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Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA) - Elmhurst United Middle School

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Elmhurst United Middle School
CDS Code: 1612590112789
Principal: Kilian Betlach
Date of this revision: 5/6/2021

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/6/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Elmhurst United Middle School

Site Number: 229

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per 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 and 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: 5.6.2021

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

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

Signatures:

Kilian Betlach <i>Principal</i>	<i>Kilian Betlach</i>	Signature	<u>5.6.21</u> Date
Yolanda Leon <i>SSC Chairperson</i>	<i>Yolanda Leon</i>	Signature	<u>5.6.21</u> Date
Clifford Hong <i>Network Superintendent</i>	<i>Clifford Hong</i>	Signature	<u>6/18/2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	<u>6/21/2021</u> Date

2021-22 SPSA ENGAGEMENT TIMELINE**School Site:** Elmhurst United Middle School**Site Number:** 229

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2.18.21	SSC	Gathered feedback and input to inform planning
2.22.21	Leadership	Budget 1-pager review
2.23.21	ILT	Gathered feedback and input to inform planning
2.25.21	CCT	Gathered feedback and input to inform planning
3.01.21	Leadership	Budget alignment to SPSA prioritization
3.03.21	Staff	Budget updates and previews
3.10.21	all students	Online survey around distance learning, supports, access
5.6.21	SSC	SPSA review and approval

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$274,700.00
Total Federal Funds Provided to the School from the LEA for CSI	\$254,100.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,505,709.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$251,250.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$55,650.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$6,700.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$609,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$107,550.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$16,750.00	TBD	After School Education and Safety Program (ASES #6010)	\$149,259.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$254,100.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$528,800.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$976,909.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,505,709.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Elmhurst United Middle School

School ID: 229

School Description

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

School Mission and Vision

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

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Elmhurst's instructional program has demonstrated a capacity to bring about significant growth in student performance, particularly with students performing 3 or more years behind.	1) We have structured our master schedule to allow for the inclusion of intervention/ acceleration classes available throughout the school day 2) We have invested in PD that focuses on universal access supports for students with disabilities, English Learners, and struggling students. 3) Teachers have built an instructional mindset that focuses on providing growth-based instruction
<i>Focal Student Supports</i>	Elmhurst faithfully implements both a PBIS model and a robust whole school Restorative Justice approach to working with young people, with a focus on prevention and learning new behaviors.	Our RJ team is deeply rooted in Oakland and in the work of Restorative practices. We include the CSM and guidance counselors on this team, which is in turn led by a former OUSD student and Oakland native, with seven years experience at Elmhurst. This team is talented, empathetic, and has the ability to work across systems well.

<i>Student/Family Supports</i>	Elmhurst funds a Family Resource Center that has remained open during Covid to provide tech support, distribute resources, and support families with distance learning questions. To support the FRC, we fund a parent liaison and a part-time community member and former parent to do specific outreach and engagement with Black families. We partner with Lifelong to run a school-based health clinic and offer a wide array of services.	We continue to invest in and develop our relationships with a variety of partners. Kaiser & Salesforce support much of our family engagement work. Lifelong runs our site-based health clinic, providing mental and physical wellness supports, including the dental van, which comes monthly. Alameda County provides the mobile food pantry, which visits the site twice per month. Finally, we have engaged the services of an amazing teacher who provides English classes for parents.
<i>Staff Supports</i>	Elmhurst implements a robust coaching model for all staff, regardless of experience or current level of effectiveness. All content teachers have a planning partner who teachers identical content, with whom they share a prep period. Finally, teachers are supported by a robust Restorative Justice team that implements behavior MTSS.	We have invested heavily in coaching for all staff members, and not just those that are struggling. TSAs, veteran teachers, and APs all provide non-evaluatory coaching. This approach moves through our entire organization. TSAs are coached by APs. APs are coached by the principal. Coaching is part of the DNA of the school.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Roughly 2/3 of our young people arrived as 6th graders more than 3 years behind grade level in reading and math. The pandemic will likely exacerbate this.	There are numerous causes to this particular challenge: 1) As a District, we have a legacy of non-scientific reading programs that have decimated early literacy; 2) We lack a vision and a program for effective remediation and acceleration. Once a child falls behind in Oakland, they rarely catch up; 3) Lack of effective integrated and dedicated ELD services in elementary school; 4) The ongoing churn of teachers and leaders and the lack of general stability contribute to a lack of learning.

<i>Focal Student Supports</i>	Because of prevailing levels of trauma in the community, we serve a disproportionate number of students with Tier-III needs. School resources do not begin to provide sufficient support and we rely on partner agencies to provide additional services. And still, we fall short of being able to support all the students in need.	Elmhurst serves a population that is 97% LCFF qualifying and nearly 30% African-American. The students populations that for some schools are focal populations, are, for us, our entire school populaiton. While we do generate additional resources through LCFF and Title I, these resources are insufficient to address the exponential need, particularly after we grew our school from 370 to 725 students.
<i>Student/Family Supports</i>	As ECP merged with Alliance Academy, and then took in large numbers of students from Roots and Epic, we found it challenging to respond restoratively to the student need that confronted us.	The number of students we serve more than doubled, but funding for support did not double. Even when augmented by grant dollars, it remains challenging to ensure that we have sufficient staff to engage with families and students the way we need to. That is, that we are able to engage authentically and in a restorative way, rather than transactionally (with families) or punitively (with students).
<i>Staff Supports</i>	While we have made progress in recent areas, many of our staff remain relatively inexperienced, or new to the neighborhood and community in which they work. As a result, they need a wide variety of support -- instructional planning and delivery, classroom management, time management, operations and logistics implementation, and culturally responsive practiecs.	The ongoing shortage of teachers is nationwide, and the various reasons have been well documented. At Elmhurst, we are particularly impacted. Not only are we a middle school, not only do we serve a student population perceived as challenging, but our school is located in Oakland, where some of the nation's highest housing costs converge with the region's lowest pay. So good times.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: All students demonstrate significant gap-closing progress on the SBAC.

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-91.5 (Spring 2019)	n/a	-75.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	40.2%	n/a	45.0%
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-99.0
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	5 points	3.9% (Spring 2019)	n/a	8.0%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a

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

School Goal for May 2024: All focal student groups demonstrate significant gap-closing progress on the SBAC.

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-148.3 (Spring 2019)	n/a	-125.0
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-92.9 (Spring 2019)	n/a	-72.9
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	African-American Students	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	68.2%	n/a	63.2%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-197.2 (Spring 2019)	n/a	-177.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-151.1 (Spring 2019)	n/a	-131.0
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB Math Above Standard	African-American Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	5.2%	n/a	10.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	7.2%	n/a	15.0%

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

School Goal for May 2024: All students build relationships to feel connected and engaged in learning.

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	58.1%	n/a	65.0%
Suspensions	All Students	-2pp	6.5%	n/a	5.0%
Suspensions	African-American Students	-2pp	15.5%	n/a	10.0%
Suspensions	Students with Disabilities	-2pp	10.7%	n/a	5.0%
Chronic Absence	All Students	-2pp	16.6%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	26.8%	n/a	25.0%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

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

School Goal for May 2024: Establish high retention rate among certificated staff

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	Coming soon	80.0%
Teacher Retention	All Teachers	above 80%	73.8%	n/a	80%

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

School: Elmhurst United Middle School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority:

Classrooms, hallways, and common spaces are calm and safe--emotionally, physically, and developmentally.

Theory of Change:

Implement tier-I PBIS plans and consistently improve instruction to ensure that students are moving past compliance and toward authentic engagement.

Related School Goal:

All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

tbd

What evidence do you see that your practices are effective?

tbd

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.

tbd

20-21 Standards-Based Instruction Priority:

Implement standards based instruction in every class every day, while shaping pedagogy around co-equal priorities of academic discourse, personalized learning, and culturally responsive pedagogy.

Theory of Change:

Shift whole school PD focus from academic discourse to culturally responsive pedagogy.

Related School Goal:

All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

tbd

What evidence do you see that your practices are effective?

tbd

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.

tbd

20-21 Language & Literacy Priority:		Students have explicit language learning articulated daily across the curriculum.
Theory of Change:	Utilize language acquisition as a component of Learning Targets daily.	
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
tbd		
What evidence do you see that your practices are effective?		
tbd		
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.		
tbd		
20-21 Conditions for Adult Professional Learning Priority:		All teachers, regardless of experience level, received coaching and ongoing professional learning
Theory of Change:	Provide tiered coaching models for teachers at different career and need levels.	
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
tbd		
What evidence do you see that your practices are effective?		
tbd		
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.		
tbd		
20-21 Conditions for English Language Learners Priority:		Implement both dedicated and integrated ELD.
Theory of Change:	Fund differentiated ELD course offerings in addition to implementing targeted instruction.	
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.	

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

tbd

What evidence do you see that your practices are effective?

tbd

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.

tbd

Arts, Music, and World Languages Priority: tbd

Theory of Change: tbd

Related School Goal: tbd

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

tbd

What evidence do you see that your practices are effective?

tbd

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.

tbd

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

tbd

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Elmhurst United Middle School

School ID: 229

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):	Establish and implement systems and structures across academic settings that build a culture of safety and inclusivity for all student groups.				
School Theory of Change:	If we teach and implement restorative justice practices and culturally relevant community values that support students' socioemotional and academic growth, and work with teachers to implement SEL practices along with content, then students would have stronger connection to school and become active participants in their education.				
Related Goal(s):	All students build authentic relationships with adults and peers that support academic and socioemotional learning.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will provide culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	School leaders will explicitly name culturally sustaining pedagogy as the instructional focus school- wide and provide professional learning, coaching, and other individualized supports to grow teachers' efficacy and ability to incorporate these strategies into their instruction	Consistent coaching and professional learning opportunities throughout the school year engaging teachers in activities and discussions that grow their capacity to implement culturally sustaining pedagogical practices into their instruction.		

1-2	Teachers will use formal and informal conversations with students and families, as well as other strategies to capture their experiences and use this data to inform the systems and structures that impact learning conditions.	School leaders will also collect qualitative and quantitative data regarding student and family experience, as well as feedback from teachers to inform and shape the attendance and discipline policies, course offerings, instructional model, and other pertinent aspects of the school day that impact learning conditions.	Quantitative and qualitative data from students and families, as well as teachers and staff.		
1-3	Members of ILT and CCT will collaborate with school administration to share ideas and allow all stakeholders an opportunity for input on the day to day operations of the site.	Administration will intentionally seek out the input and insight of ILT and CCT to help foster emotionally and intellectually safe learning environments, develop the instructional model and focus, and strategies for celebrating our students.	Running ILT and CCT agendas that record topics of discussion and buckets of work teams have taken on.		

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Implement standards based instruction in every class every day, while shaping pedagogy around co-equal priorities of academic discourse, personalized learning, and culturally responsive pedagogy.
School Theory of Change:	Shift whole school PD focus from academic discourse to culturally responsive pedagogy.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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2-1	Teachers will engage in a variety of evidenced-based, collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. Teachers will provide culturally relevant materials and strategies to better engage all students, especially our most vulnerable student groups; low income students of color, SPED, English Learners, and Newcomers.	Leadership teams will be data-driven, working to develop, monitor and adjust a differentiated professional development plan based on teacher observations, feedback, and student and family data.	Feedback on professional development, formal and informal observations of students engaged in learning, student data, progress and growth.		
2-2	Teachers use data-informed cycles of inquiry, coupled with formative and summative of assessments, to implement and refine grade-level instructional plans.	Administration and leadership teams work in conjunction to provide time for collaboration and sharing of best practices, establish and monitor the instructional vision, and set expectations for an effective professional learning community.	Student academic and socio-emotional growth; additions and adjustments to professional learning scope and sequence; additions and adjustments to teachers' instructional plans based student data		

*District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum*

School Priority ("Big Rock"):	Students have explicit language learning articulated daily across the curriculum.
School Theory of Change:	Utilize language acquisition as a component of Learning Targets daily.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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3-1	Teachers will provide meaningful scaffolds for students to be able to access grade level reading and content.	Leaders will provide Professional Learning, Instructional Coaching and support for teachers to incorporate literacy related scaffolds in all core instruction.	The use of scaffolds in class. Examples include: audio recordings of books, text sets at a variety of lexile levels, explicit vocabulary instruction, encouraging students to make meaning in their home languages, building strong background knowledge in relation to the reading or content.		Tier 1
3-2	Teachers will plan for multiple opportunities for Academic Discourse throughout the course of all lessons. Teachers will provide sentence stems when necessary and support students in building on one another's thinking through the use of discussion protocols.	Leaders will provide Professional Learning, Instructional Coaching and support for teachers to plan for and implement Academic Discussion protocols.	Informal and formal observations. Students will be able to participate in and facilitate academic discussions with their classmates.		Tier 1
3-3	Teachers will incorporate explicit instruction of Tier 2 & 3 vocabulary in order to support acquisition of new vocabulary	Leaders will provide Professional Learning, Instructional Coaching and support for teachers to plan for and implement Academic Vocabulary instruction.	Students are able to apply the use of Tier 2 & 3 vocabulary in academic discourse and writing. Students build their academic vocabulary and are able to apply it when taking the SRI and SBAC		Tier 1
3-4	Students who are multiple years below in reading will have access to reading intervention courses such as SIPPS and RAZ Kids.	Leaders will utilize the RTI model in order to ascertain which students would benefit from Reading Intervention. Leaders will create student schedules that allow for Reading Intervention.	Students in the Reading Intervention program will test out of SIPPS after 1 semester.		Tier 3

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority ("Big Rock"):	All teachers, regardless of experience level, received coaching and ongoing professional learning				
School Theory of Change:	Provide tiered coaching models for teachers at different career and need levels.				
Related Goal(s):	Establish high retention rate among certificated staff				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers engage in a year-long professional learning scope and sequence at the whole site level, department level and grade level that are grounded in the pillars of the instructional model: academic discourse, culturally sustaining pedagogy and personalized learning.	Admin and coaches develop a year-long scope and sequence that includes input, inquiry, workshops and collaboration to build knowledge and skill in all three areas of the Instructional Model. Admin and coaches hold BOY, Mid-Year and EOY of year 1:1 conferences for teachers to reflect and identify growth areas.	Collect qualitative and quantitative data through instructional walkthroughs, feedback surveys, informal and formal observations, and teacher conferences.		Tier 1

4-2	Teachers and coaches identify and implement a tiered coaching model that names instructional, professional and SMARTER goals. Teachers meet to plan, reflect and analyze data with teachers on a bi/weekly basis with their coach.	Coaches and admin work with teachers to identify instructional, professional and SMARTER goals and work towards these goals in bi/weekly coaching sessions.	Feedback and reflection during BOY, Mid-year and EOY conferences with teachers. SMARTER goal data. Informal and formal observations.	While we have made progress in recent areas, many of our staff remain relatively inexperienced, or new to the neighborhood and community in which they work. As a result, they need a wide variety of support -- instructional planning and delivery, classroom management, time management, operations and logistics implementation, and culturally responsive practices.	Tier 1
4-3	Teachers participate in monthly Mindset Monday to explore how personal experiences and school culture manifest, uphold or center white supremacy culture.	Facilitators of Mindset Monday create a safe and curious space to explore these often challenging conversations through reading/listening/watch resources, fishbowl discussions and affinity groups.	Reflections during fishbowl conversations, feedback survey		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Implement both dedicated and integrated ELD.
School Theory of Change:	Fund differentiated ELD course offerings in addition to implementing targeted instruction.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers implement a variety of instructional strategies as part of the Integrated ELD model: talk protocols, multiple reads strategies and evidence-based writing strategies.	Coaches and admin create department Theory of Actions that includes Integrated ELD strategies including a vertically aligned writing program, talk protocols and multiple reads strategies.	Improved reclassification rates		Tier 1
5-2	Mainstreamed newcomers, 4-6 ELLs and LTELs take Designated ELD with our ELD teacher. Curriculum is designed with read, write, talk cycles grounded in Culturally Sustaining Pedagogy.	Ensure that master schedule supports equitable and correct placement of students in Designated ELD. Provide ongoing coaching and PL for ELD teacher.	Improved reclassification rates		
5-3	Newcomer teachers provide rigorous, language-based instruction to most recent arrivals in ELD, English, math and science. All newcomers receive SIPPS to build early literacy skills in order to access text. The program is differentiated to meet the language needs of students with the goal of being fully prepared to enter mainstream courses.	Teachers receive ongoing coaching and PL to build knowledge and skill around language and literacy instruction. Admin design the program so that newcomers receive targeted language support as well as opportunities to be integrated into larger school population.	SRI scores, number of students mainstreaming		

ARTS, MUSIC, AND WORLD LANGUAGES

School Priority ("Big Rock"):	Students will have access to Culturally Sustaining Pedagogy, affirming their culture, language, interests and passions.
School Theory of Change:	If students have access to Culturally Sustaining Pedagogy, which includes Arts, Music and World Languages, their connection to school will increase.
Related Goal(s):	The school community will create spaces that uplift and affirm the many cultures that our students identify with.

Students to be served by these actions:		<i>All students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers of Art, Music and Spanish will be an integral piece of our instructional programming.	Leaders will prioritize funding for Arts and Language teachers.	Students will have the opportunity to opt into Visual Arts & Spanish Language course		
6-2	The Spanish teacher				

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$35,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	229-1
Copier Maintance	\$12,361	General Purpose Discretionary	5610	Equip Maintenance Agreeemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	229-2
Uniforms	\$8,289	General Purpose Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	229-3
STIP Teacher	\$66,429	LCFF Supplemental	1105	Certificated Teachers' Salaries	4052	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Leaders will provide Professional Learning, Instructional Coaching and support for teachers to plan for and implement Academic Vocabulary instruction.	229-4
.27 10TCH Corn, Aaron	\$18,953	LCFF Supplemental	1105	Certificated Teachers' Salaries	4785	Teacher Education Enhancement	0.27	Goal 1: All students graduate college, career, and community ready.	Teachers will engage in a variety of evidenced-based, collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. Teachers will provide culturally relevant materials and strategies to better engage all students, especially our most vulnerable student groups; low income students of color, SPED, English Learners, and Newcomers.	229-5
1.0 10TCH Curtis, Cana	\$65,948	LCFF Supplemental	1105	Certificated Teachers' Salaries	3123	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Teachers will use formal and informal conversations with students and families, as well as other strategies to capture their experiences and use this data to inform the systems and structures that impact learning conditions.	229-6
1.0 10TCH Chakrabarty, Adrija	\$65,948	LCFF Supplemental	1105	Certificated Teachers' Salaries	7541	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Teachers will incorporate explicit instruction of Tier 2 & 3 vocabulary in order to support acquisition of new vocabulary	229-7

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Teacher	\$50,448	LCFF Supplemental	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	1.00	Goal 1: All students graduate college, career, and community ready.	Teachers will engage in a variety of evidenced-based, collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. Teachers will provide culturally relevant materials and strategies to better engage all students, especially our most vulnerable student groups; low income students of color, SPED, English Learners, and Newcomers.	229-8
STIP Teacher	\$59,724	LCFF Supplemental	1105	Certificated Teachers' Salaries	7415	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Teachers will provide meaningful scaffolds for students to be able to access grade level reading and content.	229-9
Community Relations Assistant II Bilingual	\$17,046	LCFF Supplemental	2205	Classified Support Salaries	1462	Community Relations Assistant II Bilingual	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Communication in home language of students and families will be prioritized.	229-10
Community Relations Assistant II Bilingual	\$39,081	LCFF Supplemental	2205	Classified Support Salaries	7509	Community Relations Assistant II Bilingual	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Members of ILT and CCT will collaborate with school administration to share ideas and allow all stakeholders an opportunity for input on the day to day operations of the site.	229-11
Attendance Specialist, Bilingual	\$39,081	LCFF Supplemental	2205	Classified Support Salaries	4455	Attendance Specialist, Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Members of ILT and CCT will collaborate with school administration to share ideas and allow all stakeholders an opportunity for input on the day to day operations of the site.	229-12
.65 ASB Del Toro, Maggie	\$26,125	LCFF Supplemental	2205	Classified Support Salaries	6444	Attendance Specialist, Bilingual	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Members of ILT and CCT will collaborate with school administration to share ideas and allow all stakeholders an opportunity for input on the day to day operations of the site.	229-13
Community connections support	\$31,775	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Members of ILT and CCT will collaborate with school administration to share ideas and allow all stakeholders an opportunity for input on the day to day operations of the site.	229-14

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
.8 ISS	\$56,335	LCFF Supplemental	2405	Clerical Salaries	tbd	Enter position number at left.	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will engage in a variety of evidenced-based, collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. Teachers will provide culturally relevant materials and strategies to better engage all students, especially our most vulnerable student groups; low income students of color, SPED, English Learners, and Newcomers.	229-15
1.0 10TCH Nott, Kaitltn	\$66,297	LCFF Concentration	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	1.00	Goal 1: All students graduate college, career, and community ready.	Teachers will provide culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	229-16
ET/ OT	\$10,000	LCFF Concentration	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers use data-informed cycles of inquiry, coupled with formative and summative of assessments, to implement and refine grade-level instructional plans.	229-17
To be allocated in Fall 2021.	\$31,253	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	229-18
1.0 Parent Liason	\$92,622	Salesforce Principal Innovation Fund	2205	Classified Support Salaries	7001	Liaison, Family Parent Bilingual	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Members of ILT and CCT will collaborate with school administration to share ideas and allow all stakeholders an opportunity for input on the day to day operations of the site.	229-19
.85 12-mo Case Manager	\$100,232	Salesforce Principal Innovation Fund	2405	Clerical Salaries	8050	Case Manager 24	0.85	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Members of ILT and CCT will collaborate with school administration to share ideas and allow all stakeholders an opportunity for input on the day to day operations of the site.	229-20
Assistant Principal	\$122,585	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	7414	Assistant Principal, Middle School	1.00	Goal 1: All students graduate college, career, and community ready.	Coaches and admin create department Theory of Actions that includes Integrated ELD strategies including a vertically aligned writing program, talk protocols and multiple reads strategies.	229-21
.5 Newcomer Social Worker	\$61,146	Salesforce Principal Innovation Fund	2405	Clerical Salaries	7909	Social Worker	0.50	Goal 1: All students graduate college, career, and community ready.	Administration and leadership teams work in conjunction to provide time for collaboration and sharing of best practices, establish and monitor the instructional vision, and set expectations for an effective professional learning community.	229-22

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$1,308	Salesforce Principal Innovation Fund	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	229-23
1.0 11/12 TSA Turner, Anthony	\$120,999	Title I: Basic	1105	Certificated Teachers' Salaries	7005	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Administration will intentionally seek out the input and insight of ILT and CCT to help foster emotionally and intellectually safe learning environments, develop the instructional model and focus, and strategies for celebrating our students.	229-24
licenses	\$797	Title I: Basic	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers implement a variety of instructional strategies as part of the Integrated ELD model: talk protocols, multiple reads strategies and evidence-based writing strategies.	229-25
extended contracts	\$129,454	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will plan for multiple opportunities for Academic Discourse throughout the course of all lessons. Teachers will provide sentence stems when necessary and support students in building on one another's thinking through the use of discussion protocols.	229-26
Parent English classes	\$6,700	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	School leaders will also collect qualitative and quantitative data regarding student and family experience, as well as feedback from teachers to inform and shape the attendance and discipline policies, course offerings, instructional model, and other pertinent aspects of the school day that impact learning conditions.	229-27
Activities & Enrichment	\$16,750	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Ensure that master schedule supports equitable and correct placement of students in Designated ELD. Provide ongoing coaching and PL for ELD teacher.	229-28
Community Schools Manager	\$91,210	Measure G1	2305	Classified Supervisors' and Administrators' Salaries	7885	Program Mgr Community School	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Facilitators of Mindset Monday create a safe and curious space to explore these often challenging conversations through reading/listening/watch resources, fishbowl discussions and affinity groups.	229-29

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Arts Integration	\$55,412	Measure G1	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers engage in a year-long professional learning scope and sequence at the whole site level, department level and grade level that are grounded in the pillars of the instructional model: academic discourse, culturally sustaining pedagogy and personalized learning.	229-30
Spanish teacher	\$56,710	Measure G1	1105	Certificated Teachers' Salaries	0001	Enter position number at left.	1.00	Goal 1: All students graduate college, career, and community ready.	Ensure that master schedule supports equitable and correct placement of students in Designated ELD. Provide ongoing coaching and PL for ELD teacher.	229-31
Elective supplies	\$6,000	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	229-32
1.0 FTE Jack, Helena	\$99,373	Measure G1	1105	Certificated Teachers' Salaries	7000	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Teachers will use formal and informal conversations with students and families, as well as other strategies to capture their experiences and use this data to inform the systems and structures that impact learning conditions.	229-33
Musis dept assistant	\$40,000	Measure G1	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers implement a variety of instructional strategies as part of the Integrated ELD model: talk protocols, multiple reads strategies and evidence-based writing strategies.	229-34
Counselor	\$31,291	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	0499	Counselor	0.30	Goal 1: All students graduate college, career, and community ready.	Ensure that master schedule supports equitable and correct placement of students in Designated ELD. Provide ongoing coaching and PL for ELD teacher.	229-35
Library Technician	\$24,929	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	4283	Library Technician	0.33	Goal 1: All students graduate college, career, and community ready.	Leaders will utilize the RTI model in order to ascertain which students would benefit from Reading Intervention. Leaders will create student schedules that allow for Reading Intervention.	229-36
1.0 12-mo Case Manager	\$102,286	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	7884	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers participate in monthly Mindset Monday to explore how personal experiences and school culture manifest, uphold or center white supremacy culture.	229-37
Newcomer Assistant	\$65,653	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	7879	Assistant, Newcomer Learning Lab	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Mainstreamed newcomers, 4-6 ELLs and LTELs take Designated ELD with our ELD teacher. Curriculum is designed with read, write, talk cycles grounded in Culturally Sustaining Pedagogy.	229-38

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
6th grade culture building	\$33,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	229-39
ET/ OT for student/ family support	\$6,592	Comprehensive Support & Improvement (CSI) Grant	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	School leaders will also collect qualitative and quantitative data regarding student and family experience, as well as feedback from teachers to inform and shape the attendance and discipline policies, course offerings, instructional model, and other pertinent aspects of the school day that impact learning conditions.	229-40
Black parent support	\$10,450	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Members of ILT and CCT will collaborate with school administration to share ideas and allow all stakeholders an opportunity for input on the day to day operations of the site.	229-41
Library Technician	\$50,613	Measure G: Library	2205	Classified Support Salaries	4283	Library Technician	0.67	Goal 1: All students graduate college, career, and community ready.	Teachers will provide meaningful scaffolds for students to be able to access grade level reading and content.	229-42
Books	\$4,387	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Students who are multiple years below in reading will have access to reading intervention courses such as SIPPS and RAZ Kids.	229-43
After school provider	\$55,060	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Members of ILT and CCT will collaborate with school administration to share ideas and allow all stakeholders an opportunity for input on the day to day operations of the site.	229-44
After school provider	\$149,259	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Members of ILT and CCT will collaborate with school administration to share ideas and allow all stakeholders an opportunity for input on the day to day operations of the site.	229-45



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact Elmhurst United Middle School 2020-21

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

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

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

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

Provide rigorous, standards-aligned instruction in all classrooms and ensure that all teachers receive ongoing coaching and support.

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

Elmhurst will hold scheduled family conferences four times per year, as well as upon request by the family.

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

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

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

Ensure that families have a main school line they can reach, as well as access to teachers and staff through their preferred means of communication.

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

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

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

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

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

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


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

Provide formal communication that is translated into relevant languages. Utilize the Talking Points platform, to ensure that informal communication is communicated appropriately, and provide translation at all meetings and formal gatherings.

This Compact was adopted by the Elmhurst United Middle School on October 15, 2020 and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before October 16, 2020.

Signature of Principal



10/15/20



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Elmhurst United Middle School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Providing ongoing, real-time access to student work and grades through the Canvas Learning Management System
- Funding an Family Resource Center that hosts drop-in and scheduled events to support families.

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

- Insert practice here.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- Convening monthly School Site Council (SSC) meetings on the third Thursday of each month

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

- Weekly newsletters posted virtually through a variety of platforms
- Hosting quarterly Family Conferences
- Mailing home the results of major formative assessments such as RI, whenever appropriate

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

- Weekly newsletters
- Website
- Instagram
- Hard copies in the family resource center

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Soliciting interested volunteers throughout the year, and then communicating proactively and directly about opportunities
- Sending out public calls for volunteers where appropriate for one-off or time-bound events (such as a dance or sporting event)

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Providing access to digital learning platforms
- Providing a consistent homework program

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Incorporating family engagement as a core value of all school function, and utilizing this as a decision-making frame.
- Running twice annually professional learning on best practices of family engagement and partnership.

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

- Holding both evening and morning sessions of critical meetings, such as Back to School, Reclassification, and reading support information meetings
- Providing families with a variety of means and methods to reach school staff

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

- Holding School Site Council (SSC) meetings in a timely and predictable way, and making these meetings widely available to the community

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

- Providing Spanish language translation services for all meetings and in all formal school communication, specifically and particularly through the use of the Talking Points program

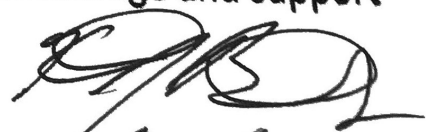
The school provides support for parent and family engagement activities requested by parents by:

- Setting aside a portion of school funding, when possible, for family requested/ directed activities
- Utilizing the parent participation funds in Title I to fund an English-language teacher for parents

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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


06/15/2020



Strategic Resource Planning (SRP)

Elmhurst United
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Yolanda Leon
Vice Chairperson:	Mia Riley
Secretary:	Kilian Betlach

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (required)	Term (1st or 2nd year term)
Kilian Betlach	X					
Emily Rasmussen			X			2
Aaron Corn		X				1
Mariko White		X				2
Alyssa Pandolfi		X				2
Yolanda Leon				X		2
Mia Riley				X		2
Susana Estrada				X		2
Piedad Sanchez				X		2
Dianna Chiguil					X	

SSC Meeting Schedule: (Day/Month/Time)	Third Thursday of the month, 5:30 on Zoom
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SSC Legal Requirements (EC Sections 65000-65001):

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

- 1 Principal
- 3 Classroom Teachers
- 1 Other Staff
- AND**
- 4 Parents/Community Members
- 1 Student (at least)