

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

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Elmhurst Community Prep.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

**Discussion:**

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- 21<sup>st</sup> Century Learning

**Recommendation:**

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Elmhurst Community Prep.



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

## **2017-2018 Single Plan for Student Achievement (SPSA)**

**School:** Elmhurst Community Prep  
**CDS Code:** 1612590112789  
**Principal:** Kilian Betlach  
**Date of this revision:** 6/7/2017

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

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

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

*The District Governing Board approved this revision of the SPSA on: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

**2017-2018 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Elmhurst Community Prep

**Site Number:** 221

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

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

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

Date(s) plan was approved: May 9, 2017

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

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

**Signatures:**

Kilian Bettlach

School Principal

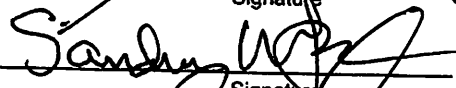


Signature

5/9/2017  
Date

Sandra Wilson

Print name of SSC Chairperson



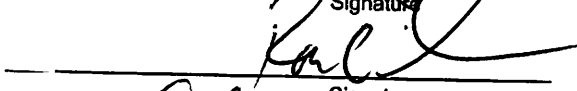
Signature

5/23/2017  
Date

Ron Smith

Network Superintendent

Ron C. Smith

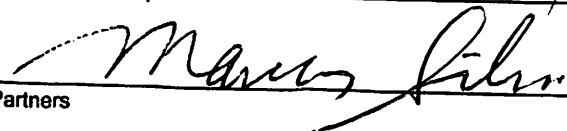


Signature

5/24/2017  
Date

Marcus Silvi

Coordinator, Office of Accountability Partners



Signature

6/2/2017  
Date

## 2017-18 SPSA ENGAGEMENT TIMELINE

**School Site:** Elmhurst Community Prep

**Site Number:** 221

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

Date	Stakeholder Group	Engagement Description
	SSC	Shared SPF
	Vision & ILT	Shared SPF and SQR
	All Staff	Shared SPF and SQR
1/26/2017	Community	Data night for parents. Shared SPF and SQR and other relevant data items.

## 2017-2018 Final Budget

### Programs Included in This Plan

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$85,500.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$218,428.43	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$99,555.26	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$128,838.45	TBD
<b>TOTAL:</b>	<b>\$532,322.14</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$51,716.92	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,029.80	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$61,777.05	TBD
<b>TOTAL:</b>	<b>\$115,523.77</b>	<b>\$0.00</b>

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## PART A: ABOUT THE SCHOOL

### School Description

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

### School Mission and Vision

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

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### TRANSFORMATION PRIORITY #1: Literacy

#### SCHOOL GOAL for Literacy:

Develop a more rigorous academic program that aligns with students interests and provided more project based, literacy rich learning experiences

#### SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	Low-Income Students	27.00%	30.00%	35.00%

#### Other Leading Indicators for Literacy:

We will monitor Accelerated Reader quiz participation, LLI internal metrics, grades in English classes, and disaggregate SRI data based on acceleration course participation.

**NEEDS ASSESSMENT for Literacy:**

STRENGTHS	CHALLENGES
<p>School leadership, teachers, and support staff reported (and review of the 2016-2017 SMARTE guidance confirmed) that the school's goals and priorities are aligned with student mastery of cognitive skills. Review of the cognitive skills document showed what teachers are expected to teach (e.g., textual analysis, using sources, inquiry) and its alignment to CCSS across content areas (e.g., English, math, history, science) and common classroom practices. Additionally, in a focus group, students described that cohort names (e.g., Stanford) are aligned to the best colleges in the nation. Teachers expressed that they expect student to grow, and stated that they support students in meeting schoolwide and grade-level goals. (pulled from SQR)</p>	<p>Site visit team members observed teachers providing partially effective use of high-quality feedback in 20% of classrooms visited. In these classrooms, only a few students received and used high-quality feedback. In lessons, teachers were observed circulating and asking a few students challenging questions about the lesson content. In 80% of visited classrooms, students did not receive clear, specific, high-quality feedback related to the lesson content. Teachers provided feedback on behavior, rather than academic content. Finally, in some classes, the site visit team did not observe any feedback given to students during the 20-minute observation period.(pulled from SQR)</p>

ROOT CAUSE ANALYSIS
<p>A rigorous academic requires data driven instruction and clear alignment to common core standards. While teachers receive training and there are clear expectations for behavior, teachers still appear to struggle hold high academic expectations of students in the classroom on a daily basis. This is perhaps due to challenges with behavior management where teachers are more focused on keeping students quiet and obedient vs. engaging in an active, rigorous dialogue about the the content and providing critical feedback to students vs. simply letting the work quietly, albeit incorrectly. Perhaps there is a fear that holding more rigorous expectations for work output will lead to students acting out or shutting down.</p>

**TRANSFORMATION PRIORITY #2: Mathematics**

**SCHOOL GOAL for Mathematics:**

Implement blended and personalized learning pedagogies that allow students more targeted time on task.

**SCHOOL TARGETS for Mathematics:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	Low-Income Students	7.00%	10.00%	20.00%

**Other Leading Indicators for Mathematics:**

Priority skill data by grade level, ST Math completion level, and SMI.

**NEEDS ASSESSMENT for Mathematics:**

STRENGTHS	CHALLENGES
<p>School leadership and teachers reported that school staff meet regularly to collaborate, discuss goals, and review data to make informed instructional decisions. School leadership and teachers explained that in grade-level team meetings, four-to-five teachers meet to determine whether students are exhibiting similar characteristics (e.g., academic and behavior) across multiple classrooms. If so, teachers reach out to parents, and potentially refer students to the CCT. Further, the CCT meets to discuss students' needs. For instance, site visit team members observed a CCT meeting during which staff planned intervention supports for students exhibiting multiple absences.</p>	<p>Rise Up instruction was not consistently aligned to the program's expectations. For instance, in some classes, teachers assisted students with homework. In other classes, teachers were observed conducting community circles. Per some teachers, the Rise Up classes lack organization. Additionally, school leadership explained the challenges the school faces in attempting to provide academic support to students with IEPs. Specifically, the school leader reported that limited resources (e.g., shared resource specialists) make it challenging to provide push-in services to students with IEPs. Therefore, all students with IEPs tend to be grouped together as opposed to learning with other students. (Pulled from SQR)</p>

ROOT CAUSE ANALYSIS
<p>It is clear that the low and declining levels of incoming 6th grade performance in ELA and Math presents a substantial challenge to dramatically increasing outcomes for young people.</p> <p>To meet these challenges, we need to increase the effective differentiation and personalization present in core ELA and Math classes, and implement a wide array of acceleration classes for students 4 years below, 2 years below, and just slightly behind. While structures for these exist, we have not, to date, done so at high levels of achievement.(Pulled from SQR)</p>

**TRANSFORMATION PRIORITY #3: Culture & Climate**

**SCHOOL GOAL for Culture & Climate:**

Create a positive, nurturing culture among staff and students and provide whole child supports to ensure all children feel welcome, safe, and inspired to come to school.

**SCHOOL TARGETS for Culture & Climate:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	African American Students	9.90%	5.00%	2.00%

**Other Leading Indicators for Culture & Climate:**

Reduce office referrals--and the underlying behavior by a significant percentage each year, and redeploy restorative justice resources to a preventative, rather than reactive model.



**NEEDS ASSESSMENT for Culture & Climate:**

STRENGTHS	CHALLENGES
<p>School leadership, teachers, support staff, and students reported that behavior expectations are based on the school's PREP (Prepared, Respectful, Engaged, Professional) values, voice level (e.g., 0, 1, 2), norms and policies (e.g., uniforms). Site visit team members observed PREP value posters and voice level signage throughout the building in both classrooms and hallways. School leadership also explained that teachers were expected to align PREP values to daily learning targets. School leadership and teachers detailed (and the progressive management document confirmed) the school's five-step progressive management system (e.g., prevention, redirection, intervention, referral, and restoration), as well as voice-level expectations (e.g., voice zone zero). When asked, students associated behavior expectations to the PREP values, voice level, and policies (e.g., uniform, electronic devices). (Pulled from SQR)</p>	<p>School leadership, teachers, and parents indicated that the school struggles with fostering positive relationships among students. Teachers reported that some students in specific grades behave negatively with one another. They further stated that students are sometimes rude and condescending. In a focus group, one teacher pointed out that the level of aggression with some students results in other students feeling frightened. Students in a focus group reported that some students are bullied and teased. For example, students expressed that some students say, "You're fat" to others. Finally, parents expressed concerns about how students were treated by other students. For instance, one parent described an event during which another student repeatedly hit her son, and was concerned because s/he felt that teachers did not help mitigate the problem when she made a complaint. (Pulled from SQR)</p>

ROOT CAUSE ANALYSIS
<p>One root cause is that discipline expectation often does not look the same from room to room, or from hallway to hallway and it becomes really challenging for students to either keep up or meet the expectations from each teacher when there is not consistency. Lastly, as a school we need to do much deeper work of creating celebration and joy when students are doing the right thing so that teachers don't feel drained and students who are engaging in the right way do not feel the brunt of cultural challenges. (Pulled from SQR)</p>

**ADDITIONAL PRIORITY:** Improved student retention during the transition from elementary school

**SCHOOL GOAL for Improved student retention during the transition from elementary school:**

Position Elmhurst as the premiere middle school option in East Oakland.

**SCHOOL TARGETS for Improved student retention during the transition from elementary school:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
TBD	All Students	TBD	TBD	TBD

**Other Leading Indicators for Improved student retention during the transition from elementary school:**

**NEEDS ASSESSMENT for Improved student retention during the transition from elementary school:**

STRENGTHS	CHALLENGES
n/a	n/a

ROOT CAUSE ANALYSIS
n/a

**PART C: THEORY OF ACTION**

<p><b>SCHOOL THEORY OF ACTION for Literacy:</b></p>	<p>Instruction will shift to be more focused on projects that incorporate and allow students to demonstrate understanding of NGSS and CCSS. Projects need to be focused on real world application so that students see the value of their education outside of the four walls of the classroom, which is particularly important for at-risk foster youth and students in low income communities. If this shift is made, students will be able to see and feel the value in day to day work and how it relates to their community. Additionally, families will be able to better relate to students' work if the work relates to real world applications. This will address our SPF indicator that shows that students are low performing on ELA/Math state tests. Our current strengths are having systems in place that lend for project-based curriculum.</p>
<p><b>SCHOOL THEORY OF ACTION for Mathematics:</b></p>	<p>If we continue to build our instructional muscle around personalized learning to differentiate and reach the needs of all of our students and families, we will more effectively address the unique needs of ELLs and our lowest performing subgroups. If we provide families with an opportunity to experience learning in the same way that their students do, we can further personalize learning at home. For example, we will base Back to School nights, Student-Led Conferences, and School Data Nights around the theory of personalized learning, explain how teachers at ECP are using personalized learning, and how parents can support their students' individual needs. These efforts will result in students being able to articulate their own academic strengths and areas for improvement, which will instill in them a sense of empowerment, purpose, and motivation. This will address our SPF indicator that shows many students below grade level on SRI and SMI. Our current strengths are existing use of personalized support and access to technology.</p>
<p><b>SCHOOL THEORY OF ACTION for Culture &amp; Climate:</b></p>	<p>If we establish a school culture in which positive relationships are not only modeled by teachers and staff, but also carried out by students as they relate to each other, then we will create a safe, nurturing environment that allows students to feel support from adults and their peers. Positive school culture will lend to an empowered student voice around their experience at school and help to build the family-school relationship. This will address our SPF indicator that shows peer to peer relationships are an area of weakness that also result in frequent referrals. Our current strengths are existing Restorative Justice staff members and strong student to teacher relationships, which we feel can contribute to a better culture.</p>

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**PART D: 17-18 STRATEGIES & KEY PRACTICES****Improvement Strategies for Priority #1: Literacy**

#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)
1-1	Embed SMARTER goals into daily learning experience	Make SMARTER goal evaluation part of students' grades. Implement SMARTER goal rubrics on more assignments, not just benchmarks. Teachers need to use a checklist when lesson-planning of reminders on how to incorporate SMARTER goal into daily lessons. Teachers need to explain the "why" of lessons in terms of SMARTER goal. (e.g. Is learning goal and PREP goal tied into SMARTER goal? Can kids articulate this?)
1-2	Increase students' ownership of their data and personal responsibility for performance	Individual student data is created in a classroom when they are done with a lesson or assessment - ex. Students have their own folder for data in the classroom. Students maintain portfolio of work either physically or electronically (this will drastically change SLCs). Students are tracking and charting data themselves. Students need access to data to the point that they can see what skills they are missing so that they can work on exactly what they need to work on. Continue work on making rubrics student-friendly (ex. Re-working language, turn it into a checklist).
1-3	Greater emphasis on development of cognitive skills	Celebrate skill-growth more than grades in classrooms and hallways. Honor Roll = cog skill mastery. Increased parent education on what cog skills are and why they matter more than grades. Provide teachers more collaboration time with each other to plan skills-based interdisciplinary curriculum (not just projects)

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**Improvement Strategies for Priority #2: Mathematics**

#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)
2-1	Self-paced, differentiated learning	Provide content playlists that have options for what students can do to learn a given standard (which texts and types of texts to use, whether to review via flashcards, do packet work corrections, or discuss/review with a partner); ELA and Math computer platforms to support self-paced, differentiated learning: Newsela, NoRedInk, STMath, Manga High, Summit, RAZkids. These differentiation practices will help to meet the needs of a range of learners, including GATE students, low-performing students, and students with disabilities who may be working with modified curricula.
2-2	Blended learning rotation model	1. On alternating days students upfront with teacher or working independently on playlist; 2. Three groups: one collaborative group work, one independent, and one with teacher: two rotations per class period). Next year will pilot classroom redesign to facilitate station work and flexible grouping
2-3	Strategic grouping, small group instruction	Small group cog skills lessons to homogenously skilled groups while other students work individually on blended learning tools or in small groups. LLI (Leveled Literacy Intervention): reading intervention geared toward specific reading levels. Will create a progression of interventions for students who struggle (i.e. after two marking periods with multiple D's or F's, we will do X)
2-4	Mastery-based progression	Students decide when they are ready to assess and can retake assessments as many times as needed. Students move on when they have mastered a concept. Eventual transition to a mastery, growth based grading system. This approach will also be used to help provide targeted support for Newcomers and English learners as they progress.
2-5	Parent education on personalized learning	Reach out to 6th grade parents to formally introduce them to how we do grades in middle school / ECP. Communicate with families five times each year about cognitive skills growth.

**Improvement Strategies for Priority #3: Culture & Climate**

#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)
3-1	Creation of a “6th Grade Academy”	A “6th Grade Academy” that sets aside an additional day to welcome 6th graders as well as a transformed first week of school to welcome students, build community, and teach expectations. In the short term, we expect to see reduced conflict in the 6th grade during the start of the year. By Year 2 and 3, we expect to see 7th and 8th graders joining in the welcome of new 6th graders, leading to increased engagement levels. Each year’s progress will be measured by the number of suspensions, peer mediation requests, referrals, and the percent decrease in the number of kids that report bullying or negative peer-to-peer interactions in the Culture and Climate Survey.
3-2	Set up a mid-year “Charge”	Our “Charge” staff retreat is designed to build community, develop as professionals, and plan collaboratively across grade levels and departments. In our first year, we want to successfully complete this mid-year charge with full staff participation. By Year 2, we expect to see an improved staff morale and higher levels of staff connection. By Year 3, we expect that staff will help set agendas and take leadership roles, and that work will be focused on long-term collaborative planning. Each year’s growth will be measured by empathy interviews and staff surveys.
3-3	Expansion of our “focal student” initiative	Our “focal student” initiative, which began this year, is where each staff member selects, learns about, and meets with a focal student. In Year 1, we want all staff have 3 focal students and engage with them throughout the school year. By Year 2, teachers will report that focal student work has improved teaching practice and classroom management. By Year 3, the focal student work will ideally develop a mentoring program that pairs 6th and 8th grade students. The progress for this indicator will be measured by students reporting a connection to 1 or more staff members on the Culture and Climate survey. We will also use this initiative to strengthen support for our African American male students.

**Improvement Strategies for Priority #4: Improved student retention during the transition from elementary school**

#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)
4-1	Fund an arts integration specialist	<ul style="list-style-type: none"> <li>- Increase exposure to theatre arts and studio habits of mind across grade levels, ensuring that all students—and especially low-income students who may not have resources to access to other forms of enrichment—have exposure to this.</li> <li>- Establish a baseline of at least 1 integrated student work exposition project for each grade level at each of the three student work expositions.</li> </ul>

4-2	Fund a theatre specialist	<ul style="list-style-type: none"> <li>- Increase exposure to theatre arts and studio habits of mind across grade levels.</li> <li>- Work with dance and art teachers to produce Fall and Spring performances.</li> <li>- Increase literacy outcomes because of increased exposure to literacy</li> </ul>
4-3	Fund a youth development specialist	<ul style="list-style-type: none"> <li>- Mentor 10-20 Tier-II students and reduce incidents of conflict.</li> <li>- Manage SST process in coordination with COST and Community Schools Manager to ensure greater levels of students success and fewer referrals for special education testing.</li> <li>- Provide ongoing support to families around aiding students to reach positive life and school outcomes and school goals to support all students, but especially students in transition, such as foster youth or youth experiencing homelessness.</li> </ul>

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 CA 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, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **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.

**PROPOSED 2017-18 BUDGET**

**Site Number:**

**221**

**School:**

**Elmhurst Community Prep**

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$61,777.05	21st Century Community Learning Centers	Contracted Services for ASP		A1.6: After School Programs	5825				221-1
\$128,838.45	After School Education & Safety (ASES)	Contracted Services for ASP		A1.6: After School Programs	5825				221-2
\$30,000.00	General Purpose Discretionary	Supplies		A2.3: Standards-Aligned Learning Materials	4310				221-3
\$40,449.90	General Purpose Discretionary	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				221-4
\$7,500.00	General Purpose Discretionary	Copier maintenance contract		A2.1: Implementation of CCSS & NGSS	5610				221-5
\$7,550.10	General Purpose Discretionary	FTE for Restorative Justice Coordinator		A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				221-6
\$2,000.00	LCFF Concentration	Extended time and overtime to support family engagement and academic acceleration		A6.4: Parent / Guardian Volunteer Support	2225				221-7
\$2,459.29	LCFF Concentration	Supplies to support academic acceleration		A2.1: Implementation of CCSS & NGSS	4310				221-8
\$1,000.00	LCFF Concentration	Postage to support family engagement		A3.3: Family Engagement focused on Literacy Development	5724				221-9
\$57,189.93	LCFF Concentration	Certificated FTE		A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH0063	1.00	221-10
\$36,906.04	LCFF Concentration	Certificated FTE		A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP0647	1.00	221-11
\$5,000.00	LCFF Supplemental	Supplies to support academic acceleration		A2.1: Implementation of CCSS & NGSS	4310				221-12
\$5,000.00	LCFF Supplemental	Meeting Refreshments to support teacher professional development, recruitment, and retention		A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	4311				221-13
\$25,000.00	LCFF Supplemental	Surplus to be allocated in Fall 2017, potentially for ITL to support academic acceleration.	n/a	n/a	4399				221-14
\$500.00	LCFF Supplemental	Facility Rental for professional development and other activities to build school culture and climate.		A5.1: School Culture & Climate (Safe & Supportive Schools)	5624				221-15
\$800.00	LCFF Supplemental	Postage to support family engagement around literacy and academic acceleration		A3.3: Family Engagement focused on Literacy Development	5724				221-16
\$17,449.90	LCFF Supplemental	Restorative Justice Coordinator		A5.1: School Culture & Climate (Safe & Supportive Schools)	5736				221-17
\$69,715.01	LCFF Supplemental	Peer Restorative Justice		A2.2: Social Emotional Learning	5825				221-18



\$29,236.15	LCFF Supplemental	FTE for ITL		A4.4: Teacher Professional Development focused on English Learners	5826				221-19
\$54,632.42	LCFF Supplemental	Certificated FTE		A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH2446	0.84	221-20
\$11,094.95	LCFF Supplemental	Certificated FTE		A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH0057	0.16	221-21
\$2,295.00	Measure G: TGDS	Extended Contracts		A2.6: Teacher Evaluation	1120				221-22
\$4.61	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				221-23
\$21,890.05	Measure G: TGDS	Fund STIP sub to support TGDS		A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0497	0.50	221-24
\$36,000.00	Measure G1	Youth development specialist	n/a	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825				
\$26,000.00	Measure G1	Arts Integration Consultant		A5.1: School Culture & Climate (Safe & Supportive Schools)	5825				221-26
\$5,000.00	Measure G1	Supplies		A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				
\$20,000.00	Measure G1	Theatre specialist		A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	TEACHER STRUCTURED ENG IMMERSN	K12TCH2473	0.40	#REF!
\$3,803.78	Supplemental Program Investment	Supplies		A2.1: Implementation of CCSS & NGSS	4310				#REF!
\$21,890.05	Supplemental Program Investment	Certificated FTE		A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0497	0.50	#REF!
\$10,406.17	Supplemental Program Investment	Certificated FTE		A2.1: Implementation of CCSS & NGSS		TEACHER STRUCTURED ENG IMMERSN	K12TCH2446	0.16	#REF!
\$40,000.00	Title I Basic	Extended contracts for certificated staff		A2.10: Extended Time for Teachers	1120				#REF!
\$11,716.92	Title I Basic	Conferences to support PD for certificated and classified staff		A2.1: Implementation of CCSS & NGSS	5220				#REF!
\$2,029.80	Title I Parent Participation	Supplies to fund and support the functioning of the FRC.		A6.4: Parent / Guardian Volunteer Support	4310				#REF!

**Elmhurst Community Prep  
School-Parent Compact 16-17**

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

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 32 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

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Student signature

As a parent/guardian or family member I will:

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

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Family member signature

As a teacher I will:

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

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

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Teacher signature

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



## School Site Council Membership Roster – Middle School

**School Name:** Elmhurst Community Prep

**School Year:** 2016-2017

<b>Chairperson :</b> Roberto Mendoza	<b>Vice Chairperson:</b> Sandra Wilson
<b>Secretary:</b> Kilian Betlach	<b>LCAP Parent Advisory Nominee:</b> Edith Portillo
<b>LCAP EL Parent Advisory Nominee:</b> Roberto Mendoza	<b>LCAP Student Nominee:</b> Luis Apolonio

Place "X" in Appropriate Members Column

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Kilian Betlach	X				
Aurora Barajas			X		
Ramiro Rodriguez		X			
Asmara Ogbai		X			
Malinda Morales		X			
Mara Flores-Schustack		X			
Sagnicthe Salazar				X	
Edit Portillo				X	
Jose Manuel Medina				X	
Rosa Danielle				X	
Sandra Wilson				X	
Roberto Mendoza				X	

Meeting Schedule (day/month/time)	Final Tuesday of every month. 5:30 in the family resource center
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**SSC Legal Requirements:**

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;
4. **Students are not required to be members of the Middle School SSC**
5. Parent/community members cannot be OUSD employees at the site.

1-Principal  
4-Classroom Teachers  
1-Other Staff

6-Parent /Community  
**Or**  
3-Parent/Community  
And 3-Students

\*Please submit nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org) for participation in district elections.

Revised 9/2/2015

# Title I School Parental Involvement Policy 2016 - 2017

## **Involvement of Parents in the Title I Program**

Elmhurst Community Prep agrees to implement the following statutory requirements:

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

## **Building Parent Capacity for Involvement**

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

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
  - The school will hold annual Title 1 meeting
  - The school will facilitate Student Lead Conferences (SLC) and guide students and parents to maximize the SLC time
  - The school will organize, encourage, and facilitate the functioning of an School Site Committee (SSC)
  - The school will provide PD for teaching on promoting high levels of parent involvement, in accordance with the above, and the school-wide plan
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
  - a) The State of California's academic content standards
  - b) The State of California's student academic achievement standards
  - c) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - d) Academic proficiency levels students are expected to achieve
  - e) The requirements of the Title 1 Program
  - f) How to monitor their child's progress
  - The school will distribute copies of the School Parental Involvement Policy to all students during the first week of school, and upon registration thereafter
  - The school will make copies of the School Parental Involvement Policy available in the main office

- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  - The school will fund a Director of Family Engagement position
  - In accordance with school leadership, the Director of Family Engagement will seek out and distribute materials to assist families, lead trainings, and recruit other groups to lead trainings as needed.
- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
  - Incorporate Family Engagement as a core value of the school
  - Build structures that require regular home-school communication such as Student Led Conferences (SLCs) each semester, and weekly progress reports
  - Work with Director of Family Engagement to ensure that communication between the home and school is optimized
- 5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
  - The school will calculate and distribute weekly progress reports to students to inform parents of the extent of student readiness for learning and academic work as mediated through conduct, supplies, and homework
  - The school will require progress reports to be signed and returned weekly, and will follow-up individually with the parents of students who do not return signed progress reports
  - The school will hold Student Lead Conferences (SLCs) at the end of each marking period to inform parents of student progress and ensure parents receive accurate and timely information about student academic performance
  - The school will utilize advisory periods to ensure that all students are fully prepared to lead an effective SLC with their parents
  - The school will provide all students with agendas to facilitate home-school communication around homework and specific assignments
  - The school will communicate both formally and informally regarding the academic progress of individual students, using letters, newsletters, and phone calls to keep parents of participating students fully informed
- 6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
  - Utilize auto-dialer (translated into Spanish) to communicate to all families
  - Provide written information in both English and Spanish
  - Employ bi-lingual and bi-literate employees in the main office
- 7) Provides support, during regular meetings, for parental activities requested by Title I Program parents.
  - Solicit feedback and approval from the SSC around potential changes and work to implement those changes as necessary and appropriate

- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

### **Annual Title I Meeting**

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

### **Accessibility**

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

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by our meeting this day 1/21/2016

### **Adoption**

This policy was adopted by the ECP School Site Council on 9/27/2016 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. ECP's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
Kilsan J. Betland

9/27/2016