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Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Elmhurst United Middle 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School

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

2022-2023 School Plan for Student Achievement (SPSA)

School: Elmhurst United Middle School
CDS Code: 1612590112789
Principal: Kilian Betlach
Date of this revision: 4/28/20

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: Kilian Betlach

Position: Principal

Address: 1800 98th Avenue
Oakland, CA 94603

Telephone: 510-639-2888

Email: kilian.betlach@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/28/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Elmhurst United Middle School **Site Number:** 229

- | | | |
|---|---|--|
| <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 | <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"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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:

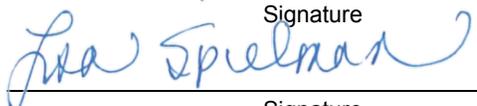
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/28/2022

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

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

Signatures:

Kilian Betlach <hr/> <i>Principal</i>	<i>Kilian Betlach</i> <hr/> Signature	<hr/> 4/28/2022 <hr/> Date
Linda Grant <hr/> <i>SSC Chairperson</i>	<i>Linda Grant</i> <hr/> Signature	<hr/> 4/28/2022 <hr/> Date
Clifford Hong <hr/> <i>Network Superintendent</i>	<i>Clifford Hong</i> <hr/> Signature	<hr/> 5/12/22 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	 <hr/> Signature	<hr/> 5/27/2022 <hr/> Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Elmhurst United Middle School

Site Number: 229

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/11/0122	ILT	Discuss instructional priorities
1/19/22	Senior Leadership Team	Review school-wide practices and priorities
ongoing	staff	Surveys and feedback and specific elements.

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$292,330.00
Total Federal Funds Provided to the School from the LEA for CSI	\$219,900.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,751,128.42

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$267,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$56,175.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$7,130.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$572,265.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$17,825.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,581.42	TBD
Comprehensive Support and Improvement (CSI #3182)	\$219,900.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$385,877.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$512,230.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,238,898.42	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,751,128.42
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Elmhurst United Middle School

School ID: 229

School Description

Elmhurst United is a triumphant middle school serving grades 6-8 in the East Oakland community.

School Mission and Vision

Committed to building upon the assets of the East Oakland community in order to break structural systems of oppression, Elmhurst United Middle School seeks to build a tight-knit and talented staff who work to arm young people with knowledge of self and community, academic mindset, relationship skills, and effective communication so that students build agency toward a positive life trajectory, life-long learning, and successful membership in their community. No Matter What.

1B: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-90.8	n/a	<i>not available until Fall 2022</i>	-88
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	28%	<i>not available until Fall 2022</i>	30%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-134.9	n/a	<i>not available until Fall 2022</i>	-130
CAST (Science) at or above Standard	All Students	4%	n/a	<i>not available until Fall 2022</i>	5%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-148	n/a	<i>not available until Fall 2022</i>	-145.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-92.6	n/a	<i>not available until Fall 2022</i>	-85.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	57%	<i>not available until Fall 2022</i>	50%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-197.2	n/a	<i>not available until Fall 2022</i>	-175.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-151.1	n/a	<i>not available until Fall 2022</i>	-140.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	6%	1%	<i>not available until Fall 2022</i>	8%
LTEL Reclassification	Long-Term English Learners	7%	1%	<i>not available until Fall 2022</i>	10%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	58%	66%	<i>not available until Fall 2022</i>	70%
Out-of-School Suspensions	All Students	6%	n/a	<i>not available until Fall 2022</i>	5%
Out-of-School Suspensions	African American Students	10%	n/a	<i>not available until Fall 2022</i>	8%
Out-of-School Suspensions	Special Education Students	15%	n/a	<i>not available until Fall 2022</i>	10%
Chronic Absenteeism	All Students	17%	21%	<i>not available until Fall 2022</i>	15%
Chronic Absenteeism	African American Students	27%	34%	<i>not available until Fall 2022</i>	30%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	School-wide structures to support vertical alignment and common practice	Leadership focus on alignment and ongoing professional development.
<i>LCAP Goal 2: Focal Student Supports</i>	Eagle Eye classes for academic intervention, extensive D-ELD, tier-II and tier-III socioemotional support.	Core school values around restorative justice and transformational relationships.
<i>LCAP Goal 3: Student/Family Supports</i>	We run a community school with a Family Resource Center, clinic, and wide array of services.	Underlying commitment to locating community services at schools.
<i>LCAP Goal 4: Staff Supports</i>	All teachers receive coaching and extensive informational observation.	You have to build a high-functioning staff; it is impossible to hire one right out of the gate.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	60% of 6th grades enter more than three years behind in reading and if there were accurate math data, it would likely be worse. This undermines the effectiveness of our instructional core and makes teaching to rigor extremely challenging.	Our district chased grant dollars and engaged in non-scientific reading practices for a generation and now we're reaping that which we sowed.
<i>LCAP Goal 2: Focal Student Supports</i>	Elmhurst serves a community where all of the traumas of toxic capitalism and a racist society gather and multiply upon themselves. The needs our students present with outstrip our capacity to serve.	California has never funded education sufficiently, and these challenges have been exasperated by recent budgeting decisions to remove concentration funding from schools like ours.
<i>LCAP Goal 3: Student/Family Supports</i>	Similar to the above, families have greater needs that we can support.	Racism; poverty; gentrification; toxic capitalism; the American ideal of rugged individualism.

LCAP Goal 4: Staff Supports	Teaching in a East Oakland middle school is really hard.	It's a challenge to retain teachers when pay is low, rent is high, and regard--nationally--for the work is at a low ebb.
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1D: IDENTIFIED NEED

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

Our students continue to lack equitable access to funding. There is a cascade effect that is impacted by a variety of factors that cut across local, state, and national trends. California is in the bottom of per capita state spending on education. Our District combines some of the lowest teacher compensation with some of the highest housing and living costs. Our student need population is concentrated -- 97% LCFF and 95% Title I -- that existing funding models and mechanisms can only scratch the surface of need compounded upon need. Middle schools tend to disproportionately employ novice teachers, which requires our school to expend additional resources to provide coaching and support services to teachers and their students. These impacts are all difficult to mitigate given existing funding, but a beginning place is to ensure that sites are able to spend money with as few limitations as possible. Particularly sites like Elmhurst, where nearly the entire school is a focal population, it is basically impossible to identify a staff member, program, or expenditure that doesn't impact those important student groups.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Elmhurst United Middle School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We are implementing our plans fully.

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

We continue to see success in all aspects.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

None.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
1.0 11/12 TSA Turner, Anthony	SBAC Math Distance from Standard Met	Lead the math department; coach teachers; align instructional priorities; analyze data	Site-based coaching is great and supports a stable math program.	Continue
licenses	College/Career Readiness	Purchase Canvas LMS, Freckle, and other online tools	Providing student access to work online builds on some of the skills developed during DL	Continue
extended contracts	College/Career Readiness	Teachers work in grade level and department PLCs to build common practice and grow in their profession.	Highly effective strategy to support teacher development and school-wide alignmetn.	Continue
Parent English classes	Student Connectedness to School	Support families in building English proficiency.	This is the #1 support service requested by families. When families gain English proficiency they are able to better support their children in staying connected to school.	Continue

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Elmhurst United Middle School

School ID: 229

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:

Establish and implement systems and structures across academic settings that build a culture of safety, rigor and inclusivity for all student groups

School Theory of Change:

If we ground our school practices in both instructional and restorative discipline frameworks, teachers and support staff will have the knowledge, toolkits, and skill sets to arm our students with a sense of community and self-knowledge, an academic mindset, strong relationship skills, and effective communication so that students build agency toward a positive life trajectory, lifelong learning, and successful membership in their community.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	School leaders will explicitly name Personalized Learning as the spotlighted school-wide instructional focus and provide professional learning, coaching and other individualized supports to grow teachers' efficacy and ability to incorporate these strategies into instruction.	Increased RI scores, teachers reaching SMARTE Goal, and increased SBAC scores	All Staff	
1-2	Teachers will build on their learning from past two years to continue implementing culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	School leaders will continue to build on Culturally Sustaining Pedagogy as one of the school-wide instructional focus and provide professional learning, coaching, and other individualized supports to grow teachers' efficacy and ability to incorporate these strategies into their instruction	Consistent coaching and professional learning opportunities that grow their capacity to implement CSP practices	All Staff	

1-3	Teachers will incorporate multiple reads, academic discussion, and evidence-based writing strategies to increase Academic Language Acquisition.	School leaders will continue to build on Academic Language Acquisition as one of the school-wide instructional focus and provide professional learning, coaching, and other individualized supports to grow teachers' efficacy and ability to incorporate these strategies into their instruction	Increased reclassification, benchmark and RI scores. Consistent coaching and professional learning opportunities that grow their capacity to implement CSP practices	All Staff	
1-4	Teachers and staff will center restorative discipline practices to build transformational relationships and positive, safe classrooms and common spaces.	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	Decrease of classroom referrals and suspensions. CHKS survey show evidence of positive student and adult relationships.	All Staff	
1-5	Teachers and staff will build and develop their understanding of Transformative Justice and begin to implement practices into daily interactions.	Leadership will provide professional learning opportunities (i.e. "Mindset Monday") to increase knowledge and strategies of Transformative Justice.	Decrease of classroom referrals and suspensions. CHKS survey show evidence of positive student and adult relationships.	All Staff	

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	Implement standards based instruction in every class every day, while shaping pedagogy around co-equal priorities of academic discourse, personalized learning, and culturally sustaining pedagogy.
School Theory of Change:	If we center professional learning and instructional practices around personalized learning, then students will experience academic growth.
Students to be served by these actions:	<i>Black students, ELs, students in SpEd</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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2-1	Teachers and staff will participate in a cycle of inquiry focused on personalized learning.	Leadership teams will be data-driven, working to develop, monitor and adjust a differentiated professional development plan based on teacher observations, feedback, and student and family data.	All teachers will submit personalized learning inquiry cycle	All Staff	Tier 1
2-2	Teachers will set clear SMARTER goals and use formative and summative assessments to implement and refine grade-level instructional plans.	Administration and leadership teams work in conjunction to provide time for collaboration and sharing of best practices, establish and monitor the instructional vision, and set expectations for an effective professional learning community.	Teacher created SMARTER goals are clear and present	All Staff	Tier 1
2-3	Teachers and staff will provide SIPPS or math study skills instruction, or instruction in supplemental instruction.	Administration will provide screening for Eagle Eye/elective placement, scheduling to meet the needs of each student, and PD as needed, as well as recommendation for RSP caseloads based on literacy need fo students.	RI scores and completion of programs	All Staff	Tier 1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Priority:		Provide and communicate about supports, resources, and family engagements.			
School Theory of Change:		If we continue communicating and engaging with families, using restorative justice practices and principles, providing warm, and welcoming physical classroom spaces, then students and families will feel welcomed, safe, healthy, and engaged in the school community.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	Teachers will communicate with families with the use of electronic gradebooks, family conferences three times a year, and information about student progress at least two weeks before each marking period.	Administration and leadership teams will provide access to electronic gradebook, and time for teachers to collaborate and communicate with families	Conference trackers and notes, gradebook on Canvas	All Staff	Tier 1
3-2	Teachers and staff will center restorative discipline practices to build transformational relationships and positive, safe classrooms and common spaces.	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	Decrease of classroom referrals and suspensions. CHKS survey show evidence of positive student and adult relationships.	All Staff	Tier 1
3-3	Teachers will provide warm, welcoming physical classroom spaces, including artifacts showcasing student work and reflective of students' culture.	Administration and leadership teams will provide time and materials for teachers to build classroom spaces, and PD when needed.	Classroom space, evidence of student work in classrooms and hallways	All Staff	Tier 1
3-4		Administration will provide staff, family resource center, and additional community staffing, including bilingual staff, to ensure that every family in our school community is informed.		All Staff	Tier 1

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

School Priority:	Teachers will attend professional develop and routine coaching sessions to learn and implement culturally sustaining pedagogical practices, as well as others, that center and uplift students' cultural identities and language.
School Theory of Change:	If we commit to cultivating joyful, loving, and rigorous classroom environments that are grounded in standards-based instruction and multi-tiered systems of academic and socio-emotional support, then students will experience learnig environments that treat the whole child and support their learning and growth.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will conduct an inquiry cycle with a personalized learning lens to identify instructional practices that best serve our students. Teachers will become stronger educators as they continue to reflect upon their practice and ask questions, try new things out, and collaborate with each other to integrate personalized learning practices into daily lessons.	Administrators and instructional coaches will provide resources and guidance for teachers as they identify and develop their inquiry focus, support with data collection and analysis, and support teachers with implementation of specific personalized learning instructional strategies they have efficacy around.	All teachers submitting personalized learning Inquiry cycle to Dept. leads	All Staff	Tier 1
4-2	Teachers will meet regularly with instructional coaches to build upon strengths and address areas of growth as to continuously improve the individual and collective instructional practices	Administrators and instructional coaches will meet weekly to discuss and design strategies to support the instructional growth of individual teachers.	Coach/admin. meeting notes and informal observation tracker for all teachers.	All Staff	Tier 1
4-3	Teachers employ a restorative discipline model based on identifying root causes of student behavior and supports specific to individual students and/or student groups. In support of this model, each grade level has a Pod support team who work in conjunction with teachers and staff to identify, design, and implement tiered strategies to meet the academic and socioemotional needs of all students.	Administrators and Pod members collaborate to identify students in need of additional academic and socioemotional supports, work with teachers to design and implement strategies, communicate with parents/ guardians to build positive relationships and establish buy-in from families.	Aligned progressive management steps that include student reflection sheets. Data analysis of student discipline data.	All Staff	Tier 1

4-4	Thoughtful and inclusive hiring practice with an emphasis on supporting, developing and promoting paraeducators, STIP subs, and ASP employees into the teaching roles over the short and long term.	Administrators facilitate a transparent and collaborative hiring process actively seeking the input of all stakeholders.	The interview process notes, the ethnic and socioeconomic diversity of the staff, the amount of STIP subs and ASP employees that have transitioned into teaching positions.	All Staff	Tier 1
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CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Our goal is to understand the experiences of Black students as an oppressed student group and create systems and structures that make a quality education accessible, and one that meets their specific academic and socioemotional needs.
School Theory of Change:	If we routinely work to build a collective understanding among teachers, staff, and administrators of how Black students are an oppressed group, and the ways which white supremacy culture impact their educational experience, we can then leverage this understanding to improve and adjust instructional practices, as well as school systems and structures to provide Black students with a high quality education that meets their academic and socioemotional needs.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers participate in monthly Mindset Monday to explore how personal experiences and school culture manifest, uphold or center white supremacy culture.	Facilitators of Mindset Monday create a safe and curious space to explore these often challenging conversations through reading/listening/watch resources, fishbowl discussions and affinity groups.	Reflections during fishbowl conversations, feedback on surveys.	All Staff	Tier 1

5-2	Teachers design Homeroom lesson plans and activities that celebrate and uplift the cultural identities and language of Black students, including creating a Homeroom space specifically for Black 6th grade boys.	Collaborate with teachers to create scope and sequence and curriculum for Homeroom. Collaborate with grade level team and department to align on rollout plan for curriculum.	Creation of Homeroom curriculum, observing Homeroom lessons in classrooms.	All Staff	Tier 1
5-3	Teachers aligned on personalized learning as the instructional focus of our site, and work to incorporate strategies into their instructional practices that aim to customize learning for individual students' strengths, needs and interests.	Engage teachers in professional development opportunities around building awareness and implementation of personalized learning strategies. In addition, leaders will provide resources to support teacher understanding and efficacy around personalized learning strategies.	Teacher CSP Inquiry cycles, Professional Development slides and agendas.	All Staff	Tier 1
5-4	Teachers employ a Restorative Discipline model for instilling student accountability and ownership over actions, and learning concepts and strategies to improve decision making and support students showing up as scholars instead of punitive approaches that push Black students out.	Disaggregating student discipline data to identify trends and check for equity.	Referral data, student reflection sheets, school wide professional development engagements to align and highlight best practices.	All Staff	Tier 1
5-5	Black Student Union	Make sure it happens		All Staff	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))

School Priority:	Support ongoing language and literacy development by ensuring supports for all ELLs to access grade-level content and rigorous curriculum.
School Theory of Change:	Fund differentiated ELD course offerings in addition to implementing targeted instruction.

Related Goals:		Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers implement instructional strategies as part of the Integrated ELD model: academic discussion protocols, multiple reads of complex text strategies and evidence-based writing strategies.	Coaches and admin create department Theory of Actions that includes Integrated ELD strategies: vertically aligned writing program, academic discussion protocols and multiple reads strategies. Dept Leads provide input around analyzing text and content to write unit and daily Learning Targets.	Improved Reclassification rates		Tier 1
6-2	Mainstreamed newcomers, 4-6 ELLs and LTELs take Designated ELD with ELD teachers. Curriculum is supplemental to EL Ed and includes daily read, write talk cycles grounded in Culturally Sustaining Pedagogy.	Ensure that master schedule supports equitable and correct place of students in Designated ELD, cohorted by grade level. Provide ongoing coaching, PL and common planning prep for ELD teachers	Improved Reclassification rates		Tier 2

6-3	Newcomer teachers provide rigorous, language-based instruction to newly arrived students in ELD, ELA, math and science. All newcomers receive differentiated SIPPS to build early literacy skills. Curriculum includes multiple reads, academic discussions and evidence-based writing strategies to prepare students to enter mainstream courses. Newcomer Team creates clear Exit Criteria and have ongoing data-driven reflections on student progress.	Teachers receive ongoing coaching and PL to build knowledge and skill around language and literacy instruction. Admin ensure that newcomers are integrated in at least two GenEd classes as well as out-of-classroom spaces.	RI growth, SIPPS movement and number of students mainstreaming		Tier 2
6-4	Newcomer Social Worker provides Tier 1, Tier 2 and Tier 3 supports to newcomer students and families by facilitating community building circles in Homeroom, working closely with families to support and empower families to access resoures, and to manage crises.	Admin funds full-time position, provides ongoing coaching and support.	Growth on positive responses on Newcomer Wellness survey for newcomer students		

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

School Priority:	Students will have access to Culturally Sustaining Pedagogy, affirming their culture, language, interests and passions.
School Theory of Change:	If students have access to Culturally Sustaining Pedagogy, which includes Arts, Music and World Languages, their connection to school will increase.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	Teachers of Art, Music and Spanish will be an integral piece of our instructional programming.	Leaders will prioritize funding for Arts and Language teachers.	Student access to courses		
7-2	The Spanish teacher will support Newcomers who speak Spanish to develop literacy in their L1, filling gaps for SIFE learners in particular	Prioritize NC seats in Spanish class	Student access to courses and literacy development in students' L1 and L2.		

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
11-Month Teacher on Special Assignment (TSA)	\$125,114	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7005	Teacher TSA 11 Month - 12 Pay	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers and staff will participate in a cycle of inquiry focused on personalized learning.	229-1
Assistant Principal, Middle School	\$131,593	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	7414	Assistant Principal, Middle School	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-2
Attendance Specialist, Bilingual	\$30,078	LCFF Supplemental	2205	Classified Support Salaries	5177	Attendance Specialist, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-3
Attendance Specialist, Bilingual	\$26,130	LCFF Supplemental	1105	Certificated Teachers' Salaries	6444	Attendance Specialist, Bilingual	0.65	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Administration will provide staff, family resource center, and additional community staffing, including bilingual staff, to ensure that every family in our school community is informed.	229-4
Case Manager	\$111,879	One-Time COVID Funding	2405	Clerical Salaries	8050	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Administrators and Pod members collaborate to identify students in need of additional academic and socioemotional supports, work with teachers to design and implement strategies, communicate with parents/ guardians to build positive relationships and establish buy-in from families.	229-5
Case Manager	\$10,909	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	7884	Case Manager 24	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Administrators and Pod members collaborate to identify students in need of additional academic and socioemotional supports, work with teachers to design and implement strategies, communicate with parents/ guardians to build positive relationships and establish buy-in from families.	229-6

Case Manager	\$17,979	LCFF Supplemental	2405	Clerical Salaries	8780	Case Manager 24	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Growth of One Year or More	Teachers and staff will provide SIPPSS or math study skills instruction, or instruction in supplemental instruction.	229-7
Case Manager	\$71,916	Measure G1	2405	Clerical Salaries	8780	Case Manager 24	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will set clear SMARTER goals and use formative and summative assessments to implement and refine grade-level instructional plans.	229-8
Certificated Pupil Support Salary	\$45,727	Salesforce Principal Innovation Fund	1205	Certificated Pupil Support Salaries	7909	Social Worker	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Admin funds full-time position, provides ongoing coaching and support.	229-9
Classified Instructional Aide salaries	\$38,796	One-Time COVID Funding	2105	Classified Instructional Aide Salaries	8377	Instructional Support Specialist	0.80	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-10
Classified support salaries	\$0	LCFF Supplemental	2205	Classified Support Salaries	7509	Community Relations Assistant II Bilingual	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-11
Classified support salaries	\$0	LCFF Supplemental	2205	Classified Support Salaries	1462	Community Relations Assistant II Bilingual	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-12
Contractors	\$41,000	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will provide warm, welcoming physical classroom spaces, including artifacts showcasing student work and reflective of students' culture.	229-13

Contractors	\$106,500	Measure G1	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will provide warm, welcoming physical classroom spaces, including artifacts showcasing student work and reflective of students' culture.	229-14
Contractors	\$17,825	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will provide warm, welcoming physical classroom spaces, including artifacts showcasing student work and reflective of students' culture.	229-15
Contractors	\$6,000	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will set clear SMARTER goals and use formative and summative assessments to implement and refine grade-level instructional plans.	229-16
Counselor	\$43,805	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	0499	Counselor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will set clear SMARTER goals and use formative and summative assessments to implement and refine grade-level instructional plans.	229-17
Extended Contracts	\$3,000	After School Education & Safety (ASES)	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers will set clear SMARTER goals and use formative and summative assessments to implement and refine grade-level instructional plans.	229-18
Extended Contracts	\$132,261	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Admin funds full-time position, provides ongoing coaching and support.	229-19
Family Parent Bilingual Liaison	\$102,825	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	7001	Liaison, Family Parent Bilingual	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Admin funds full-time position, provides ongoing coaching and support.	229-20
Instructional Licenses	\$10,000	Title I: Basic	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will set clear SMARTER goals and use formative and summative assessments to implement and refine grade-level instructional plans.	229-21
Library Technician	\$8,039	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	4283	Library Technician	0.10	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-22

Library Technician	\$72,348	Measure G: Library	2205	Classified Support Salaries	4283	Library Technician	0.90	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-23
Maintenance Agreements	\$12,361	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-24
OT	\$10,000	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-25
Restorative Justice Facilitator	\$106,467	One-Time COVID Funding	2205	Classified Support Salaries	7003	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-26
Restorative Justice Facilitator	\$88,453	Measure G1	2205	Classified Support Salaries	8779	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will build on their learning from past two years to continue implementing culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	229-27
Restorative Justice Facilitator	\$88,689	Salesforce Principal Innovation Fund	2205	Classified Support Salaries	3750	Restorative Justice Facilitator	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will communicate with families with the use of electronic gradebooks, family conferences three times a year, and information about student progress at least two weeks before each marking period.	229-28
Social Worker	\$11,432	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	7909	Social Worker	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Growth of One Year or More	Teachers and staff will provide SIPPS or math study skills instruction, or instruction in supplemental instruction.	229-29

Substitute Teacher Incentive Plan (STIP) Teacher	\$72,930	LCFF Supplemental	1105	Certificated Teachers' Salaries	7415	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will incorporate multiple reads, academic discussion, and evidence-based writing strategies to increase Academic Language Acquisition.	229-30
Substitute Teacher Incentive Plan (STIP) Teacher	\$83,132	LCFF Supplemental	1105	Certificated Teachers' Salaries	4052	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-31
Supplies	\$35,814	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will build on their learning from past two years to continue implementing culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	229-32
Supplies	\$0	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-33
Supplies	\$3,091	Measure G1	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will build on their learning from past two years to continue implementing culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	229-34
Supplies	\$1,130	Title I: Parent Participation	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will provide warm, welcoming physical classroom spaces, including artifacts showcasing student work and reflective of students' culture.	229-35
Teacher	\$68,078	LCFF Supplemental	1105	Certificated Teachers' Salaries	7541	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-36

Teacher	\$68,078	LCFF Supplemental	1105	Certificated Teachers' Salaries	3123	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-37
Teacher	\$67,408	LCFF Supplemental	1105	Certificated Teachers' Salaries	1895	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-38
Teacher	\$13,164	LCFF Supplemental	1105	Certificated Teachers' Salaries	4789	Teacher, Structured English Immersion	0.18	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers will provide warm, welcoming physical classroom spaces, including artifacts showcasing student work and reflective of students' culture.	229-39
Teacher	\$77,570	Measure G1	1105	Certificated Teachers' Salaries	8556	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will meet regularly with instructional coaches to build upon strengths and address areas of growth as to continuously improve the individual and collective instructional practices	229-40
Teacher	\$38,348	Measure G1	1105	Certificated Teachers' Salaries	7000	Teacher, Structured English Immersion	0.38	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers and staff will participate in a cycle of inquiry focused on personalized learning.	229-41
Uniforms	\$8,000	General Purpose Discretionary	4380	Uniforms		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	229-42
Unallocated	\$32,891	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated					College/Career Readiness	Administration will provide staff, family resource center, and additional community staffing, including bilingual staff, to ensure that every family in our school community is informed.	229-43
After School Program Contract	\$25,000	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Administration will provide staff, family resource center, and additional community staffing, including bilingual staff, to ensure that every family in our school community is informed.	229-44



**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.

Elmhurst United Middle 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:

- The school will fund a Family Resource Center Staff
- In accordance with school leadership, the FRC will seek out and distribute materials to assist families, lead trainings, and recruit other groups to lead trainings as needed.
- Translate meetings and family conferences into Spanish

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:

- The school will distribute progress reports at least once per marking period, and make Canvas Gradebook available at all times.
- The school will hold conferences at the end marking period 1, 2, and 4 to inform parents of student progress and ensure parents receive accurate and timely information about student academic performance
- The school will utilize homeroom periods to support students academically and with school systems.
- The school will provide all students with materials to facilitate home-school communication around homework and specific assignments
- The school will communicate both formally and informally regarding the academic progress of individual students, using letters, newsletters, and Talking Points to keep parents of participating students fully informed

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.

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

- Utilize auto-dialer (translated into Spanish) to communicate to all families
- Provide written information in both English and Spanish
- Employ bi-lingual and bi-literate employees in the main office

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:

- The school will distribute copies of the School Parental Involvement Policy to all students during the first week of school, and upon registration thereafter
- The school will make copies of the School Parental Involvement Policy available in the main office

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:

- The school will use Parent Square and Talking Points for ongoing communication with embedded translation
- The School will translate materials posted on the web site

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:

- The school will fund and staff a Family Resource Center that can coordinate volunteer activities
- The school will seek out interested volunteers at the beginning of the year, and make opportunities available throughout the year on an ongoing basis

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:

- The school will fund and staff a Family Resource Center that will be an ongoing source of information and support
- The school will distribute information on reading levels and ways to support reading at home three times per year

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:

- Incorporate Family Engagement as a core value of the school
- Build structures that require regular home-school communication such as conferences each marking period
- Work with FRC to ensure that communication between the home and school is optimized

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:

- Solicit feedback and approval from the SSC around potential changes and work to implement those changes as necessary and appropriate

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:

- The school will hold annual Title 1 meeting
- The school will facilitate Family Conferences and guide students and parents to maximize the conference time
- The school will organize, encourage, and facilitate the functioning of an School Site Committee (SSC)
- The school will provide PD for teaching on promoting high levels of parent involvement, in accordance with the above, and the school-wide plan

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:

- Providing information and school reports in a form and language parents understand.

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

- Funding and staffing a Family Resource Center to support families in their request
- A prevailing request has been English language classes for adults, and the school will continue to provide this resource

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:

- Promoting opportunities for parent engagement
- Sharing information about ways to build literacy at home

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

Adoption

This policy was jointly developed and adopted by the Elmhurst United Middle School School Site Council on October 14, 2021 and will be in effect for the period August 9, 2021 through May 28, 2021.

The school will distribute this policy to all parents on or before October 30, of the current school year.

Name of Principal
Kilian Betlach

Signature of Principal

Date: 10/14/21

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact 2021-22

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 2020-21 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Provide Rigorous, standard-aligned instruction in all classrooms and ensure all teachers receive ongoing coaching and support.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Elmhurst will hold scheduled family conferences three times per year, as well as upon request or as needed based on student performance.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Elmhurst will make students' academic progress available in real-time through the Canvas Learning Management Portal, and provide families with the resources needed to access this tool.

- 4) Provide parents reasonable access to staff.**

Ensure that school phones are staffed. Require staff to share phone or email so families can reach teachers. Utilize both ParentSquare and TalkingPoints tools build communication.

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

Establish a "bank" of parent volunteers that are called upon whenever there is a need, ensure families know they may volunteer in core school functioning, and maintain drop-in volunteer activities in the family resource center.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**

Provide materials in the Family Resource Center upon demand, and schedule periodic family informational meetings and trainings.

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

Situate family engagement as a core function and fundamental value of our school, to be incorporated in all decision making. Furthermore, host two professional learning sessions to provide staff with additional training in best practices working with families.

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

Provide formal communication that is translated into relevant languages. Utilize all communication platforms to ensure informal communication is appropriately translate and hire translation services for formal meetings such as IEPs, 504s, and SSTs.

Teacher Responsibilities

Maintain up-to-date grades in Canvas, and respond proactively to parent concerns and questions.

Examples:

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:

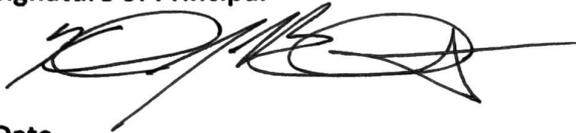
- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*

- Promote positive use of my child's extracurricular time, such as independent reading and monitoring technology use.

This Compact was adopted by the Elmhurst United on 11/18/2021 and will be in effect for the period of 1 year to May 28, 2022.

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 11/18/2021.

Signature of Principal

A handwritten signature in black ink, consisting of a stylized first name and a last name with a long horizontal stroke extending to the right.

Date

11/19/2021



Strategic Resource Planning (SRP)

(Secondary School Name Here)
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Linda Grant
Vice Chairperson:	Charlene Johnson
Secretary:	Kilian Betlach

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Kilian Betlach	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mariko White *	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Viet-Ly Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Alyssa Pandolfi *	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Stephanie Ullman *	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Charlene Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Linda Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Yolanda Leon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Dulce Esparza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Sandra Wilson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	Last Thursday of each month 5:30-6:30
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

4 Parents/Community Members

1 Student (at least)