

Board Office Use: Legislative File Info.	
File ID Number	19-1342
Introduction Date	6/26/19
Enactment Number	19-1189
Enactment Date	6/26/19 er



Memo

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

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School



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

Legislative File Id. No. 19-1342
Introduction Date: 6/26/19
Enactment No.: 19-1189
Enactment Date: 6/26/19
By: er

2019-2020 School Plan for Student Achievement (SPSA)

School: Elmhurst United Middle School
CDS Code: 1612590112789
Principal: Kilian Betlach
Date of this revision: 5/9/2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Kilian Betlach
Address: 1800 98th Avenue
Oakland, CA 94603

Position: Principal
Telephone: 510-639-2888
Email: kilian.betlach@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/9/2019

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

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Elmhurst United Middle School

Site Number: 221

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

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

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

Date(s) plan was approved: 5.9.19

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

<u>KILIAN BETLACH</u> Principal	 Signature	<u>5.9.2019</u> Date
<u>Charlene Johnson</u> SSC Chairperson	<u>CHARLENE JOHNSON</u> Signature	<u>5/9/19</u> Date
<u>Mark Triplett</u> Network Superintendent	 Signature	<u>5.10.19</u> Date
<u>MICHAEL OTIS</u> Officer, State and Federal Programs	 Signature	<u>5/20/19</u> Date

2019-20 SPSA ENGAGEMENT TIMELINE

School Site: Elmhurst United Middle School

Site Number: 221

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
every thursday	ECP-AA Design Team	ECP and Alliance staff have met every Thursday since August to envision and plan the structure of our new school.
1.30.19	Staff	Update and feedback
4.3.10	Staff	Update and feedback
5.9.19	SSC	Review and approval

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$241,478.19
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,796,080.50

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)	\$181,711.20	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$104,100.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,492.09	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$507,027.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$56,274.90	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$100,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$140,730.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$11,957.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$291,674.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$241,478.19	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$1,185,861.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,427,339.19
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

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

1A: ABOUT THE SCHOOL

School: Elmhurst United Middle School

School ID: 221

School Description

Elmhurst Community Prep (ECP) and Alliance Academy are merging together in the 2019-2020 academic year to form a new school-- Elmhurst United!

School Mission and Vision

TBD

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

Priority Strengths	Root Causes of Strengths
Maintance of previous year's gains in Chronic Absence and suspension reduction	Solid Climate and Culture team, and functional Tier-II supports.
Solid, not spectacular reclassifications rates	Ongoing engagement with kids/ families about the importance of reclassification and an reclassification-specific intervention course in the Fall
Strong DF3 rates across ELA and Math, specifically in 7th and 8th grade.	Coherent instructional program that is based on standards, allows for intervention, and is supported by observation and feedback.
Ongoing high rates of staff retention	Positive adult culture, leadership continuity, and tiered levels of support.
Priority Challenges	Root Causes of Challenges
Disproportionality in African-American suspension and referral rates	Despite considerable gains, there is a need to continue to build connectedness and cultural responsive teaching practices that support AA students. In addition, there is a need to develop school-level outreach strategies that specifically reach AA families.
Significant percentage of students not meeting standards in ELA and Math.	We have yet to design the instructional model that will allow us to remediate and accelerate significant percentages of students across multiple (i.e. 3+) years of instruction. Around 2/3 of our 6th graders arrive more than 4 years behind grade level, basically the highest in the city.

1C: 19-20 STUDENT GOALS & TARGETS

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

School Goal: Re-reduce suspensions below 5% schoolwide.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	56.20%	61.20%	66.20%
Suspensions	African-American Students	-2pp	7.60%	3.56%	5.00%
Suspensions	Students with Disabilities	-2pp	6.40%	2.92%	2.50%
Chronic Absence	African-American Students	-2pp	21.70%	11.86%	11.00%

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

School Goal: Students make significant progress toward meeting grade level standards.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-97.8	-82.8	-67.8
ELA SBAC	Students with Disabilities	+20 points DF3	-152.7	-132.7	-112.7
ELA SBAC	English Learners	+20 points DF3	-147.8	-127.8	-107.8

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

School Goal: Students make significant progress toward meeting grade level standards.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-147.0	-132.0	-117.0
Math SBAC	Students with Disabilities	+20 points DF3	-211.6	-191.6	-171.6
Math SBAC	English Learners	+20 points DF3	-191.8	-171.8	-151.8

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: ELs are meet the requirements for reclassification at high rates.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	11.70%	14.00%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	15.10%	20.00%	25.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal:	All students grow a year or more in reading.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Students	+5pp	37.97%	42.97%	47.00%
SRI Multiple Years Below Grade Level	All Students	-5pp	69.86%	64.86%	68.00%

1D: IDENTIFIED NEED

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

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

1E: RESOURCE INEQUITIES

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

There is no non-school factor that correlates to student success that our students have access to in any real way. Parent education, neighborhood safety, clean air, access to fresh food, and so on -- all of these external factors pull away from student achievement.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

School: Elmhurst United Middle School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		Develop a more rigorous academic program that aligns with students interests and provided more project based, literacy rich learning experiences			
Theory of Change for Language & Literacy:		If we better teach cognitive skills, we'll promote literacy across the curriculum, and then see greater student growth.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		All Students		29.0%	26%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We implemented our reading program fully, with a focus on our Kindle Initiative, providing every student with a Kindle to complete independent reading. Students more than doubled their words read, reaching 60,000,000 words. As a result, we saw strong growth in students not yet meeting grade level, but this didn't translate to more than a 1% gain in total students at or above grade level.					
What evidence do you see that your practices are effective?					
As stated above, we saw far more students reading, completing books, and passing Accelerated Reader quizzes. More than 2/3 of our students met grade level proficiency or improved at least 75 lexiles.					
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.					
Ensure that we are attending to students who are within 1-2 years of grade level--and not just those 4 or more years behind--providing the interventions to ensure they are able to close the gap.					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		Implement blended and personalized learning pedagogies that allow students more targeted time on task.			
Theory of Change for Standards-Based Instruction:		If we match standards based instruction with strategic intervention (i.e. Priority Skills) we will provide students with an effective math program that will foster growth and achievement.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC Math		All Students		-119.7	129.4
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We implemented our SPSA fully as described above.					
What evidence do you see that your practices are effective?					

7th and 8th graders achieved substantial DF3 gains. Unfortunately, 6th graders saw DF3 decline, resulting in our school failing to meet the target.

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 need to provide coaching and support to 6th grade teachers to ensure that we are maintaining rigor and providing authentic coverage of standards.

18-19 Conditions for Student & Adult Learning Priority:	Culture & Climate		
June 2021 Conditions for Student & Adult Learning Goal:	Create a positive, nurturing culture among staff and students and provide whole child supports to ensure all children feel welcome, safe, and inspired to come to school.		
Theory of Change for Conditions for Student & Adult Learning:	If adults actively build relationships with students, learn the stories, and forge learning partnerships, we will foster authentic engagement for students.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
California Healthy Kids Survey: "I feel safe in my school."	All Students	67.0%	43%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We implemented our plans in accordance with the SPSA

What evidence do you see that your practices are effective?

We saw a decrease in this number that cannot be explained away by a corresponding drop in participation rates. It's an area of school functioning we need to address.

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 need to launch a campaign that focuses on promoting kindness and anti-bullying measures, and ensure that trouble spots, such as PE, are improved in quality.

18-19 Conditions for English Language Learners Priority:	English Language Learner Performance		
June 2021 Conditions for English Language Learners Goal:	Create a warm and welcoming conditions for English Language Learners that result in growth, development, and inclusion.		
Theory of Change for Conditions for English Language Learners:	If we intentionally create warm environments for ELLs, foster academic discourse, and implement language targets in core classes, we will see dramatically improved ELL performance.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	18.0%	13%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We implemented our SPSA fully as described above.			
What evidence do you see that your practices are effective?			
Although there is a five point difference in our target and our actual, this difference is represented by two students total, suggesting we're heading in the right direction.			
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 need to consider how we are supporting ELLs and what methods need to be taken to ensure that students are consistently reclassifying above 20%			
18-19 Arts, Music & World Languages Priority: Arts Programming			
June 2021 Arts, Music & World Languages Goal:		Implement arts and drama programs and build the arts program at ECP.	
Theory of Change for Arts, Music & World Languages:		If students have opportunities to participate in engaging activities, this will extend their interest in school generally and promote across the board academic success.	
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Percent of students participating in arts electives	All Students	TBD	40%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We implemented our SPSA fully as described above.			
What evidence do you see that your practices are effective?			
In a small school, we have limited elective offerings, and much match the need for academic support with access to the arts. A 40% participation rate, therefore, feels strong and heading in the right direction.			
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.			
As we merge into a single school, we hope to bring more arts-related programming to our school.			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
There were no significant changes.			

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

School: Elmhurst United Middle School

School ID: 221

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority:	Culture & Climate
School Theory of Change:	If adults actively build relationships with students, learn the stories, and forge learning partnerships, we will foster authentic engagement for students.
Related School Goal(s):	Re-reduce suspensions below 5% schoolwide.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Creation of a "6th Grade Academy"	A "6th Grade Academy" that sets aside an additional day to welcome 6th graders as well as a transformed first week of school to welcome students, build community, and teach expectations. In the short term, we expect to see reduced conflict in the 6th grade during the start of the year. By Year 2 and 3, we expect to see 7th and 8th graders joining in the welcome of new 6th graders, leading to increased engagement levels. Each year's progress will be measured by the number of suspensions, peer mediation requests, referrals, and the percent decrease in the number of kids that report bullying or negative peer-to-peer interactions in the Culture and Climate Survey.	We will look at URFs, attendance, and suspensions as measures of success.

1-2	Expansion of our “focal student” initiative	Our “focal student” initiative, which began this year, is where each staff member selects, learns about, and meets with a focal student. In Year 1, we want all staff have 3 focal students and engage with them throughout the school year. By Year 2, teachers will report that focal student work has improved teaching practice and classroom management. By Year 3, the focal student work will ideally develop a mentoring program that pairs 6th and 8th grade students. The progress for this indicator will be measured by students reporting a connection to 1 or more staff members on the Culture and Climate survey. We will also use this initiative to strenghten support for our African American male students.	We will look at attendance rate of focal students and the responses on selected CHKS survey results.
-----	---	--	--

<i>District Strategy:</i> Providing Equitable Access to STANDARDS-BASED INSTRUCTION			
School Priority:	Mathematics		
School Theory of Change:	If we match standards based instruction with strategic intervention (i.e. Priority Skills) we will provide students with an effective math program that will foster growth and achievement.		
Related School Goal(s):	Students make significant progress toward meeting grade level standards.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

2-1	Self-paced, differentiated learning	<p>Provide content playlists that have options for what students can do to learn a given standard (which texts and types of texts to use, whether to review via flashcards, do packet work corrections, or discuss/review with a partner); ELA and Math computer platforms to support self-paced, differentiated learning: Newsela, NoRedInk, STMath, Manga High, Summit, RAZkids. These differentiation practices will help to meet the needs of a range of learners, including GATE students and low-performing students.</p> <p>Software tools for self-paced, differentiated learning will also support students with disabilities who may be working with modified curricula.</p>	<p>We will gather data from the following sources:</p> <ol style="list-style-type: none"> 1) SMI scores 2) Site-created quarterly assessments 3) SBAC interim.
2-2	Self-paced, differentiated learning	Software tools for self-paced, differentiated learning will also support students with disabilities who may be working with accommodated or modified curricula	We will gather data from the following sources: 1) SMI scores 2) Site-created quarterly assessments 3) SBAC interim.
2-3	Blended learning rotation model	<ol style="list-style-type: none"> 1. On alternating days students upfront with teacher or working independently on playlist; 2. Three groups: one collaborative group work, one independent, and one with teacher: two rotations per class period). Next year will pilot classroom redesign to facilitate station work and flexible grouping 	In addition to the above referenced data sources, we will gather data from ongoing informal observation protocols and trackers to ensure that teachers are implementing these pedagogies.

2-4	Strategic grouping, small group instruction	Small group cog skills lessons to homogenously skilled groups while other students work individually on blended learning tools or in small groups. LLI (Leveled Literacy Intervention): reading intervention geared toward specific reading levels. Will create a progression of interventions for students who struggle (i.e. after two marking periods with multiple D's or F's, we will do X)	In addition to the above referenced data sources, we will gather data from ongoing informal observation protocols and trackers to ensure that teachers are implementing these pedagogies.
2-5	Mastery-based progression	Students decide when they are ready to assess and can retake assessments as many times as needed. Students move on when they have mastered a concept. Eventual transition to a mastery, growth based grading system. This approach will also be used to help provide targeted support for Newcomers and English learners as they progress. In will also provide support to GATE students who may not need to spend as much time on a given topic as other students.	In addition to the above referenced data sources, we will gather data from ongoing informal observation protocols and trackers to ensure that teachers are implementing these pedagogies.
2-6	Parent education on personalized learning	Reach out to 6th grade parents to formally introduce them to how we do grades in middle school / ECP. Communicate with families four times each year about cognitive skills growth.	1) Parent attendance at 6th grade orientation and back to school night 2) Implementation of cognitive skills communication tool.

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum	
School Priority:	Literacy
School Theory of Change:	If we better teach cognitive skills, we'll promote literacy across the curriculum, and then see greater student growth.
Related School Goal(s):	Students make significant progress toward meeting grade level standards. All students grow a year or more in reading.

Students to be Served by these Practices		All Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Embed SMARTE goals into daily learning experience to strengthen core academic program.	Make SMARTE goal evaluation part of students' grades. Implement SMARTE goal rubrics on more assignments, not just benchmarks. Teachers need to use a checklist when lesson-planning of reminders on how to incorporate SMARTE goal into daily lessons. Teachers need to explain the "why" of lessons in terms of SMARTE goal. (e.g. Is learning goal and PREP goal tied into SMARTE goal? Can kids articulate this?)	We can track evidence through teacher created artifacts, aligned HW, and ongoing small group instruction to reteach cognitive skills.
3-2	Increase students' ownership of their data and personal responsibility for performance.	Individual student data is created in a classroom when they are done with a lesson or assessment - ex. Students have their own folder for data in the classroom. Students maintain portfolio of work either physically or electronically (this will drastically change SLCs). Students are tracking and charting data themselves. Students need access to data to the point that they can see what skills they are missing so that they can work on exactly what they need to work on. Continue work on making rubrics student-friendly (ex. Re-working language, turn it into a checklist).	Create data routines whereby teachers more accurately share data with students. We would also see updated data walls in every classroom after each and every benchmark.

3-3	Greater emphasis on development of cognitive skills.	Celebrate skill-growth more than grades in classrooms and hallways. Honor Roll = cog skill mastery. Increased parent education on what cog skills are and why they matter more than grades. Provide teachers more collaboration time with each other to plan skills-based interdisciplinary curriculum (not just projects)	We'd see evidence of iplementation of the leadership actions outlined previously.
-----	--	--	---

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority:	English Language Learner Performance		
School Theory of Change:	If we intentionally create warm environments for ELLs, foster academic discourse, and implement language targets in core classes, we will see dramatically improved ELL performance.		
Related School Goal(s):	ELs are meet the requirements for reclassification at high rates.		
Students to be Served by these Practices	English Language Learners		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Implement cycles of read-write-talk or personalized learning in all classes, every day.	Implement focused professional learning, ongoing coaching, and department-specific focus on pedagogy.	Walk-throughs and tracking of data. Using the informal observation journals.
4-2	Provide designated ELD classes for 6th and 7th grade students, with ELD support for 8th grade students.	Fund 1.0 ELD FTE and support the visioning and development of the ELD classes	SRI scores, reclassification rates, and grades.
4-3	Implement language objectives as part of the learning target and prep target work.	Establish the expectation with all staff at the beginning of the year.	Walk-throughs and tracking of data. Using the informal observation journals.

ARTS, MUSIC & WORLD LANGUAGES

School Priority:	Arts Programming		
School Theory of Change:	If students have opportunities to participate in engaging activities, this will extend their interest in school generally and promote across the board academic success.		
Related School Goal(s):	Re-reduce suspensions below 5% schoolwide.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

5-1	Fund an arts integration specialist	<ul style="list-style-type: none"> - Increase exposure to theatre arts and studio habits of mind across grade levels, ensuring that all students—and especially low-income students wh may not have resources to access to other forms of enrichment—have exposure to this. - Establish a baseline of at least 1 integrated student work exposition project for each grade level at each of the three student work expositions. 	Measure progress against baseline data.
5-2	Fund a theatre specialist	<ul style="list-style-type: none"> - Increase exposure to theatre arts and studio habits of mind across grade levels. - Work with dance and art teachers to produce Fall and Spring performances. - Increase literacy outcomes because of increased exposure to literacy 	SRI progress and student participation rate in programs.
5-3	Fund a youth development specialist	<ul style="list-style-type: none"> - Mentor 10-20 Tier-II students and reduce incidents of conflict. - Manage SST process in coordination with COST and Community Schools Manager to ensure greater levels of students success and fewer referrals for special education testing. - Provide ongoing support to families around aiding students to reach positive life and school outcomes and school goals to support all students, but especially students in transition, such as foster youth or youth experiencing homelessness. 	Decrease in URFs, suspensions. Increase in attendance and GPA.

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 221

School: Elmhurst United Middle School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$56,275.00	21st Century Community Learning Centers	Afterschool program contract	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		If students have opportunities to participate in engaging activities, this will extend their interest in school generally and promote across the board academic success.	221-1
\$10,000.00	After School Education & Safety (ASES)	extended contracts	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		If students have opportunities to participate in engaging activities, this will extend their interest in school generally and promote across the board academic success.	221-2
\$130,730.00	After School Education & Safety (ASES)	Afterschool program contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		If students have opportunities to participate in engaging activities, this will extend their interest in school generally and promote across the board academic success.	221-3
\$6,932.00	General Purpose Discretionary	Extended Contracts (5400 + benes)	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Students make significant progress toward meeting grade level standards. All students grow a year or more in reading.	221-4
\$24,871.00	General Purpose Discretionary	Case Manager .4	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	6495	Case Manager 20	0.40	- Provide ongoing support to families around aiding students to reach positive life and school outcomes and school goals to support all students, but especially students in transition, such as foster youth or youth experiencing homelessness.	221-5
\$12,738.00	General Purpose Discretionary	Attendance Specialist BiL .3	Goal 5: Students are engaged in school every day.	2405	Clerical Salaries		n/a	0.30	Reach out to 6th grade parents to formally introduce them to how we do grades in middle school / ECP. Communicate with families four times each year about cognitive skills growth.	221-6
\$59,859.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4304	Classroom Supplies		n/a		Overall support for academic and social-emotional practices	221-7

\$45,394.00	LCFF Concentration	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a		Students make significant progress toward meeting grade level standards. All students grow a year or more in reading.	221-8
\$53,890.00	LCFF Concentration	Science Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4628	Teacher, Structured English Immersion	0.80	Students make significant progress toward meeting grade level standards. All students grow a year or more in reading.	221-9
\$557.00	LCFF Concentration	Classified ET/OT	Goal 2: Students are proficient in state academic standards.	2225	Classified Support Salaries: Overtime		n/a		Reach out to 6th grade parents to formally introduce them to how we do grades in middle school / ECP. Communicate with families four times each year about cognitive skills growth.	221-10
\$159.00	LCFF Concentration	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	221-11
\$58,631.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2992	Teacher, Structured English Immersion		Students make significant progress toward meeting grade level standards. All students grow a year or more in reading.	221-12
\$58,631.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3351	Teacher, Structured English Immersion		Students make significant progress toward meeting grade level standards. All students grow a year or more in reading.	221-13
\$66,703.00	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4770	Teacher, Structured English Immersion		Students make significant progress toward meeting grade level standards. All students grow a year or more in reading.	221-14
\$67,571.00	LCFF Supplemental	Translator	Goal 6: Parents and families are engaged in school activities.	1105	Certificated Teachers' Salaries	445	Prog Mgr Translation Services		Parent education on personalized learning	221-15
\$84,325.00	LCFF Supplemental	New Hire #2 .94	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6997	n/a	0.94	Parent education on personalized learning	221-16
\$42,295.00	LCFF Supplemental	Library Technician	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a		Students make significant progress toward meeting grade level standards. All students grow a year or more in reading.	221-17

\$13,377.00	LCFF Supplemental	Attendance Specialist BiL .3 6444	Goal 5: Students are engaged in school every day.	2405	Clerical Salaries	6444	Attendance Specialist, Bilingual	0.30	<ul style="list-style-type: none"> - Mentor 10-20 Tier-II students and reduce incidents of conflict. - Manage SST process in coordination with COST and Community Schools Manager to ensure greater levels of students success and fewer referrals for special education testing. - Provide ongoing support to families around aiding students to reach positive life and school outcomes and school goals to support all students, but especially students in transition, such as foster youth or youth experiencing homelessness. 	221-18
\$24,132.00	LCFF Supplemental	Counselor	Goal 5: Students are engaged in school every day.	5732	Counselor		n/a		<ul style="list-style-type: none"> - Mentor 10-20 Tier-II students and reduce incidents of conflict. - Manage SST process in coordination with COST and Community Schools Manager to ensure greater levels of students success and fewer referrals for special education testing. - Provide ongoing support to families around aiding students to reach positive life and school outcomes and school goals to support all students, but especially students in transition, such as foster youth or youth experiencing homelessness. 	221-19

\$47,214.00	LCFF Supplemental	RJ Facilitator	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		<ul style="list-style-type: none"> - Mentor 10-20 Tier-II students and reduce incidents of conflict. - Manage SST process in coordination with COST and Community Schools Manager to ensure greater levels of students success and fewer referrals for special education testing. - Provide ongoing support to families around aiding students to reach positive life and school outcomes and school goals to support all students, but especially students in transition, such as foster youth or youth experiencing homelessness. 	221-20
\$47,214.00	LCFF Supplemental	RJ Facilitator	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		<ul style="list-style-type: none"> - Mentor 10-20 Tier-II students and reduce incidents of conflict. - Manage SST process in coordination with COST and Community Schools Manager to ensure greater levels of students success and fewer referrals for special education testing. - Provide ongoing support to families around aiding students to reach positive life and school outcomes and school goals to support all students, but especially students in transition, such as foster youth or youth experiencing homelessness. 	221-21
\$30,373.00	Measure G	Librarian	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a		Students make significant progress toward meeting grade level standards. All students grow a year or more in reading.	221-22
\$91,564.00	Measure G1	New Hire: Spanish - 6999	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	6999	n/a		If students have opportunities to participate in engaging activities, this will extend their interest in school generally and promote across the board academic success.	221-23

\$91,564.00	Measure G1	New Hire: Music - 7000	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	7000	n/a		If students have opportunities to participate in engaging activities, this will extend their interest in school generally and promote across the board academic success.	221-24
\$37,254.00	Measure G1	Case Manager .6	Goal 5: Students are engaged in school every day.	2405	Clerical Salaries	6495	Case Manager 20	0.60	<ul style="list-style-type: none"> - Mentor 10-20 Tier-II students and reduce incidents of conflict. - Manage SST process in coordination with COST and Community Schools Manager to ensure greater levels of students success and fewer referrals for special education testing. - Provide ongoing support to families around aiding students to reach positive life and school outcomes and school goals to support all students, but especially students in transition, such as foster youth or youth experiencing homelessness. 	221-25
\$18,292.00	Measure G1	Surplus	n/a	4399	Surplus		n/a		n/a	221-26
\$53,000.00	Measure G1	contractors Arts Integration	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		If students have opportunities to participate in engaging activities, this will extend their interest in school generally and promote across the board academic success.	221-27
\$13,000.00	Principal Innovation Fund	Science Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4628	Teacher, Structured English Immersion		If students have opportunities to participate in engaging activities, this will extend their interest in school generally and promote across the board academic success.	221-28
\$14,656.00	Principal Innovation Fund	Computer science teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a		If students have opportunities to participate in engaging activities, this will extend their interest in school generally and promote across the board academic success.	221-29

\$110,000.00	Principal Innovation Fund	Assistant Principal #3	Goal 5: Students are engaged in school every day.	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries		n/a		<ul style="list-style-type: none"> - Mentor 10-20 Tier-II students and reduce incidents of conflict. - Manage SST process in coordination with COST and Community Schools Manager to ensure greater levels of students success and fewer referrals for special education testing. - Provide ongoing support to families around aiding students to reach positive life and school outcomes and school goals to support all students, but especially students in transition, such as foster youth or youth experiencing homelessness. 	221-30
\$58,774.00	Principal Innovation Fund	Community Coordinator	Goal 5: Students are engaged in school every day.	2405	Clerical Salaries		n/a		<ul style="list-style-type: none"> - Mentor 10-20 Tier-II students and reduce incidents of conflict. - Manage SST process in coordination with COST and Community Schools Manager to ensure greater levels of students success and fewer referrals for special education testing. - Provide ongoing support to families around aiding students to reach positive life and school outcomes and school goals to support all students, but especially students in transition, such as foster youth or youth experiencing homelessness. 	221-31

\$50,000.00	Principal Innovation Fund	Restorative Justice Facilitator	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		<ul style="list-style-type: none"> - Mentor 10-20 Tier-II students and reduce incidents of conflict. - Manage SST process in coordination with COST and Community Schools Manager to ensure greater levels of students success and fewer referrals for special education testing. - Provide ongoing support to families around aiding students to reach positive life and school outcomes and school goals to support all students, but especially students in transition, such as foster youth or youth experiencing homelessness. 	221-32
\$50,000.00	Principal Innovation Fund	Restorative Justice Facilitator	Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator		n/a		Strategic grouping, small group instruction	221-33
\$55,000.00	Principal Innovation Fund	Contracts (OPEF)	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Strategic grouping, small group instruction	221-34
\$13,472.50	Salesforce	Science Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4628	Teacher, Structured English Immersion	0.20	Strategic grouping, small group instruction	221-35

\$110,061.00	Title I: Basic	1.0 11-month TSA Math	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries	7005	n/a	1.00	Provide content playlists that have options for what students can do to learn a given standard (which texts and types of texts to use, whether to review via flashcards, do packet work corrections, or discuss/review with a partner); ELA and Math computer platforms to support self-paced, differentiated learning: Newsela, NoRedInk, STMath, Manga High, Summit, RAZkids. These differentiation practices will help to meet the needs of a range of learners, including GATE students and low-performing students. Software tools for self-paced, differentiated learning will also support students with disabilities who may be working with modified curricula.	221-36
\$71,650.00	Title I: Basic	Extended Contracts-teachers	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Students make significant progress toward meeting grade level standards. All students grow a year or more in reading.	221-37
\$473.00	Title I: Basic	Surplus	n/a	4399	Surplus		n/a		n/a	221-38
\$3,492.00	Title I: Parent Participation	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a		Parent education on personalized learning	221-39
\$11,957.00	Low-Performing Students Block Grant (LPSBG)	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	221-40

Title I School Parental Involvement Policy 2018—2019

Involvement of Parents in the Title I Program

Elmhurst Community Prep agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- **Accessibility:** parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

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

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
 - The school will hold annual Title 1 meeting
 - The school will facilitate Student Lead Conferences (SLC) and guide students and parents to maximize the SLC 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
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - a) The State of California's academic content standards
 - b) The State of California's student academic achievement standards
 - c) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - d) Academic proficiency levels students are expected to achieve
 - e) The requirements of the Title 1 Program

- f) How to monitor their child's progress
- 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
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
- The school will fund a positions sufficient to engage families in the activities of the school and maintain a functional Family Resource Center
 - In accordance with school leadership, the staff of the Family Resource Center will seek out and distribute materials to assist families, lead trainings, and recruit other groups to lead trainings as needed.
- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- Incorporate Family Engagement as a core value of the school
 - Build structures that require regular home-school communication such as Student Led Conferences (SLCs) each semester, and weekly progress reports
 - Work with FRC staff to ensure that communication between the home and school is optimized
- 5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
- The school will calculate and distribute progress reports to students to inform parents of the extent of student academic performance on the 3rd and 5th week of each marking period.
 - The school provide families with access to online gradebooks.
 - The school will hold Student Lead Conferences (SLCs) at the end of each marking period to inform parents of student progress and ensure parents receive accurate and timely information about student academic performance
 - The school will utilize advisory periods to ensure that all students are fully prepared to lead an effective SLC with their parents
 - 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 phone calls to keep parents of participating students fully informed
- 6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

- Utilize auto-dialer (translated into Spanish) to communicate to all families
 - Utilize the Talking Points text program
 - Provide written information in both English and Spanish
 - Employ bi-lingual and bi-literate employees in the main office
- 7) Provides support, during regular meetings, for parental activities requested by Title I Program parents.
- Solicit feedback and approval from the SSC around potential changes and work to implement those changes as necessary and appropriate
- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

School- Parent Compact

Elmhurst Community Prep has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

Annual Title I Meeting

- 1) Elmhurst Community Prep will convene an annual Title I meeting to inform parents of the following:
- That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by our meeting this day 9/27/2018

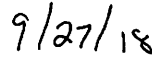
Adoption

This Parent Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs as evidence by

This policy was adopted by the ECP School Site Council on 9/27/2018 and will be in effect for the 2018-19 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. ECP's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

A handwritten signature in cursive, appearing to read 'K. B. A.', written over a horizontal line.

(Principal's Signature)

A handwritten date '9/27/18' written above a horizontal line.

(Date)

Elmhurst Community Prep School-Parent Compact 18-19

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 25 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

Student signature

As a parent/guardian or family member I will:

- Talk to my child regularly about the value of education.
- Communicate with the school when I have a concern.
- Monitor TV, phone and video games and make sure that my child reads every day.
- Make sure that my child attends school every day, on time, and with homework completed.
- Support the school's discipline and uniform dress code.
- Monitor my child's progress in school.
- Make every effort to attend school events, such as parent-teacher conferences, SLCs, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules and grading policy equitably and involve students in creating a warm and caring learning environment in the class.

- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Charlie Johnson Chair person
Charlene Johnson


Kilian Betlach
Principal



2018-2019

School Site Council Membership Roster – Middle School

School Name: Elmhurst Community Prep

Chairperson : Charlene Johnson
Vice Chairperson: Kimberly Jones
Secretary: Kilian Betlach

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Kilian Betlach	X				
Mariko White		X			
Alyssa Pandolfi		X			
Ramiro Rodriguez		X			
Asmara Ogbai			X		
Sandra Wilson				X	
Leslie Lopez				X	
Charlene Johnson				X	
Kimberly Jones				X	
Olga Villa				X	
Ada Villegas				X	
Darielle Vigay		X			

Meeting Schedule (day/month/time)	Last Thursday of every month, 5:00-6:00 p.m
-----------------------------------	--

SSC Legal Requirements: (Ed. Code 52852)

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers;
- Students are required to be members of the High School SSC**
- Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom Teachers
1-Other Staff
AND
6-Parent/Community
Or
3-Parent /Community
3-Students