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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- Title I Schoolwide Program
- Comprehensive Support & Improvement (CSI) Grant
- Additional Targeted Support & Improvement
- Title I Targeted Assistance Program
- Local Control Funding Formula Equity Multiplier
- Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 3/24/2026

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, ParentSquare blasts, etc.)

Signatures:

Viet-Ly Gonzalez <hr/> <i>Principal</i>	<i>Viet-Ly Gonzalez</i> <hr/> Signature	<hr/> 3/24/2026 <hr/> Date
ChiAurelia Spencer <hr/> <i>SSC Chairperson</i>	<i>ChiAurelia Spencer</i> <hr/> Signature	<hr/> 3/24/26 <hr/> Date
<hr/> <i>SELLS Representative (optional)</i>	<hr/> Signature	<hr/> Date
Clifford Hong <hr/> <i>Network Superintendent</i>	<i>Clifford Hong</i> <hr/> Signature	<hr/> 04/24/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	<hr/> 4/24/26 <hr/> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/2/2025	SSC & SELLS	Reviewed data and identified school needs
12/17/2025	Admin Team	Reviewed data and identified school needs
12/11/2025	ILT	Reviewed SPSA goals and strategies
1/7/2026	Admin Team	Reflected on instructional practices and supports
1/15/2026	ILT	Reviewed data and identified school needs
1/5/2026	Faculty	

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

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

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$700,191
Total Federal Funds Provided to the School from the LEA for CSI	\$285,791
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,503,805

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$407,000
Title I Parent & Family Engagement Resource 3010	\$7,400
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$285,791
SUBTOTAL OF FEDERAL FUNDING:	\$700,191

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,503,805

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$72,700
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$144,043
Community Schools Grant (CCSPP) Resource 6332	\$286,922
Proposition 28 (Arts & Music in Schools) Resource 6770	\$149,949
SUBTOTAL OF STATE & LOCAL FUNDING:	\$803,614

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Elmhurst United Middle School		School ID: 229
CDS Code: 1612590112789	SSC Approval Date:	Board Approval Date: 6/24/2026

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.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.2%	17.6%	73.8%	2.5%	1.8%	14.8%	99.6%	48.2%	27.7%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.8%	0.7%	1.7%	0.1%	0.0%	0.4%	99.5%	12.1%	85.5%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Close distance from met on ELA SBAC and math SBAC.
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

English Language Arts Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-95.5	-97.0	-91.6	85.50	-75.5
SBAC ELA Participation	All Students	96.4%	96.5%	96.0%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	48.5%	42.8%	50.3%	52.8%	55.0%

Mathematics/Science Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-150.2	-152.0	-141.0	-130.2	-120.2
SBAC Math Participation	All Students	93.7%	93.7%	93.2%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	10.9%	9.8%	9.5%	19.8%	23.0%
California Science Test (CAST) Participation	All Students	95.8%	97.6%	96.8%	95.0%	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal: Close distance from met on ELA SBAC and Math SBAC for specific subgroups.

Identified School Need: Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

Academic Measures & Targets for Focal Student Groups						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-156.1	-171.2	-166.7	85.5	-75.5
SBAC ELA Distance from Standard Met	African American Students	-112.8	-118.3	-101.5	-92.8	-82.8

Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	69.4%	70.3%	68.7%	70.4%	72.0%
SBAC Math Distance from Standard Met	Special Education Students	-203.1	-211.5	-212.0	-130.2	-120.2
SBAC Math Distance from Standard Met	African American Students	-162.7	-171.4	-159.4	-142.7	-132.7
Reclassification Measures & Targets <i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	16.1%	10.9%	15.3%	19.1%	21.0%
LTEL Reclassification	Long-Term English Learners	19.5%	14.3%	20.5%	22.5%	23.0%

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

School Goal:	Increase connectedness to school, reduce suspensions and chronic absenteeism.
Identified School Need:	Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	57.4%	36.6%	37.2%	67.4%	70.0%
Out-of-School Suspensions	All Students	8.8%	6.1%	5.9%	7.0%	7.0%
Out-of-School Suspensions	African American Students	21.2%	16.8%	16.8%	15.9%	14.0%
Out-of-School Suspensions	Special Education Students	14.8%	7.9%	9.9%	11.1%	10.0%
Chronic Absenteeism	All Students	72.9%	44.4%	36.3%	54.7%	44.0%
Chronic Absenteeism	African American Students	82.3%	64.6%	56.7%	61.7%	55.0%

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

School Goal: Increase teacher retention.

Identified School Need: Build a school where students are successful, then teachers will be success and will stay.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	71.8%	73.3%	74.5%	81.8%	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and math SBAC.	ILT plans engaging and relevant professional learning based on observational data. We meet as a whole staff for PL input. Then ELA, History, Science, Math, and SPED Depts meet at least twice a month to engage in SMARTER Goal inquiry cycles. All teachers receive 1:1 weekly or bi-weekly coaching sessions to set and monitor SMARTER Goals. ELA teachers focus on Integrated ELD strategies that include academic discussion, close reading, and evidence-based writing. SIPPS is provided for every student that needs the early literacy program. Math cycles of inquiry focus on task analysis, writing strategies and academic discussion. Students who are not making progress on math are receiving intervention class. We implemented a new reading intervention class this year to target students who passed out of SIPPS.
<i>LCAP Goal 2:</i>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	ELA and Math Depts engage in data analysis cycles and closely progress monitor Black students, ELLs and students with IEPs. During beginning of year conferences, each teacher picks a focal group to narrow their instructional practice. By lifting up this data, staff have a clearer picture of instructional needs of our subgroups. When coaches observe classes, they keep each teacher's focal group in mind when providing feedback and reflection.
<i>LCAP Goal 3:</i>	Increase connectedness to school, reduce suspensions and chronic absenteeism.	Homeroom curriculum and RJ Circles are conducted on a weekly basis. Culture and Climate Team plan year-long Tier 1 structures and events. Teachers and staff are all invested in building strong relationships with students and families. Student Council meet weekly. Case Managers support each grade level Assistant Principal to create positive Tier 1 structures.

<i>LCAP Goal 4:</i>	Increase teacher retention.	Provide 1:1 coaching for all teachers. Teachers create a SMART goal and meet with instructional coach and content departments consistently throughout the year to reflect on data and instructional practices. ILT creates strong professional learning cycles. Tier 1 team is teacher-led and conduct differentiated workshops for teachers.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	Close distance from met on ELA SBAC and math SBAC.	With a robust SIPPS plan, students are gaining foundational literacy skills. However, there is still a comprehension and skills gap to access grade-level text. Teachers need to plan for multiple reads of complex text and put more of the reading rigor on students in class. We also need to build out intervention programs that target students who have passed SIPPS but are not yet at grade level. Math teachers plan units that are based on grade-level and grapple with balancing min-lessons to address foundational math skills and content that is at grade level.
<i>LCAP Goal 2:</i>	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	With a robust SIPPS plan, students are gaining foundational literacy skills. However, there is still a comprehension and skills gap to access grade-level text. Teachers need to plan for multiple reads of complex text and put more of the reading rigor on students in class. We also need to build out intervention programs that target students who have passed SIPPS but are not yet at grade level. Math teachers plan units that are based on grade-level and grapple with balancing min-lessons to address foundational math skills and content that is at grade level.
<i>LCAP Goal 3:</i>	Increase connectedness to school, reduce suspensions and chronic absenteeism.	We still hover around 30-35% chronic absenteeism rate. The number of SART meetings that are needed is daunting to address individual needs of students. The Leadership team is working to refine attendance incentives that are meaningful and impactful. Black students and students with IEPs are disproportionately represented in our suspension rate. We work hard to partner with families to build stronger relationships and communication. We are seeing a high need for mental health support, anxiety, and behavioral health, and we are working hard to meet all of the needs. However, there are limited resources.
<i>LCAP Goal 4:</i>	Increase teacher retention.	Lack of resources to provide much needed wrap-around services for our Tier 2 and Tier 3 students creates burnout among teachers.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Elmhurst United Middle School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Implementation is going well so far. We are building off the momentum of SBAC ELA and Math and CAST growth from 24-25. We created strong instructional observational practices conducted by Admin and coaches that we are refining this year to build a productive coaching and feedback model. Teachers are growing each marking period based on our focal culture and instructional indicators. This year, we have created strong alignment in whole staff Professional Learning input and shared Department agendas for teachers to engage in meaningful cycles of inquiry. Our independent reading program is growing and we need to work toward 100% implementation.

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

When teachers meet in Departments to do cycles of inquiry, our collective efficacy increases, therefore impacting the academic and socio emotional progress of our students. We are working to monitor our professional learning and coaching efforts more visible across the school in order to increase baseline expectations for all classroom instruction. Coaches meet with their coachees weekly or bi-weekly and have cultivated an immense amount of relational trust, creating the foundation for growth and learning.

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

No major changes. Waiting to see what funding looks like.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Fund English Teacher for community and family members</p>	<p>Student Connectedness to School</p>	<p>Teaches English classes twice a week for two hours.</p>	<p>There are about 25 consistent English students this year. Students include parents and community members. They are all making great progress and acquiring more English. They are requesting additional classes and for them to continue further in the year. 100% of families shared that this is a great resource as indicated by a class feedback survey.</p>	<p>Continue. Highly successful program. Parents and community members are thankful for the free classes and are showing progress with language development.</p>
<p>Instructional coach provides 1:1 coaching for 10 teachers. And leads the History Dept.</p>	<p>CAST (Science) at or above Standard</p>	<p>Instructional Coach works with 10 history and science teachers and meets with them weekly or bi-weekly to plan standards-based units and lesson plans. The coach conducts observations weekly and provides feedback on SMARTE goal focus areas.</p>	<p>ILT chose four IPG focal indicators to progress monitor. Our ILT SMARTE Goal is that 70% of teachers grow one point or score a 3 in each focal indicator. After Semester 1, 83% of teachers have meet Core Action 1. 67% of teacher have met Core Action 2A and 2C. 57% of teachers have met Core Action 3D. We are making progress toward our goal.</p> <p>Average of 85% of teachers provide satisfactory feedback for site professional learning.</p>	<p>Continue: Teachers will continue to benefit from instructional support. Students have made some growth on reaching grade-level CAST standard, but the majority of students are still multiple grades below standard.</p>

<p>Instructional coach provides 1:1 coaching for 10 teachers. And leads the Math Dept.</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Math Coach works with 10 coachees and meets with them weekly or bi-weekly to plan standards-based units and lesson plans. The coach conducts observations weekly and provides feedback on SMARTE goal focus areas.</p>	<p>ILT chose four IPG focal indicators to progress monitor. Our ILT SMARTE Goal is that 70% of teachers grow one point or score a 3 in each focal indicator. After Semester 1, 83% of teachers have met Core Action 1. 67% of teacher have met Core Action 2A and 2C. 57% of teachers have met Core Action 3D. We are making progress toward our goal.</p>	<p>Continue: Teachers will continue to benefit from instructional support. Students have made some growth on reaching grade-level math standard, but the majority of students are still multiple grades below standard.</p>
<p>Buy new books for the Library.</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Librarian builds out engaging independent reading library to support independent reading program in Homeroom.</p>	<p>27% of students are reading at grade level or one grade below reading level. We have 35% of students with improved placement from fall to winter diagnostic. 34% of ELLs have improved placement. 31% of SPED students have improved placement. 32% of Black students have improved placement.</p>	<p>Continue: increasing engagement and excitement for independent reading is a key strategy to increasing i-Ready growth.</p>
<p>Supplies and Materials to increase parent and family engagement and participation to support student learning.</p>	<p>Student Connectedness to School</p>	<p>Provide supplies for parent engagement workshops and events within the Family Resource Center to promote involvement.</p>	<p>Attendance at family events has increased by 10% this year. Providing printed flyers and hosting materials (plates/cutlery) is working well. These supplies allow for consistent communication and a professional, welcoming environment during school events.</p>	<p>We will continue this investment to maintain our 10% growth in parent participation. These supplies are essential for removing barriers to attendance. Clear communication through printed flyers ensures all families are reached, and providing hosting materials creates a welcoming space that encourages parents to stay and engage. This small investment has a direct impact on our ability to partner with families to support student achievement.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Elmhurst United Middle School	SCHOOL ID: 229
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3: SCHOOL STRATEGIES & ACTIVITIES	Click here for guidance on SPSA practices
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LCAP Goal 1: All students graduate college, career, and community ready.

School Goal: Close distance from met on ELA SBAC and math SBAC.

Identified Need: Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Students engage daily in standards-aligned tasks from the adopted curriculum.	All Students	Academic	Tier 1 - Universal
1-2	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding.	All Students	Academic	Tier 1 - Universal
1-3	Students demonstrate increased mastery of grade-level standards as assessed by curriculum-embedded assessments, including interim assessments.	All Students	Academic	Tier 1 - Universal
1-4	Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-5	Teachers engage in regular professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus; and attend Foundational Curriculum PD through Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-6	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus, and attend Foundational Curriculum PD through Standards & Equity Institute	All Students	Academic	Tier 1 - Universal
1-7	Teachers and Leaders monitor student progress towards standards mastery, including: data from classroom observations; student achievement on iReady reading and ELA curriculum-embedded assessments; and student progress toward school and PLC SMARTE goals.	All Students	Academic	Tier 1 - Universal

1-8	Teachers administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-9	Students reading below grade level practice reading fluency through text-sets connected to grade-level content and topics.	All Students	Academic	Tier 2 - Supplemental
1-10	Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	All Students	Academic	Tier 2 - Supplemental
1-11	Schools monitor progress of students receiving Tier II literacy or math support.	All Students	Academic	Tier 2 - Supplemental
1-12	Students with foundational skill needs engage in systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS).	All Students	Academic	Tier 3 - Targeted
1-13	Schools monitor progress of students receiving literacy support and refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Targeted

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.			
Identified Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Students identified as English Learners receive grade-level instruction through curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	English Learner Students	Academic	Tier 2 - Supplemental
2-2	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-3	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Identification of students who are 4-6+ beyond who are at an ELPAC 1 and 2 and identify strategies of support	English Learner Students	Academic	Tier 2 - Supplemental
2-5	Use Individualized Reclassification process to reclassify dually identified students scoring 4s on the ELPAC.	English Learner Students	Academic	Tier 3 - Targeted
2-6	Ensure dually identified students have a language goal in their IEP.	Special Education Students	Academic	Tier 1 - Universal

2-7	Offer necessary supports such as scaffolding and differentiation as necessary with or without an IEP, when an incapacitating deficit is evident	Special Education Students	Academic	Tier 1 - Universal
2-8	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	African American Students	Academic	Tier 2 - Supplemental
2-9	Teachers will come together regularly to reflect on their practice, examine assessments and strategically plan to support students in specific subgroups.	Latino/a Students	Academic	Tier 2 - Supplemental
2-10	Blueprint fellows will support students to build their foundational skills in math.	African American Students	Academic	Tier 3 - Targeted

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

School Goal: Increase connectedness to school, reduce suspensions and chronic absenteeism.

Identified Need: Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-3	Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-4	Supervision Team (meets once a month or more frequently if necessary)- implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior Framework Clear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	Publishes comprehensive policies (around tardy, electronics, dress code, referrals, detention, 8th grade promotion) in updated school handbooks to be distributed to students and families. Publish staff handbook.			

3-7	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-8	Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	All Students	Behavioral	Tier 1 - Universal
3-9	Engages in classroom walkthroughs at least 1x week to provide targeted support to teachers.	All Students	Behavioral	Tier 2 - Supplemental
3-10	Uses a universal screener to identify students needing additional support.	All Students	Behavioral	Tier 2 - Supplemental
3-11	Tracks and monitors student behaviors. Implement a weekly progress report. Meet to set goals, action plans, and reflect on progress.	All Students	Behavioral	Tier 2 - Supplemental
3-12	Engages in coaching with individual teacher	All Students	Behavioral	Tier 3 - Targeted
3-13	Uses Student Success/Support Team process to plan intentional support systems and structures.	All Students	Behavioral	Tier 3 - Targeted
3-14	Establishes case management team to work with specific students	All Students	Behavioral	Tier 3 - Targeted
3-15	Build family partnerships through workshops and school academic events	All Students	Behavioral	Tier 1 - Universal
3-16	Provide quality after school programming	All Students	Behavioral	Tier 1 - Universal
3-17	Students have access to a number of Tier 1 structures and activities to increase connectedness and joy in school.	All Students	Behavioral	Tier 1 - Universal

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

School Goal: Increase teacher retention.				
Identified Need: Build a school where students are successful, then teachers will be success and will stay.				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	All teachers will actively conduct common cycles of inquiry based on student data in thier respective department	All Students	Academic	Tier 1 - Universal
4-2	All teachers attend common school-wide PD's that highlights best practices and encourages collaboration	All Students	Academic	Tier 1 - Universal
4-3	Homerooms create a responsibility for a set of students, creating community	All Students	Academic	Tier 1 - Universal
4-4	Expose students to culturally relevant texts and teaching methodologies	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Analyze classroom work, observation data, and learning walk data	African American	Academic	Tier 1 - Universal
5-2	Maintain high expectations implemented with fairness absent from enabling learned helplessness.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	ELLs engage in daily standards-aligned tasks with appropriate scaffolds to access texts and tasks. (IPG Core Action 1 and 2C)	English Learner Students	Academic	Tier 1 - Universal
6-2	Students are given content language objectives in order to engage in language integrated learning in every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal
6-3	Students engage in student-to-student talk in every class at least every 15 minutes in order to clarify and improve understanding. (IPG 3D)	English Learner Students	Academic	Tier 1 - Universal
6-4	ELLs learn how language works in their D-ELD classes focused on part II ELD standards using OUSD teacher created materials aligned to EL Ed and Nat Geo material for newcomers. (ELLMA Essential Practice 2.4)	English Learner Students	Academic	Tier 1 - Universal
6-5	Students demonstrate increased mastery of D-ELD Part II standards as assessed by curriculum-embedded assessments (writing), including interim assessments. (2.4)	English Learner Students	Academic	Tier 1 - Universal
6-6	Analyze ELL student writing at least 3x year to determine growth in Part II ELD Standards. (ELLMA EP 2.3)	English Learner Students	Academic	Tier 1 - Universal
6-7	Teachers provide content language objectives in order to integrate language learning into every content area. (IPG 1C)	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	\$144,043	After School Education & Safety (ASES)	5825	Consultants			0.00			Provide quality after school programming	229-1
Provide dance instruction to increase artistic expression and physical fitness.	\$5,906	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	4075	Teacher Structured Eng Immersn	0.05		Student Connectedness to School	Students engage daily in standards-aligned tasks from the adopted curriculum.	229-2
Drama teacher will plan units based on CA standards, providing multiple opportunities for increasing performance arts skills	\$110,628	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10232	Teacher Structured Eng Immersn	1.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	229-3
Consultant supports teachers to plan units that include visual thinking skills and arts integration.	\$33,415	Arts & Music in Schools (Proposition 28)	5825	Consultants			0.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	229-4
Counselor collaborates with grade level AP and case manager to provide structured multi-tiered level supports that include both academic and SEL focus areas.	\$60,711	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	9470	Counselor	0.50			Uses Student Success/Support Team process to plan intentional support systems and structures.	229-5
Community Relations Assistant builds partnerships with families, participate in SART meetings and helps implement Attendance Plan.	\$45,925	California Community Schools Partnership Program	2205	Classified Support Salaries	7509	Community Relations Ast II Bil	0.50			Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	229-6
CSM leads COST to identify resources and supports for Tier 2 and 3 needs. Partners with a number of CBOs to implement a full community school.	\$40,182	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7885	Program Mgr Community School	0.25			Culture/climate team (meets at least once a week or once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	229-7
Family Liaison builds organizes multiple family events including Parent English Classes, Food Bank in order to support community school goals. Increasing family engagement will increase attendance and school connectedness.	\$43,129	California Community Schools Partnership Program	2405	Clerical Salaries	7001	Liaison Family Parent Bil	0.30			Build family partnerships through workshops and school academic events	229-8
Funds will be used to create Family Handbook to communicate school guidelines. Also used for promoting family events.	\$5,000	California Community Schools Partnership Program	4310	School Office Supplies			0.00			Build family partnerships through workshops and school academic events	229-9

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Provide programming supplies for Student Council. Student Council will meet weekly to innovate, design and implement joyful Tier 1 activities school-wide in order to increase connection to schools for all students in alignment with site PBIS program	\$7,553	California Community Schools Partnership Program	4391	Carryover, Prior Year			0.00			Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	229-10
Community Relations Assistant builds partnerships with families, participate in SART meetings and helps implement Attendance Plan.	\$19,464	California Community Schools Partnership Program Carryover	2205	Classified Support Salaries		Community Relations Ast II Bil	0.20			Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	229-11
To provide support to the whole child, Case Managers will conduct family meetings with Tier 2 and Tier 3 students to form strong family partnerships as a way to increase positive engagement in school. Case Managers will focus on academic success, attendance, and peer to peer relationships. CMs will conduct home visits throughout the year for students who are severely chronically absent. Community Relations Asst will conduct family outreach specifically to newcomer families to provide greater transition to U.S. schools.	\$40,000	California Community Schools Partnership Program Carryover	2425	Clerical Salaries Overtime			0.00			Establishes case management team to work with specific students	229-12
Contract with community org to run family workshops on safe use of technology	\$10,536	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			Build family partnerships through workshops and school academic events	229-13
School Supplies for low-income/homeless/foster youth to provide greater access to daily school engagement.	\$14,422	California Community Schools Partnership Program Carryover	4310	School Office Supplies			0.00			Students have access to a number of Tier 1 structures and activities to increase connectedness and joy in school.	229-14
Provide literacy intervention to students multiple years below grade level.	\$16,508	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	7002	Teacher Structured Eng Immersn	0.18			Schools monitor progress of students receiving Tier II literacy or math support.	229-15
Provide literacy intervention to students multiple years below grade level.	\$28,913	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	9249	Teacher Structured Eng Immersn	0.25			Schools monitor progress of students receiving Tier II literacy or math support.	229-16
Provide literacy intervention to students multiple years below grade level.	\$26,622	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	10517	Teacher Structured Eng Immersn	0.25			Schools monitor progress of students receiving Tier II literacy or math support.	229-17

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
TSA will coach 6-8 teachers to increase efficacy of standards-aligned curriculum in order to meet school-wide goals.	\$37,987	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	10945	TSA 11Mon 12Pay	0.25			Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	229-18
TSA will coach 6-8 teachers to increase efficacy of standards-aligned curriculum in order to meet school-wide goals.	\$46,239	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	10947	TSA 11Mon 12Pay	0.25			Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	229-19
Provide early literacy through SIPPS curriculum.	\$9,206	Comprehensive Support & Improvement (CSI) Grant	2105	Classified Instructional Aide Salaries		Early Literacy Reading Tutor	0.16			Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	229-20
Create Tier 1 Restorative Justice Programs so students and teachers gain skills to hold restorative conversations and build effective communication.	\$28,665	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries		Restorative Justice Facilitator	0.20			Strong Restorative Justice (RJ) program with peer mediators and student council/leadership opportunities- For sites w/o RJ Facilitator, identify someone who will hold this work and participate in central collaborative PD with David Yusem	229-21
Case Manager holds caseload of students who require Tier 2/3 supports. CM will build transformation relationships with both students and families in order to provide more access to academics.	\$30,080	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	10551	Case Manager 20	0.20			Establishes case management team to work with specific students	229-22
Case Manager holds caseload of students who require Tier 2/3 supports. CM will build transformation relationships with both students and families in order to provide more access to academics.	\$7,145	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	10552	Case Manager 20	0.08			Establishes case management team to work with specific students	229-23
Provide structured lunchtime activities so students continue to develop healthy play and activity. Structured activities will reduce conflicts and suspension rate.	\$23,054	Comprehensive Support & Improvement (CSI) Grant	4311	Consultants			0.00			Students have access to a number of Tier 1 structures and activities to increase connectedness and joy in school.	229-24
Consultant supports teachers to plan units that include visual thinking skills and arts integration.	\$31,371	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants			0.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	229-25

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Provide quality after school programming	229-26
Provide basic classroom materials in order for students to engage in grade-level instruction.	\$21,700	LCFF Supplemental	4310	School Office Supplies			0.00			Students engage daily in standards-aligned tasks from the adopted curriculum.	229-27
Provide structured lunchtime activities so students continue to develop healthy play and activity. Structured activities will reduce conflicts and suspension rate.	\$51,000	LCFF Supplemental	5825	Consultants			0.00			Students have access to a number of Tier 1 structures and activities to increase connectedness and joy in school.	229-28
TSA will coach 6-8 teachers to increase efficacy of standards-aligned curriculum in order to meet school-wide goals.	\$184,954	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10946	TSA 11Mon 12Pay	1.00			Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	229-29
CSM leads COST to identify resources and supports for Tier 2 and 3 needs. Partners with a number of CBOs to implement a full community school.	\$120,547	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7885	Program Mgr Community School	0.75			Teachers engage in PLCs at least 2x month driven by cycles of inquiry that include SMARTE goals related to student progress towards standards; curriculum internalization and lesson preparation; and student work/data analysis in support of standards-aligned instruction	229-30
Develop literacy programming that includes leveled libraries for all classrooms.	\$97,059	Measure G, Library Support	2205	Classified Support Salaries	4283	Library Technician	1.00			Schools monitor progress of students receiving Tier II literacy or math support.	229-31
Provide dance instruction to increase artistic expression and physical fitness.	\$23,623	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	4075	Teacher Structured Eng Immersn	0.20			Students engage daily in standards-aligned tasks from the adopted curriculum.	229-32
Case Manager holds caseload of students who require Tier 2/3 supports. CM will build transformation relationships with both students and families in order to provide more access to academics.	\$120,321	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	10551	Case Manager 20	0.80			Establishes case management team to work with specific students	229-33
Case Manager holds caseload of students who require Tier 2/3 supports. CM will build transformation relationships with both students and families in order to provide more access to academics.	\$82,173	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	10552	Case Manager 20	0.92			Establishes case management team to work with specific students	229-34

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Case Manager holds caseload of students who require Tier 2/3 supports. CM will build transformation relationships with both students and families in order to provide more access to academics.	\$123,589	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	10553	Case Manager 20	1.00			Establishes case management team to work with specific students	229-35
Supplies for elective classes to provide standards-aligned instruction.	\$3,021	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies			0.00			School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	229-36
Provide weekly English classes to families to increase language and literacy among families. Create greater opportunities for school access and family partnership.	\$7,400	Title I, Part A Parent & Family Engagement	5825	Consultants			0.00		Student Connectedness to School	Build family partnerships through workshops and school academic events	229-37
Targeted, evidence-based academic support for Newcomers and at-risk students through small-group and 'push-in' instruction focused on literacy and core science concepts	\$43,369	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9249	Teacher Structured Eng Immersn	0.30		CAST (Science) at or above Standard	Teachers and Leaders monitor student progress towards standards mastery, including: data from classroom observations; student achievement on iReady reading and ELA curriculum-embedded assessments; and student progress toward school and PLC SMARTe goals.	229-38
Targeted, evidence-based academic support for Newcomers and at-risk students through small-group and 'push-in' instruction focused on core Math concepts	\$79,867	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	10517	Teacher Structured Eng Immersn	0.75		SBAC Math Distance from Standard Met	Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	229-39
TSA will coach 6-8 teachers to increase efficacy of standards-aligned curriculum in order to meet school-wide goals.	\$113,962	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	10945	TSA 11Mon 12Pay	0.75		SBAC Math Distance from Standard Met	Students engage daily in standards-aligned tasks from the adopted curriculum.	229-40
TSA will coach 6-8 teachers to increase efficacy of standards-aligned curriculum in order to meet school-wide goals.	\$138,716	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	10947	TSA 11Mon 12Pay	0.75		CAST (Science) at or above Standard	Students engage daily in standards-aligned tasks from the adopted curriculum.	229-41
Targeted, evidence-based academic support for Newcomers and at-risk students through small-group and 'push-in' instruction focused on literacy and core history concepts.	\$21,225	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7002	Teacher Structured Eng Immersn	0.30		i-Ready Reading at or above Mid-Grade	Schools identify students in need of Tier II literacy or math support and plan for those needs within the master schedule.	229-42
Provide intensive, data-driven outreach and case management for students identified as chronically absent by identifying and removing specific barriers to school attendance through parent workshops and coordinated intervention referrals.	\$9,185	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	7002	Attendance Specialist Bilingual	0.10		Chronic Absenteeism	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school. (3.3)	229-43



**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:

- Attending Family Conferences three times a year.
- Reading the weekly newsletter.
- Teachers will communicate via phone twice/month to share academic and SEL progress reports.

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:

- Organizing family events on campus each month.
- Inviting families to Expo Night that highlights class projects in each core class.

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.
- Distribute the Engagement Policy via ParentSquare and TalkingPoints.

The school communicates to families about the school's Title I, Part A programs 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 curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Scheduling Family Conferences three times a year.

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:

- Sending out on ParentSquare, TalkingPoints, and providing update on Instagram.
- Report cards and additional academic progress reports will be sent via mail.

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:

- Opening opportunities at the Family Resource Center.
- Inviting families to chaperone field trips including camping trips.
- Volunteering at major school events such as Expo Night and Promotion.

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 a login for Canvas.
- Sending home progress reports.
- Holding 1-2 family workshops a year by the Family Resource Center on how to best support child's success.

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:

- Providing training for family phone calls and family conferences.

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:

- Participating in the SSC.
- Attending Coffee with the Principal to ask questions and learn more about the school.

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 monthly SSC meetings.

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 translation in Spanish and in Mam and Arabic when it's available.
- Stagger times for volunteer and engagement opportunities.

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

- Inviting families to Coffee with the Principal and office hours at the Family Resource Center.
- Co-planning events.

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:

- Providing a variety of support services through our Family Resource Center including Food Bank, diaper bank, clothing drive.
- Offer a list of resources and contacts when the school is not able to provide a service or support.

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

Adoption

This policy was jointly developed and adopted by Elmhurst United MS on August 28, 2025 and will be in effect for the period August 29, 2025 through May 28, 2026.

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

Name of Principal

Signature of Principal

Viet-Ly Gonzalez

A handwritten signature in black ink, appearing to read 'V Gonzalez', written in a cursive style.

Date: August 29, 2025

Please attach the School-Parent Compact to this document.



Elmhurst United Middle School

School-Parent Compact

2025-26

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 2025-26 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.**

Teachers will work collaboratively in Professional Learning Communities to plan units that are aligned to the CA State Standards. Teachers will receive Professional Learning on Tier 1 Positive Incentives and instructional practices to deliver lessons that scaffold for rigor, include frequent student interaction opportunities, and explicitly teach skills that allow students to preserve to become independent learners.

Students who need early literacy instruction will receive that through reading intervention classes. Students who need early math instruction will receive this through math intervention classes and math tutors.

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

Family Conferences are held three times a year. The first round will take place after the first marking period and the week will be all minimum days. This will give teachers an opportunity to schedule with as many families in their Home College as possible.

Two more rounds of Family Conferences will occur to target students who need to improve their academic performance.

Additionally, family meetings will take place in the 2nd semester that focuses on students who are below 2.0 GPA.

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.

Parents will be guided and supported to log into Schoology to access the most current grades in all classes.

Teachers will send home Weekly progress reports through ParentSquare. Further discussion will take place during Family conferences on how to best support child's progress.

4) Provide parents reasonable access to staff.

All emails and contact info of teachers and staff will be provided to families. Additionally, families can message teachers directly through ParentSquare. Families can also schedule appointments through messaging or through the main office.

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.

Volunteer opportunities were shared at Back to School Night and families signed up. The Family Resource Center will conduct outreach to families to invite them to volunteer. All families, including those with varying English language levels and/or disabilities, are invited to engage in school happenings.

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

The Family Resource Center and the Newcomer Social Worker will provide workshops throughout the year that includes ways to improve academic achievement of students.

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.

Specific workshops will be held to collaboratively develop best practices for Family Communication and Family Conferences. Grade Level Teams will work together for family outreach as well as share information.

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.

Elmhurst Staff frequently communicate with families through phone call, text or ParentSquare. ParentSquare translates messages into family’s home languages. In addition, our front office staff are all bilingual in Spanish. When needed, we will reach out for Arabic and Mam translation.

Parent Responsibilities

As a parent, I will support my child’s learning in the following ways:

- Create consistent structures to ensure strong attendance.
- Ensure my student follows the school’s policies.
- Volunteer in my child’s classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child’s extracurricular time.

This Compact was adopted by Elmhurst United Middle School on August 28, 2025 and will be in effect for the period of August 11, 2025 to May 29, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2025.



Viet-Ly Gonzalez

August 28, 2025

Principal’s Name

Signature of Principal

Date



SECONDARY SCHOOL
School Site Council Membership Roster
2024-2025

SSC - Officers

Chairperson:	ChiAurelia Spencer
Vice Chairperson:	Maria Sanchez
Secretary:	Mariko White

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Mariko White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Aaron Pratt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Maya Mercer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Maria Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Viet-Ly Gonzalez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ChiAurelia Spencer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Xiomara Mejia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Asia Allen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Maria de Jesus Ochoa Barajas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Alejandra Campos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesdays at 9 am in the Family Resource Center
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SSC Legal Requirements (EC Sections 65000-65001):

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

