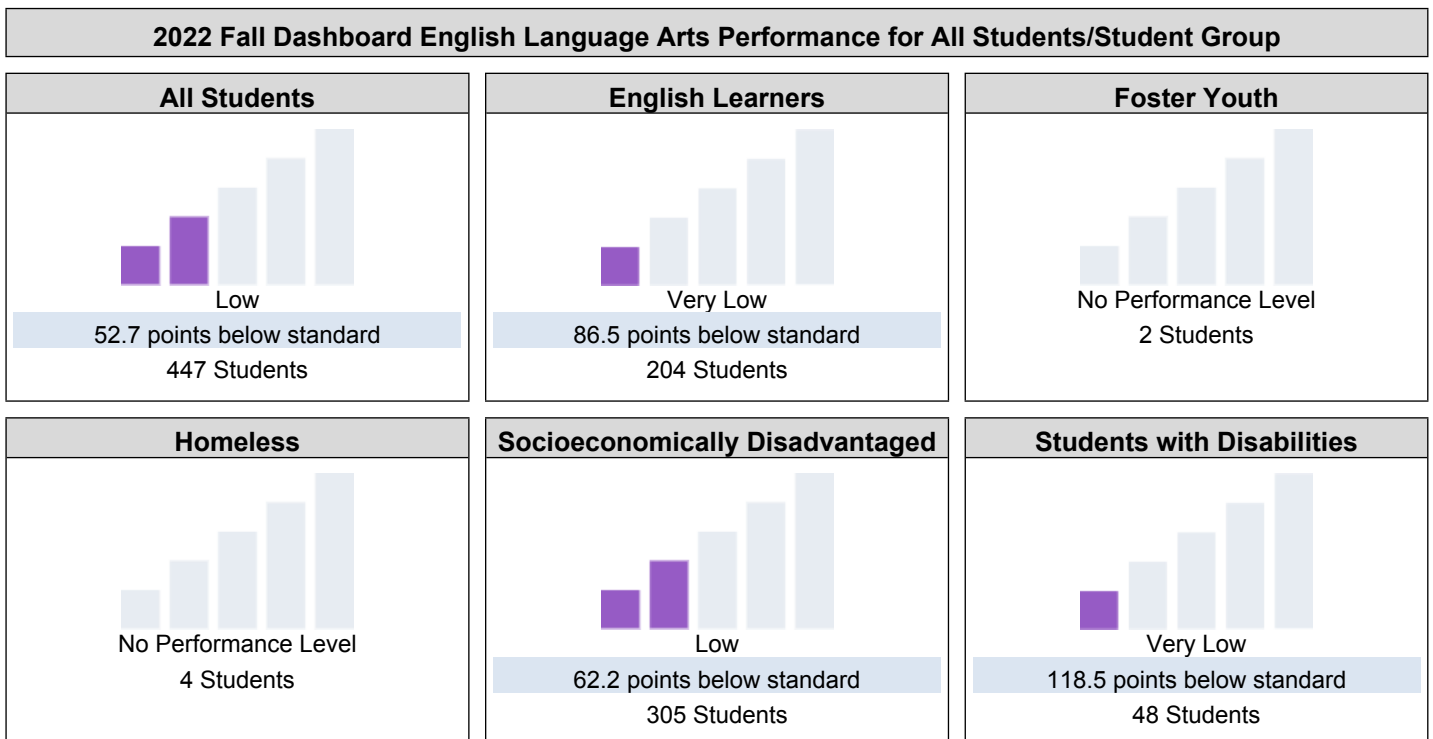
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



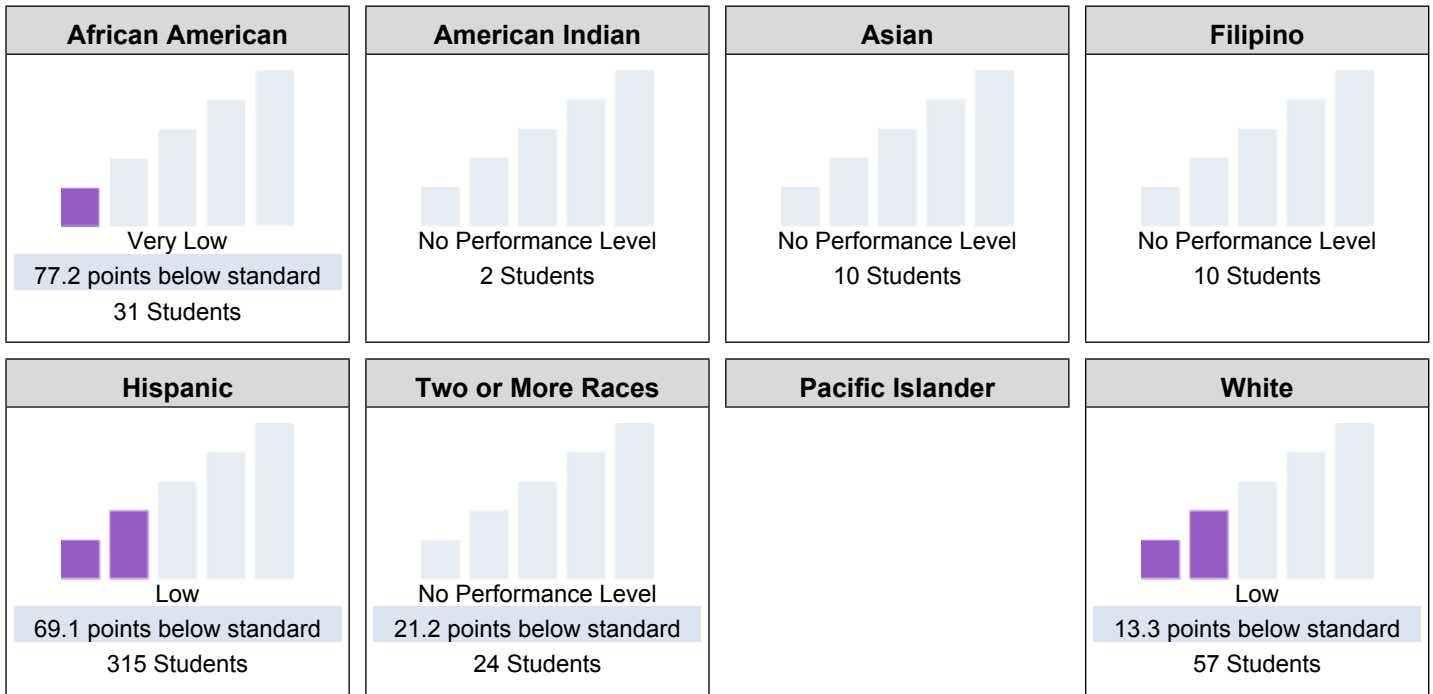
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.1 points below standard 149 Students	26.9 points below standard 56 Students	26.4 points below standard 208 Students

Conclusions based on this data:

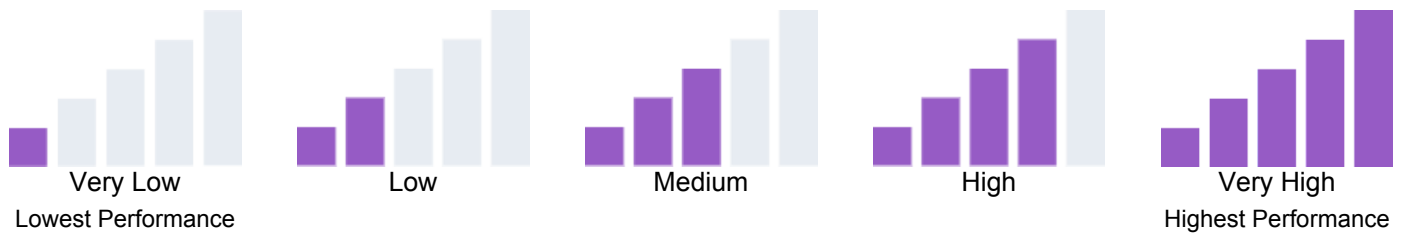
1. Suspension rate has increased over the last few years.

School and Student Performance Data

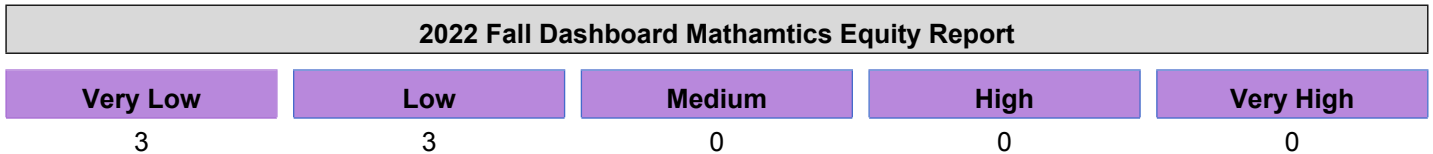
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

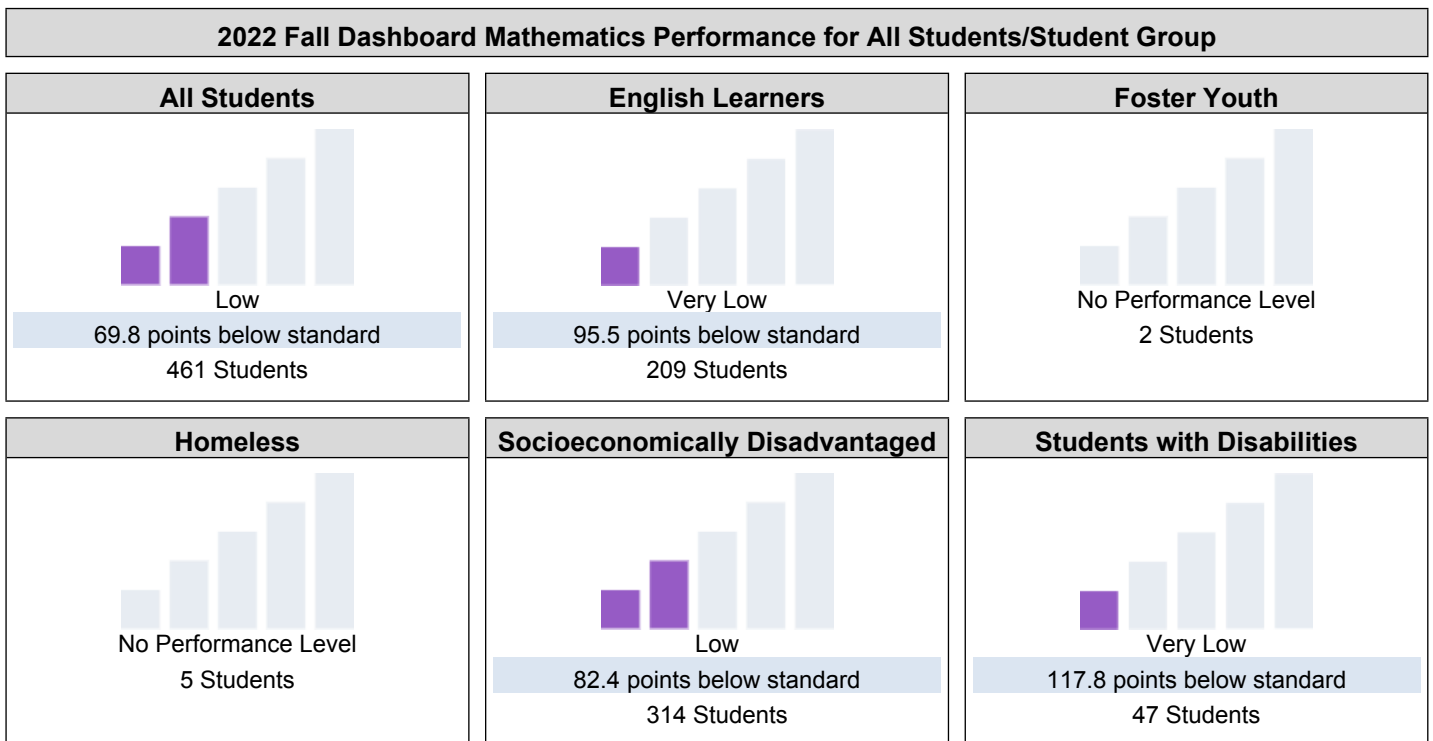
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



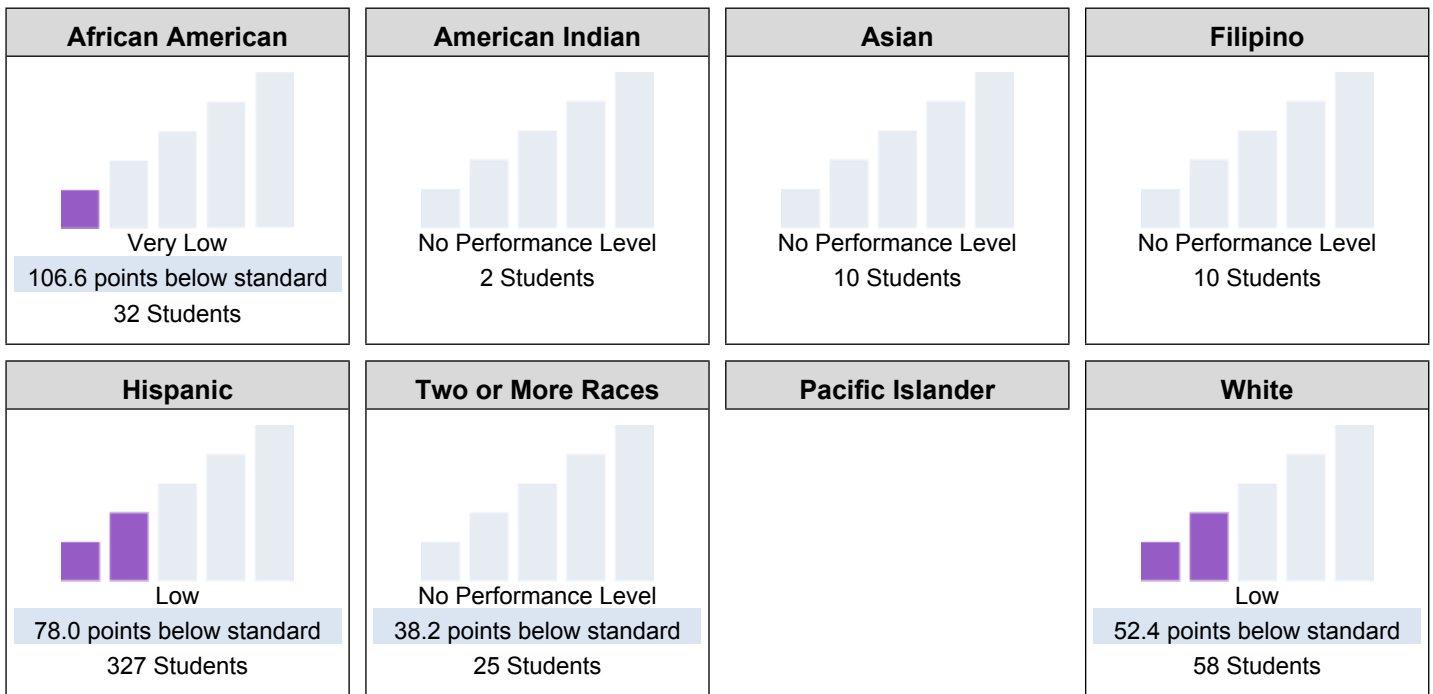
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>112.9 points below standard 151 Students</p>	<p>50.1 points below standard 58 Students</p>	<p>52.8 points below standard 215 Students</p>

Conclusions based on this data:

1. Markham is very diverse school with the African American population increasing.
2. The ELL students at Markham are about 30 points lower than the rest of the students academically.

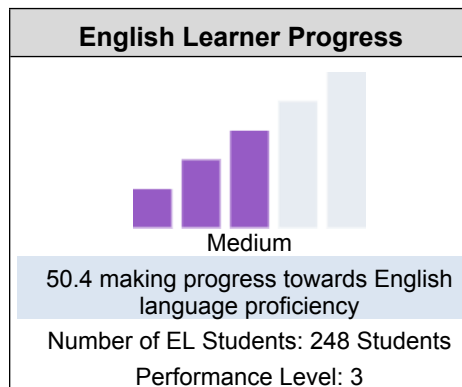
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.6%	29.0%	0.0%	50.4%

Conclusions based on this data:

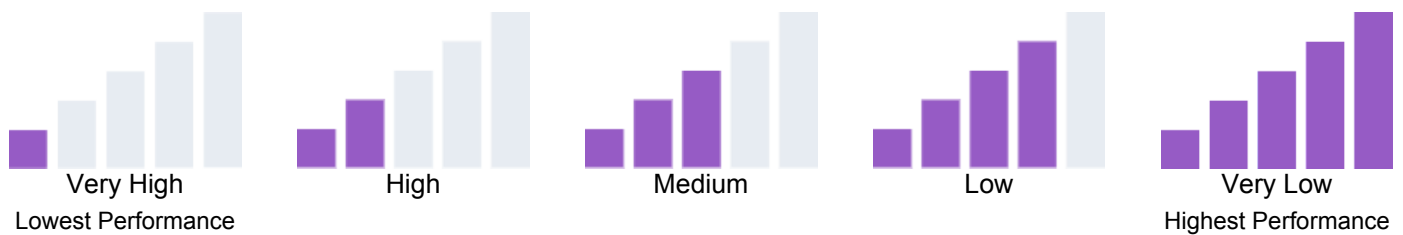
1. More than half of the ELLs increased at least one ELPI level.

School and Student Performance Data

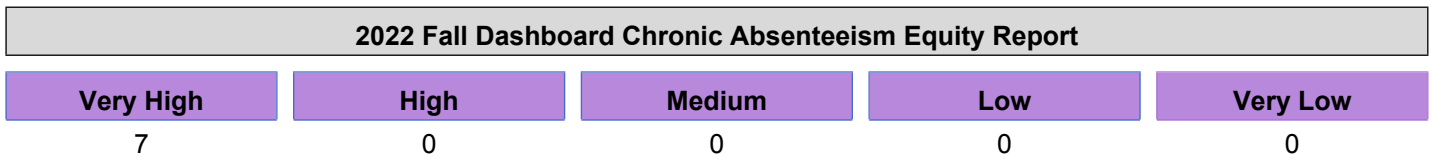
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

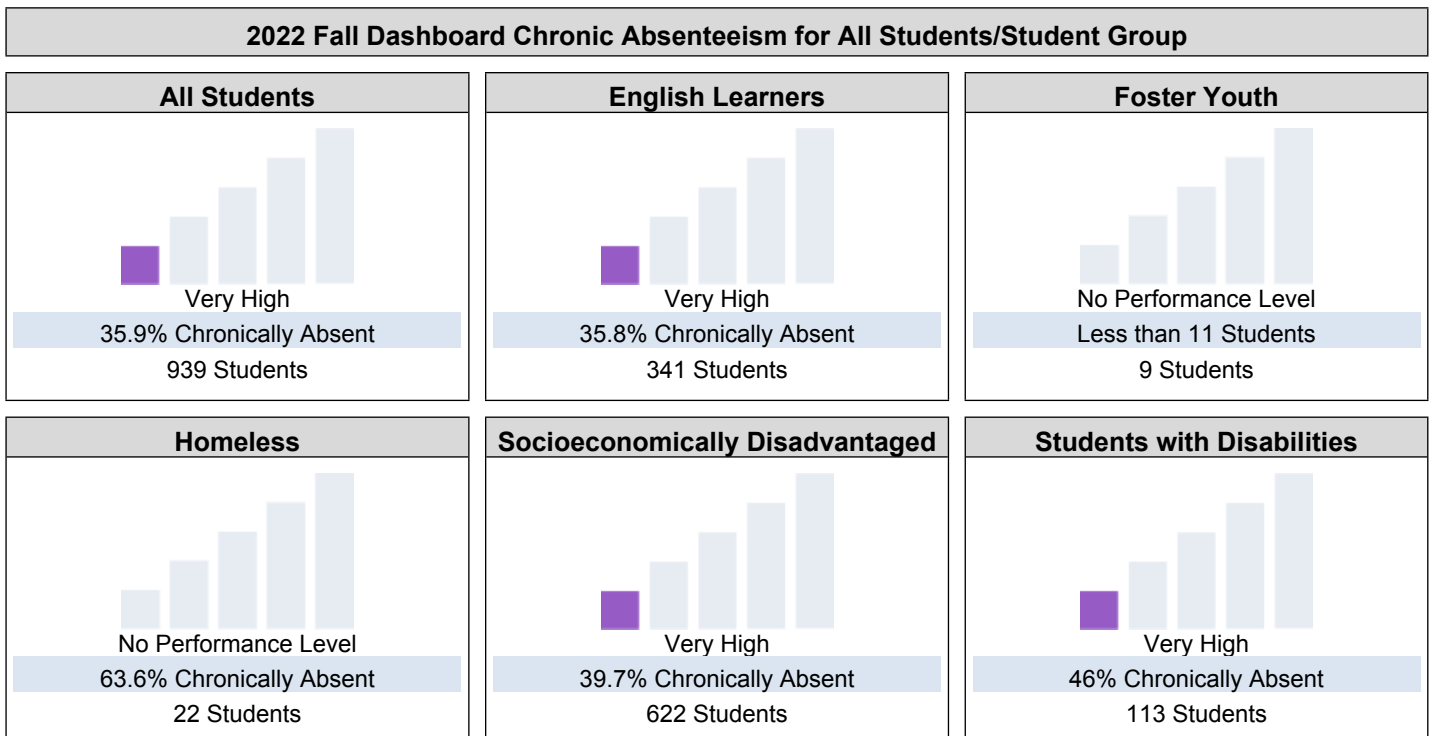
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



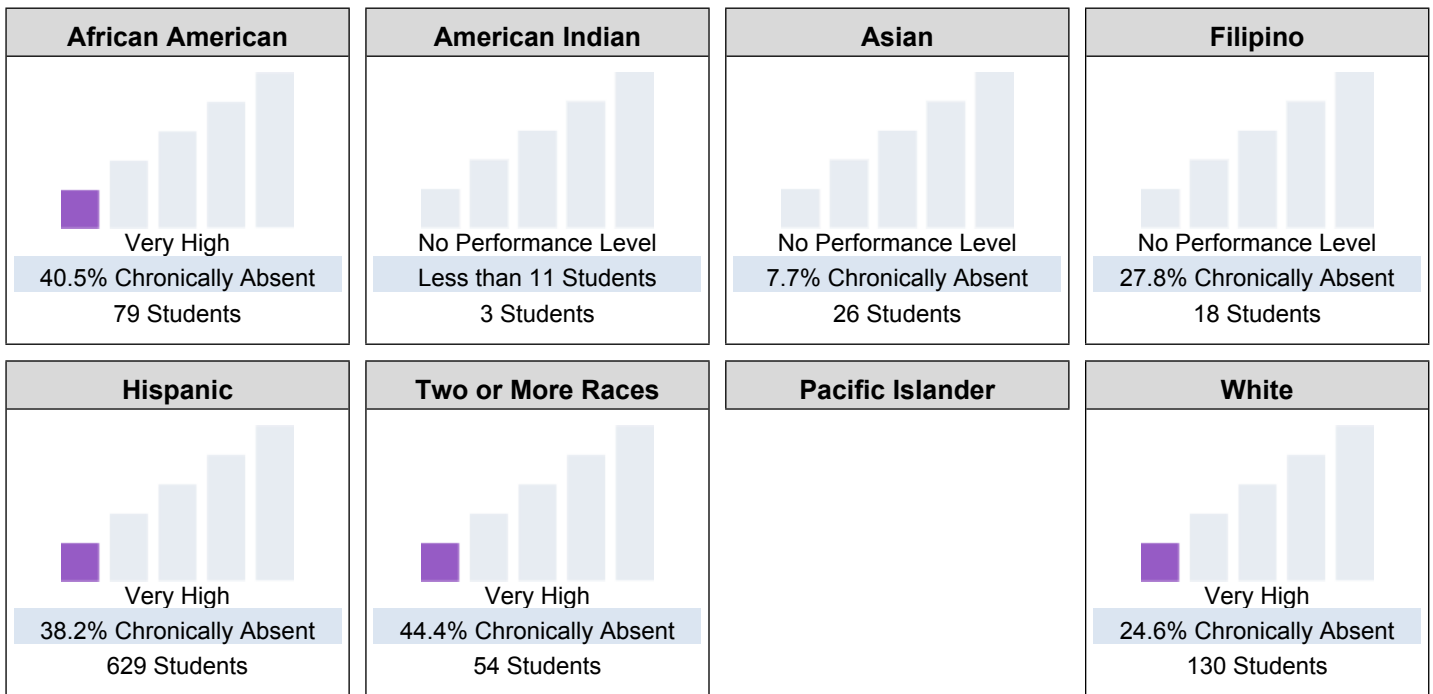
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

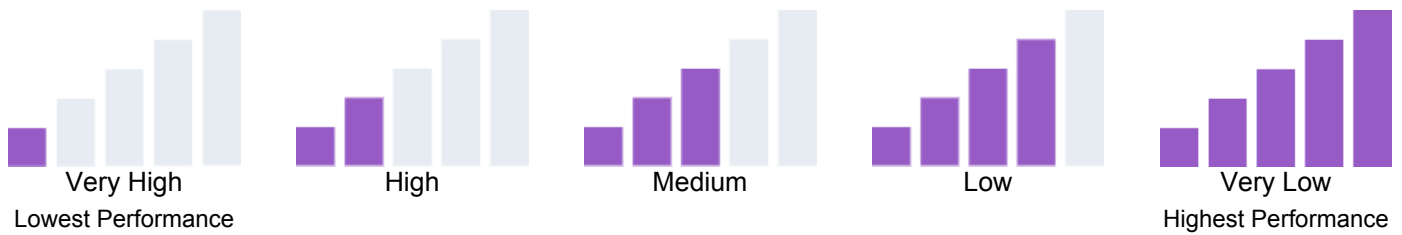
1. Chronically Absent student is high for ALL students, but even higher for Socioeconomically Disadvantaged and Homeless students.

School and Student Performance Data

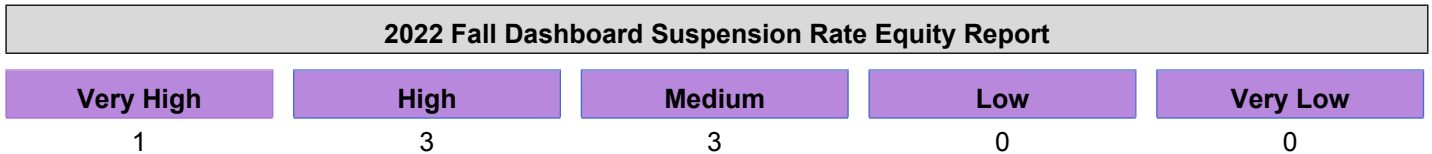
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

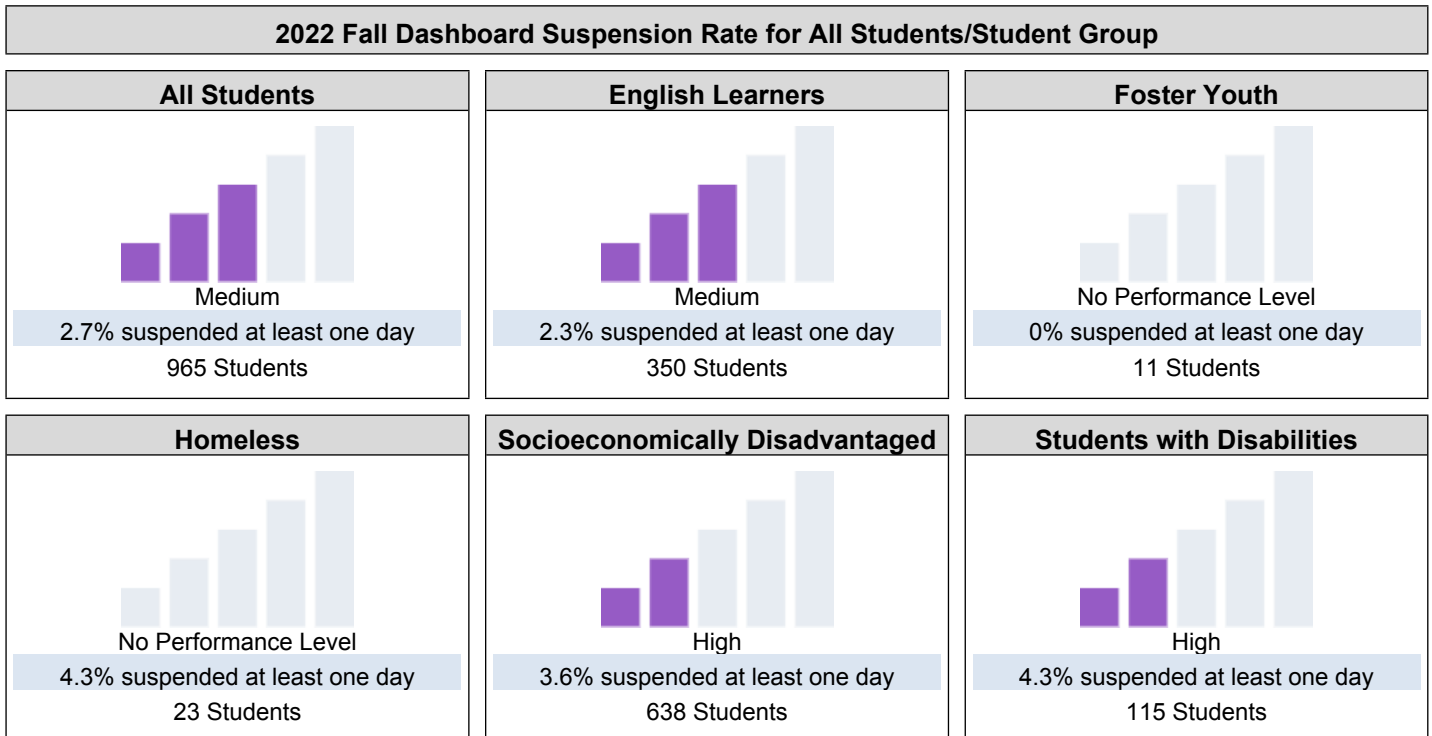
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



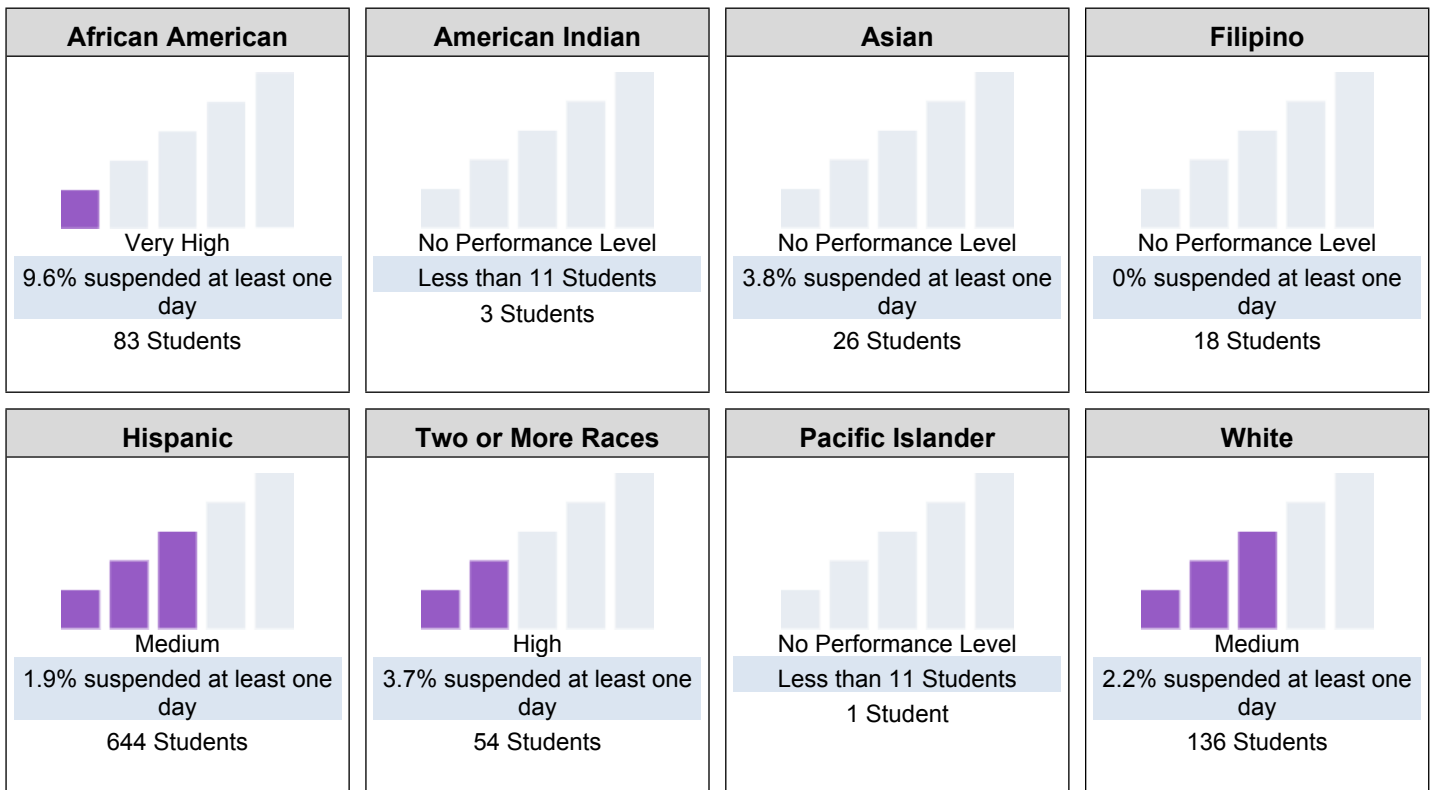
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Although there was an increase in the suspension rate from 2018 to 2019, a 1.3% for a school of over 900 students is well within average.
2. Suspension rates increased across all subgroups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academics - Language Arts (ELA/SLA)

LEA/LCAP Goal

Provide high quality classroom instruction and curricula that promote college and career readiness with academic interventions in place to eliminate barriers to student success. (Goal 1 and 2)

Goal 1

Markham is focused closing the achievement gap in Language Arts (ELA/SLA) through increased vertical articulation across grade levels and strategically designed intervention.

Identified Need

Based on current STAR Reading and DRA data, Edwin Markham Elementary School is underperforming in Math and English Language Arts. Teachers need additional supports, materials and professional development in addressing the varying levels of need in the classroom. Employ additional intervention certificated teachers and intervention classified para educators, that serve every grade level who will support students in small intervention groups that are not at grade level for reading and math. Groups are revisited and revised every six weeks based on student need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading 2nd-6th	93% made adequate annual growth on STAR	10% increase in distance from standard
DRA (English) TK-2	Percent at Benchmark level K 225% 1st 60% 2nd 70%	10% increase at all levels
DRA (Spanish)	Percent at Benchmark level K 58% 1st 52% 2nd 62%	10% increase at all levels

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Data Talks – Teachers and admin team will meet to discuss student academic progress and develop targeted interventions. Hold data talk meetings as well as academic conferences to discuss students who are at risk in the areas of academics, behavior and/or attendance. Allocated expense is for substitutes needed to cover the classroom teachers who need to attend the meetings regarding at risk students in their class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Title I

Data Talks

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Para Educators (full and part-time) to support small group instruction and tier two reading intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

84,000

Source(s)

Title I

Para Educators (Salary and Benefits included)
Encumbered cost in Goal 3

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intervention Teachers will teach targeted interventions in small groups. Intervention teachers focus on tier two reading intervention in both English and Spanish. (2 staff at 0.50 FTE)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100,000	Title I Intervention Teachers (includes benefits)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Books, supplies and equipment to supplement our adopted district curriculum with various materials that support our Language Learners (ELA and SLA). These supports will include materials, books and software programs that support individualized learning and small group instruction. Additional teacher hours to support training/implementation especially for new teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I Supplemental Resources
0	Title I Additional teacher hours

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal 1: No academic scores are provided on the California School Dashboard for the 2021 school year due to state testing being cancelled. The state test for the 2022 school year are: Low in ELA, and Low in Math. On local assessment measures (STAR) 73% of students improved **

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The academic goal focuses to address both proficiency in Math and ELA for the student population. 102 students in the REACCCH program were served under teh RTI Tier 2 interventions groups (13 total groups) and 98 SPICE students for a total ofr 12 RTI Tier 2 intervention groups were served.

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.

We added technology based supports for individualized reinforcement and to assist teachers in structuring small group instruction. New ELD curriculum was implemented and built in to the master schedule.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Increased school engagement

LEA/LCAP Goal

Safe and welcoming school climate (Goal 3)

Goal 2

Addressing the need for a continuous improved school climate with comprehensive supports for the safety and well-being of our learners. Markham will continue to utilize PBIS, MTSS, and Mental Health Clinician to support our climate.

Identified Need

Based on our California Healthy Kids data, site referrals for discipline, interventions, and mental health support there is a need to continue to build and foster and positive school culture. Support the need for SEL- Mental Health Therapist
Bilingual Parent Liaison increases home/school connection, improves communication with all parents and families

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Climate Survey Data (we are utilizing survey results from the 20-21 school year)	71% of students responded that they feel connected to school 81% of students responded that they feel safe at school. 22% of students responded that they are bored at school.	Increase engagement all three measures by 10%
We have a growing number of students who require social emotional support based on trauma and other life situations. We can provide tier 2 and tier 3 support for students to be able to access their education with the continued support of a Mental Health Clinician.	Currently there is a caseload of 454 students being seen in either individual or group therapy sessions by our mental health therapist. We have an additional 22 students being seen once a week by our Youth Services counselor that we have once a week with a partnership with Vacaville Police Department.	Increased student readiness to learn by being provided skills and methods to be socially and emotionally prepared to work through traumatic situations and and demonstrate readiness to return to class with skills to cope and self-regulate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Mental Health Therapist (1.0 FTE) attends SST/IEP meetings when necessary, teaches mindfulness classes, conducts various emotional and social intervention groups, counsels students one on one, and teaches parenting classes on supporting the social emotional needs of their students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

65,000

Source(s)

Title I

Mental Health Therapist (includes benefits)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Training and support for all staff in positive behavior intervention and trauma informed practices. Allocation is for sub release time, and materials/supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Dean of Learning Support will focus on building a school wide positive climate in which all students participate in PBIS tier one activities. Approximately 12% in our tier two and 5% in tier three opportunities. Continue PBIS school-wide programs including: PAWS of Pride, Check In Check Out and school-wide celebrations for meeting goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7,000

Source(s)

Title I

PAW Shop, Student Incentives & Awards assemblies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and parents

Strategy/Activity

Bilingual Parent Liaison. The BPL works with bilingual parents on helping them access the various programs at school. She translates for the parents as needed and will continue to work with community agencies in providing (shoes, clothing, food and other needs).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

71,000

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

GLAD strategies was presented at staff meetings and in classroom demonstrations focusing on behavior expectations. There was a school Rodeo, assemblies as well as classroom PBIS Walkthroughs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We changed goal two to represent more of the needs the school has in regards to culture, attendance and SEL needs. Mental Health Therapist (1.0 FTE) teaches mindfulness classes for grade level groups supporting the social emotional needs of all students. There were more than 40 referrals made for outside services.

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.

We adjusted our Data Talks to include behavioral and attendance concerns as well as a focus on ELD and the EL population. . This allowed us to focus on multi-layers systems of support with our highest need students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ELD

LEA/LCAP Goal

Transcending barriers to academic success (Goal 2)

Goal 3

Addressing the need for closing the achievement gap for our English learners by increasing the rate of reclassification.

Identified Need

30% of Markham Students are designated as English Learners.

Current data shows small numbers of ELs are being reclassified. Teachers need curriculum and support to improve student outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reclassification Rates	Reclassification Rates: 2019-2020 18 REP 24% (local criteria) 2020-2021 8 REP 2.6% 2021-2022 14 RFEP 4% 2022-2023 34 RFEP 13%	For the upcoming year, the goal is to have 20% of all English Language Learners reclassified students identified as RFEP (Reclassified Fluent English Proficient).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Teachers will engage in job embedded professional learning focusing on AVID and GLAD Strategies in Designated and Integrated ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I

Staff time for planning with ELD Coach (additional paid hours) Unit development, materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Students will receive Designated ELD instruction for no less that 30 minutes per day focusing on part II of the ELD standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Title I

(Previously allocated) Staff time for planning with ELD Coach (additional paid hours) Unit development, materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I

Money was already encumbered in goal 1 and 2

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year more than 13% of the ELL students were reclassified, this was an increase of 9% over the previous year (34 total students).

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

School closures and re-opening, distance learning, and difficulty hiring enough staff when we returned to in-person learning. It was the first year of implementing a new ELD curriculum schoolwide.

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.

This goal has been updated from previous years to reset the reclassification data. Data from the past 3 years has fluctuated extensively due to the pandemic. This year, the data showed a trend in growth and a positive direction.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Well Rounded Education

LEA/LCAP Goal

College and Career Ready Upon Graduation (Goal 1)

Goal 4

Increase student engagement through Science Technology, Engineering, ARTS, and Math (STEAM) and cultural enrichment opportunities

Identified Need

In an ELAC needs assessment parents express a desire to increase enrichment in STEAM. In addition, 22% of students responded that they are bored at school. Additional enrichment will foster curiosity and innovation in our at promise learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After School Clubs, during school activities or clubs, tutoring, guest speakers or assemblies. Stipend for a staff member to facilitate this strategy

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000

Source(s)

Title I

Additional teacher hours or stipend, contracts for guest speakers or assemblies.

0	Title I Materials and supplies associated with activities
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Coordination of Cultural and Language Enrichment
Stipend for a staff member to facilitate this strategy

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I Additional teacher hours or stipend
0	Title I Materials and supplies associated with activities

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

**New goal

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	337,000.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	None Specified	0.00
	Title I	337,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	185,000.00
Goal 2	143,000.00
Goal 3	2,000.00
Goal 4	7,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Jose Bermudez School Principal

Simone Mooreust Classroom Teachers

Trisha Dykstra Other School Staff

Anu Johl Parent or Community Members

Name of Members	Role
Simone Martin	Classroom Teacher
Anu Johl	Parent or Community Member
Alina Wollford	Parent or Community Member
Rachel Crawford	Parent or Community Member
Claudia Ibarra	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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 (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 06/12/2023.

Attested:



Principal, Jose Bermudez on 06/14/2023



SSC Chairperson, Anu Johl on 06/14/2023