

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

Legislative File ID No: 18-1285  
Introduction Date: 6/27/18  
Enactment No.: 18-1093  
Enactment Date: 6/27/18 er

June 27, 2018

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Elmhurst Community Prep.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Elmhurst Community Prep.



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

Legislative File ID No: 18-1285  
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## **2018-2019 Single Plan for Student Achievement (SPSA)**

**School:** Elmhurst Community Prep  
**CDS Code:** 1612590112789  
**Principal:** Kilian Betlach  
**Date of this revision:** 5/14/2018

The Single 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:

<b>Contact:</b> Kilian Betlach	<b>Position:</b> Principal
<b>Address:</b> 1800 98th Avenue Oakland, CA 94603	<b>Telephone:</b> 510-639-2888 <b>Email:</b> kilian.betlach@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

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

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Elmhurst Community Prep

**Site Number:** 221

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant                        |
|  | <input type="checkbox"/> 21st Century   |
|  | <input type="checkbox"/> School Improvement Grant (SIG)                             |

The School Site Council (SSC) recommends this comprehensive Single 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 Single 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 Single 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 Single 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:** 5/3/2018

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 J. BETLACH</u>	<u>5/3/18</u>
Killian Betlach, School Principal	Signature	Date
<u>Charlene Johnson</u>		<u>5/3/18</u>
Print name of SSC Chairperson	Signature	Date
	<u>Mark Triplett</u>	<u>5/3/18</u>
Mark Triplett, Network Superintendent	Signature	Date
<u>Marla Williams</u>		<u>5-31-18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

**2018-19 SPSA ENGAGEMENT TIMELINE****School Site:** Elmhurst Community Prep**Site Number:** 221

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10.26.17	SSC & SELLS combined	Shared site goals for the year.
1.9.18	ILT	Mid-year data review and progress against goals.
1.26.18	Whole school	Mid-year data review and progress against goals.
3.22.18	SSC & SELLS combined	Feedback on SPSA and key LCAP elements
4.17.18	ILT	School plan and ToA feedback and review
5.10.18	SSC & SELLS combined	Final SPSA approval

## 2018-2019 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$79,425.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$248,000.89	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$140,691.59	TBD
<b>TOTAL:</b>	<b>\$568,117.48</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$86,303.36	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,122.56	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$88,425.92</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Elmhurst Community Prep

**School ID:** 221

#### School Description

Elmhurst Community Prep (ECP) is a triumphant middle school located in East Oakland. ECP prepares 6th - 8th grade students for high school, college, and career by using a host of online and digital tools. Chromebooks have replaced textbooks and pencils, and students have the opportunity to work at their own pace, in small groups and get the support they need to thrive. ECP has an extensive array of counselors and support staff that are always available to support students and make sure our campus is safe and focused on academics. The ECP Family is on the rise!

#### School Mission and Vision

Grounded in our core values--high expectations, collaboration, positive school culture, and social justice--we commit to building a community school that ensures all students promote on a positive life trajectory and prepared for rigorous A-G coursework. No matter what.

#### Family & Student Engagement

If we establish a school culture in which positive relationships are not only modeled by teachers and staff, but also carried out by students as they relate to each other, then we will create a safe, nurturing environment that allows students to feel support from adults and their peers. Positive school culture will lend to an empowered student voice around their experience at school and help to build the family-school relationship. This will address our SPF indicator that shows peer to peer relationships are an area of weakness that also result in frequent referrals. Our current strengths are existing Restorative Justice staff members and strong student to teacher relationships, which we feel can contribute to a better culture.

### 1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<b>LANGUAGE &amp; LITERACY</b>	School leadership, teachers, and support staff reported (and review of the 2016-2017 SMARTE guidance confirmed) that the school's goals and priorities are aligned with student mastery of cognitive skills. Review of the cognitive skills document showed what teachers are expected to teach (e.g., textual analysis, using sources, inquiry) and its alignment to CCSS across content areas (e.g., English, math, history, science) and common classroom practices. Additionally, in a focus group, students described that cohort names (e.g., Stanford) are aligned to the best colleges in the nation. Teachers expressed that they expect student to grow, and stated that they support students in meeting schoolwide and grade-level goals. (pulled from SQR)	Site visit team members observed teachers providing partially effective use of high-quality feedback in 20% of classrooms visited. In these classrooms, only a few students received and used high-quality feedback. In lessons, teachers were observed circulating and asking a few students challenging questions about the lesson content. In 80% of visited classrooms, students did not receive clear, specific, high-quality feedback related to the lesson content. Teachers provided feedback on behavior, rather than academic content. Finally, in some classes, the site visit team did not observe any feedback given to students during the 20-minute observation period. (pulled from SQR)	A rigorous academic requires data driven instruction and clear alignment to common core standards. While teachers receive training and there are clear expectations for behavior, teachers still appear to struggle hold high academic expectations of students in the classroom on a daily basis. This is perhaps due to challenges with behavior management where teachers are more focused on keeping students quiet and obedient vs. engaging in an active, rigorous dialogue about the the content and providing critical feedback to students vs. simply letting the work quietly, albeit incorrectly. Perhaps there is a fear that holding more rigorous expectations for work output will lead to students acting out or shutting down.

<p style="text-align: center;"><b>STANDARDS-BASED INSTRUCTION</b></p> <p style="text-align: center;"><i>(including core content beyond language &amp; literacy)</i></p>	<p>School leadership and teachers reported that school staff meet regularly to collaborate, discuss goals, and review data to make informed instructional decisions. School leadership and teachers explained that in grade-level team meetings, four-to-five teachers meet to determine whether students are exhibiting similar characteristics (e.g., academic and behavior) across multiple classrooms. If so, teachers reach out to parents, and potentially refer students to the CCT. Further, the CCT meets to discuss students' needs. For instance, site visit team members observed a CCT meeting during which staff planned intervention supports for students exhibiting multiple absences.</p>	<p>Rise Up instruction was not consistently aligned to the program's expectations. For instance, in some classes, teachers assisted students with homework. In other classes, teachers were observed conducting community circles. Per some teachers, the Rise Up classes lack organization. Additionally, school leadership explained the challenges the school faces in attempting to provide academic support to students with IEPs. Specifically, the school leader reported that limited resources (e.g., shared resource specialists) make it challenging to provide push-in services to students with IEPs. Therefore, all students with IEPs tend to be grouped together as opposed to learning with other students. (Pulled from SQR)</p>	<p>It is clear that the low and declining levels of incoming 6th grade performance in ELA and Math presents a substantial challenge to dramatically increasing outcomes for young people.</p> <p>To meet these challenges, we need to increase the effective differentiation and personalization present in core ELA and Math classes, and implement a wide array of acceleration classes for students 4 years below, 2 years below, and just slightly behind. While structures for these exist, we have not, to date, done so at high levels of achievement. (Pulled from SQR)</p>
<p style="text-align: center;"><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b></p> <p style="text-align: center;"><i>(Culture &amp; Climate, including Measure G1)</i></p>	<p>School leadership, teachers, support staff, and students reported that behavior expectations are based on the school's PREP (Prepared, Respectful, Engaged, Professional) values, voice level (e.g., 0, 1, 2), norms and policies (e.g., uniforms). Site visit team members observed PREP value posters and voice level signage throughout the building in both classrooms and hallways. School leadership also explained that teachers were expected to align PREP values to daily learning targets. School leadership and teachers detailed (and the progressive management document confirmed) the school's five-step progressive management system (e.g., prevention, redirection, intervention, referral, and restoration), as well as voice-level expectations (e.g., voice zone zero). When asked, students associated behavior expectations to the PREP values, voice level, and policies (e.g., uniform, electronic devices). (Pulled from SQR)</p>	<p>School leadership, teachers, and parents indicated that the school struggles with fostering positive relationships among students. Teachers reported that some students in specific grades behave negatively with one another. They further stated that students are sometimes rude and condescending. In a focus group, one teacher pointed out that the level of aggression with some students results in other students feeling frightened. Students in a focus group reported that some students are bullied and teased. For example, students expressed that some students say, "You're fat" to others. Finally, parents expressed concerns about how students were treated by other students.</p>	<p>One root cause is that discipline expectation often does not look the same from room to room, or from hallway to hallway and it becomes really challenging for students to either keep up or meet the expectations from each teacher when there is not consistency. Lastly, as a school we need to do much deeper work of creating celebration and joy when students are doing the right thing so that teachers don't feel drained and students who are engaging in the right way do not feel the brunt of cultural challenges. (Pulled from SQR)</p>

<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <i>(SELLS Needs Assessment)</i></p>	<p>Our explicit ELD is a strength of our ELL support. We have a dedicated ELD program that supports students CELDT-3/ SRI 550 and below with additional learning opportunities. In addition, we have an embedded intervention program we call "RiseUp" that provides an additional period of ELD support. Staff works to make students aware of reclassification requirements and has hosted numerous reclassification workshops for families, as well as reclassification award breakfasts.</p>	<p>We need to improve the whole language support approach taken up by general education classroom teachers in the course of daily instruction. First and foremost, this would look like incorporating language and/or vocabulary objectives into daily instruction. We are aware that these elements have been part of ongoing, District-wide goals, but they have not yet progressed at our site into the realm of locked in practice.</p>	<p>While a clear need, it is also difficult to make the language objectives a focus of ongoing instruction, PD, and coaching because of all the other needs that our novice and emerging teaching staff present with on an ongoing basis. Classroom management needs, basic unit planning needs, data analysis needs often crowd-out what could otherwise be a focus of our work.</p>
<p><b>ARTS, MUSIC &amp; WORLD LANGUAGES</b> <i>(Measure G1)</i></p>	<p>Our arts program has expanded considerably with foregoing G1 funding: We added two sections of drama during the school day and one in the afterschool program. We increased arts integration and studio habits of mind to our portfolio work (known as Student Led Conferences), as well as incorporating into existing after school program. We have launched a multi-disciplinary performance of The Wiz scheduled for the Spring, that incorporates visual art, dance, and drama elements and features students enrolled in those spaces. We have dedicated and content specific art and drama spaces and we also have a beautiful auditorium with professional grade sound and lighting equipment, and we are excited to grow our students' and instructors' capacity to design and develop student performances.</p>	<p>We currently do not have a music or world language program. This makes our overall programmatic offerings less nuanced or diverse than they could be.</p>	<p>As a small middle school, we often struggle with expansive program offerings, even with G1 support. We partner with Alliance Academy, with whom we share a campus, to expand our program.</p>



**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** Elmhurst Community Prep

**School ID:** 221

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Literacy	Develop a more rigorous academic program that aligns with students interests and provided more project based, literacy rich learning experiences			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SRI	All Students	24.00%	29.00%	34.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	One of our main indicators is student performance on our quarterly benchmarks that measure Cognitive Skills. We use the Stanford Center for Assessment and Learning (SCALE) cognitive skills rubric as a placeholder for rigor and means of ensuring vertical alignment between departments.				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	If we better teach cognitive skills, we'll promote literacy across the curriculum, and then see greater student growth.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
1-1	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.	

1-2	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.
1-3	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 implementation of the leadership actions outlined previously.

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	Implement blended and personalized learning pedagogies that allow students more targeted time on task.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-129.7	-119.7	-109.7
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Although no longer required by the District, we use SMI as a screening tool to measure general success on math. We have also begun to use the interim math assessments provided by Smarter Balance. These assessments can also provide us effective formative data as we move forward.				
<b>Theory of Action for Standards-Based Instruction Priority:</b>	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.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	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"> <li>1) SMI scores</li> <li>2) Site-created quarterly assessments</li> <li>3) SBAC interim.</li> </ol>
	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:
2-2	Blended learning rotation model	<ol style="list-style-type: none"> <li>1. On alternating days students upfront with teacher or working independently on playlist;</li> <li>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</li> </ol>	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.

2-3	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.
2-4	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.
2-5	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 <i>and</i> back to school night 2) Implementation of cognitive skills communication tool.

<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING (including Measure G1)</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Culture & Climate	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.			
	<b>Performance Indicator:</b>	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	California Healthy Kids Survey: "I feel safe in my school."	All Students	59.4%	67.0%	75.0%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Chronic absence and URFs.				

<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>		If adults actively build relationships with students, learn the stories, and forge learning partnerships, we will foster authentic engagement for students.	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	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.
3-3	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.

3-3	Implement quality after school program	Support the development and planning of a program that includes athletics, art, drama, computer science/ robotics, girls empowerment, homework support	Student attendance in the program and ASES quality support indicators
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<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	English Language Learner Performance	Create a warm and welcoming conditions for English Language Learners that result in growth, development, and inclusion.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	All Students	15.00%	18.00%	21.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	We can also measure SRI and grades in ELD throughout the years.				
<b>Theory of Action for English Language Learners Priority:</b>	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.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	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  (Measure G1)	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Arts Programming	Implement arts and drama programs and build the arts program at ECP.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Percent of students participating in arts electives	All Students	TBD	TBD	TBD
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Student participation and success in art programs, and inclusion of art/ studio habits of mind into existing student led conference portfolios.				
<b>Theory of Action for Arts, Music &amp; World Languages Priority:</b>	If students have opportunities to participate in engaging activities, this will extend their interest in school generally and promote across the board academic success.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
5-1	Fund an arts integration specialist	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Establish a baseline of at least 1 integrated student work exposition project for each grade level at each of the three student work expositions.</li> </ul>	Measure progress against baseline data.

5-2	Fund a theatre specialist	<ul style="list-style-type: none"> <li>- Increase exposure to theatre arts and studio habits of mind across grade levels.</li> <li>- Work with dance and art teachers to produce Fall and Spring performances.</li> <li>- Increase literacy outcomes because of increased exposure to literacy</li> </ul>	SRI progress and student participation rate in programs.
5-3	Fund a youth development specialist	<ul style="list-style-type: none"> <li>- Mentor 10-20 Tier-II students and reduce incidents of conflict.</li> <li>- 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.</li> <li>- 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.</li> </ul>	Decrease in URFs, suspensions. Increase in attendance and GPA.



**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 221

**School:** Elmhurst Community Prep

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$140,691.59	After School Education & Safety (ASES)	Contract with afterschool provider	Culture & Climate	A1.6 After School Programs	5825				221-1
\$38,798.04	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				221-2
\$3,500.00	General Purpose Discretionary	Refreshments for meetings	Culture & Climate	A3.3 Family Engagement focused on Literacy Development	4311				221-3
\$11,129.80	General Purpose Discretionary	Surplus	n/a	n/a	4399				221-4
\$9,545.03	General Purpose Discretionary	6th grade history teacher	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0063	0.15	221-5
\$16,452.13	General Purpose Discretionary	6th grade science teacher	Mathematics	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH1716	0.25	221-6
TBD (pending)	Grant	Computer Science Teacher	Mathematics	A2.1 Implementation of the CCSS & NGSS				0.25	221-7
\$24,256.54	LCFF Concentration	Parent Liaison	Culture & Climate	A3.3 Family Engagement focused on Literacy Development	5822				221-8
\$34,381.65	LCFF Concentration	Bilingual Community Relations Assistant to engage families of ELLs	Culture & Climate	A4.1 English Learner Reclassification	2205	COMMUNITY RELATIONS AST II BIL	CRAIB0002	0.50	221-9
\$41,361.81	LCFF Concentration	Additional history teacher to support advisory model and teacher collaboration	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0063	0.65	221-10
\$928.24	LCFF Supplemental	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				221-11

\$56,121.52	LCFF Supplemental	Parent Liaison	Culture & Climate	A3.3 Family Engagement focused on Literacy Development	5822				221-12
\$12,726.71	LCFF Supplemental	Additional history teacher to support advisory model and teacher collaboration	Literacy	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0063	0.20	221-13
\$45,286.40	LCFF Supplemental	STIP to support academic acceleration	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP0497	1.00	221-14
\$65,742.89	LCFF Supplemental	Additional math teacher to support advisory model and teacher collaboration	Mathematics	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH0432	1.00	221-15
\$67,195.13	LCFF Supplemental	Additional English teacher to support advisory model and teacher collaboration	Literacy	A3.2 Reading Intervention	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2446	1.00	221-16
\$50,208.32	Measure G1	Contracts	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				221-17
\$28,961.66	Measure G1	Drama teacher	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2600	0.40	221-18
\$59,999.03	Title I: Basic	Extended Contracts	Literacy	A3.2 Reading Intervention	1120				221-19
\$8,304.33	Title I: Basic	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				221-20
\$12,000.00	Title I: Basic	Conferences	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	5220				221-21
\$6,000.00	Title I: Basic	Surplus	n/a	n/a	4399				221-22
\$2,122.56	Title I: Parent Participation	Surplus	n/a	n/a	4399				221-23

# Title I School Parental Involvement Policy 2017—2018

## **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 I 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 Director of Family Engagement position
  - In accordance with school leadership, the Director of Family Engagement 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 Director of Family Engagement 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 weekly progress reports to students to inform parents of the extent of student readiness for learning and academic work as mediated through conduct, supplies, and homework
  - The school will require progress reports to be signed and returned weekly, and will follow-up individually with the parents of students who do not return signed progress reports
  - 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 agendas 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
  - 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.

### 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 9/28/2017

### Adoption

This policy was adopted by the ECP School Site Council on <sup>12.7.2017</sup> ~~9/28/2017~~ and will be in effect for the 2017-18 School Year. The school will distribute this policy to all parents of participating Title 1, 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.

  
Kellian Betlach  
Principal

  
Charlene  
SSC Chair person

## Elmhurst Community Prep School-Parent Compact 17-18

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.

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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 viewing 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.

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Family member signature

As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to 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 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.

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Teacher signature

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

