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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/2/2024

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, ParentSquare blasts, etc.)

Signatures:

Viet-Ly Gonzalez <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i> Mayra Molina <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i> Clifford Hong <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i> Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	<i>Viet-Ly Gonzalez</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature <i>Mayra Molina</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature <i>Clifford Hong</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature  <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 5/2/2024 Date <hr style="border: 0; border-top: 1px solid black;"/> 5/2/2024 Date <hr style="border: 0; border-top: 1px solid black;"/> Date <hr style="border: 0; border-top: 1px solid black;"/> 5/3/2024 Date <hr style="border: 0; border-top: 1px solid black;"/> Date <hr style="border: 0; border-top: 1px solid black;"/> 5/15/2024 Date
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 _____ 8/15/2024
 Benjamin Davis, President
 Board of Education


 _____ 8/15/2024
 Kyla Johnson-Trammell
 Secretary, Board of Education



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

2024-25 School Plan for Student Achievement (SPSA)

School: Elmhurst United Middle School
CDS Code: 1612590112789
Principal: Viet-Ly Gonzalez
Date of this revision: 5/2/2024

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

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

Contact: Viet-Ly Gonzalez	Position: Principal
Address: 1800 98th Avenue Oakland, CA 94603	Telephone: 510-639-2888 Email: viet-ly.gonzalez@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/2/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/25/2024	SSC and SELLS	Shared rationale and overview of site plan.
12/3/2024, 1/24/2024	Admin Team	Reviewed suspension and absenteeism data to create MTSS plan to address chronic absenteeism and suspension rates.
1/16/2024	Instructional Leadership Team	Reviewed data to start planning for instructional focus. Create and align department theories of actions.
1/18/2024	Culture and Climate Team	Reviewed student and teacher surveys. Used data to prioritize Tier 1 needs for next school year.
12/5/2024	Student Council	Student Council lead did a listening session with student council members to identify successes with student-led activities. Also, to share what changes would support students to be more successful.

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 Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

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 seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. 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.
- **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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$494,126.00
Total Federal Funds Provided to the School from the LEA for CSI	\$225,600.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,415,323.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$269,640	LCFF Discretionary (General Purpose Discretionary #0000)	\$47,385
Title I, Part A Parent & Family Engagement (Title I #3010)	\$7,490	LCFF Supplemental (LCFF Supplemental #0002)	\$481,275
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$198,271	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$18,725	After School Education & Safety (ASES) (ASES #6010)	\$176,643
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$225,600	California Community Schools Partnership Program (CCSPP #6332)	\$406,040
		Proposition 28 (Arts & Music in Schools) (#6770)	\$139,540
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$444,714
SUBTOTAL OF FEDERAL FUNDING:	\$719,726		\$1,695,597

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$2,415,323.00
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2024-25 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: 5/2/2024

Board Approval Date: 8/14/2024

School Mission and Vision

Elmhurst United Middle School seeks to build transformational relationships among staff and students in order to arm young people with a sense of community and self-knowledge, an academic mindset, strong relationship skills, and effective communication so that students build agency toward a positive life trajectory, lifelong learning, and successful membership in their community. No Matter What.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

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, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.7%	21.0%	69.1%	1.6%	0.8%	15.3%	96.3%	48.2%	32.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.3%	1.4%	3.5%	0.4%	0.3%	0.1%	93.9%	4.2%	89.6%

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	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-95.5	not available until fall 2024	not available until fall 2025	-85.5
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	48.5%	not available until fall 2024	not available until fall 2025	58.5%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-150.2	not available until fall 2024	not available until fall 2025	-130.2
California Science Test (CAST) Standard Met or Exceeded	All Students	10.9%	not available until fall 2024	not available until fall 2025	11.9%

LCAP Goal 2: 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
SBAC ELA Distance from Standard Met	Special Education Students	-156.1	not available until fall 2024	not available until fall 2025	-136.1
SBAC ELA Distance from Standard Met	African American Students	-112.8	not available until fall 2024	not available until fall 2025	-92.8
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	69.4%	not available until fall 2024	not available until fall 2025	69.4%
SBAC Math Distance from Standard Met	Special Education Students	-203.1	not available until fall 2024	not available until fall 2025	-183.1
SBAC Math Distance from Standard Met	African American Students	-162.7	not available until fall 2024	not available until fall 2025	-142.7

Reclassification Measures & Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	16.1%	not available until fall 2024	not available until fall 2025	19.1%
LTEL Reclassification	Long-Term English Learners	19.5%	not available until fall 2024	not available until fall 2025	22.5%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
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
Student Connectedness to School *2021-22 baseline data	All Students	57.4%	not available until fall 2024	not available until fall 2025	67.4%
Out-of-School Suspensions	All Students	8.8%	not available until fall 2024	not available until fall 2025	7.0%
Out-of-School Suspensions	African American Students	21.2%	not available until fall 2024	not available until fall 2025	15.9%
Out-of-School Suspensions	Special Education Students	14.8%	not available until fall 2024	not available until fall 2025	11.1%
Chronic Absenteeism	All Students	72.9%	not available until fall 2024	not available until fall 2025	54.7%
Chronic Absenteeism	African American Students	82.3%	not available until fall 2024	not available until fall 2025	61.7%

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
One-Year School Teacher Retention Rate	All Teachers	71.8%	not available until fall 2024	not available until fall 2025	81.8%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<i>Close distance from met on ELA SBAC and math SBAC.</i>	<i>ELA Depts meet twice a month to engage in SMARTER Goal cycles, which are grounded in power standards. 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 intervention is provided for 30 students with math skill gaps. Blueprint Fellows provide additional push-in and pull-out small groups.</i>
<i>LCAP Goal 2:</i>	<i>Close distance from met on ELA SBAC and Math SBAC for specific subgroups.</i>	<i>Math Depts meet twice a month to engage in SMARTER Goal cycles, which are grounded in power standards. All teachers receive 1:1 weekly or bi-weekly coaching sessions to set and monitor SMARTER Goals. Math teachers focus on student communication and collaboration in order to gain conceptual and skills-based understanding of grade-level math. Math intervention is provided for 30 students with math skill gaps. Blueprint Fellows provide additional push-in and pull-out small groups.</i>
<i>LCAP Goal 3:</i>	<i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i>	<i>Continue to invest in a Restorative Justice team that provide MTSS for students' social emotional and relationship skills. RJ team meets twice a month to learn, reflect and strengthen skills that include holding circles, mediations, and Tier 1 community building. Case Managers also take on a caseload of students and focus on those with chronic absence. As of now, we have cut our suspension rate in half and decreased our chronic absenteeism rate by 10%.</i>
<i>LCAP Goal 4:</i>	<i>Increase teacher retention.</i>	<i>Provide 1:1 coaching for all teachers. Teachers create a SMARTER goal and meet with instructional coach and content departments consistently throughout the year to reflect on data and instructional practices.</i>
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<i>Close distance from met on ELA SBAC and math SBAC.</i>	<i>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.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>Close distance from met on ELA SBAC and Math SBAC for specific subgroups.</i></p>	<p><i>Math Depts and teachers are continuing to vertically align the curriculum. We need a push to utilize Illustrative Mathematics to increase opportunities for students to unpack conceptual understanding of grade level standards. With more communication and collaboration, students must acquire language and practice to produce more critical math thinking skills.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i></p>	<p><i>Although we have decreased our overall suspension rate, Black students are suspended at an unacceptable disproportionate rate. There is a strong need to build stronger relationships and communications with Black families. Supplies for parent engagement workshops and events are needed to promote parental involvement, improve student academic achievement, and enhance educational outcomes for disadvantaged students. Removing language barriers will promote inclusivity and empower families to actively engage in their student's educational journey. This will ensure that all parents have equitable access to critical information and resources necessary for supporting student academic success. For chronic absenteeism, we are seeing a number of students not attending school due to anxiety and other mental health struggles. We have two Seneca health clinicians and may get another one. However, we need to create a Tier 2 plan for supporting students with mental health.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Increase teacher retention.</i></p>	<p><i>Increased pay has helped to retain teachers. We need our funding to stabilize in order to maintain the support systems outside of the classroom so that teachers can focus on instruction. By providing stipends to teachers, schools can incentivize and support educators in implementing evidence-based instructional strategies, interventions, and initiatives tailored to meet the diverse needs of Title I students. Many educators choose to work in high-need schools because of their commitment to serving disadvantaged students. Providing stipends as a form of recognition for their dedication and hard work can help retain experienced teachers in these schools and attract new educators to join the faculty, ultimately benefiting the students they serve.</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Elmhurst United Middle School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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.

The ILT has successfully designed differentiated professional learning pathways to meet the varying skill needs of teachers. Departments and coaching are happening consistently. RJ/Admin team analyze and reflect on referral and suspension data with a focus on Black students.

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

Teachers have expressed positivity and effectiveness of differentiated pathways. We are seeing evidence of new instructional practices of student talk in the classroom. We have reduced our suspension rate by 50% so far.

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 changes.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Supplies (Family Resource Center)	SBAC ELA Distance from Standard Met	Helps parents focus during parent meetings as they learn to support their children in school.	Working well. Supplies are used to print flyers for family events and to have plates and cutlery available when hosting family events. We have increased attendance to SSC meetings from family members by 25%. 90% attendance from families for Reclassification Celebration. Low turnout for Honors Banquet - need to contact families by phone since ParentSquare is not that effective.	Continue: Family engagement is key to the success of our community school.

<p>Parent English Classes</p>	<p>College/Career Readiness</p>	<p>Helps families improve their literacy skills to support their childrens' literacy skills.</p>	<p>There are about 16 consistent English students this year, which has increased by 50% from last school 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>11-Month Classroom Teacher on Special Assignment (TSA)</p>	<p>SBAC Math Distance from Standard Met</p>	<p>The TSA coaches teachers on effective instruction.</p>	<p>TSA Coach coaches all math teachers and leads the Math Dept to support teachers with unit and lesson planning and classroom management. Teachers feel supported with consistent coaching sessions and feedback on observed lessons. 75% of teachers are on track to reach their SMARTE goals, which will directly increase students SBAC data. Currently, all math teachers except one will be returning.</p>	<p>Continue: Teachers will continue to benefit from instructional support. Students have made some growth on reaching grade-level standard, but the majority of students are still multiple grades below standard.</p>

Extended Contracts	Student Connectedness to School	Compensate teachers for meeting weekly with grade levels to align on school structures in systems to create strong Tier 1 school-wide culture.	Teachers are consistently meeting with their grade level teams to create, reflect and refine on agreed systems and structures. Teachers use this time to discuss concerns about students, communicate with families, and plan joyful events like field trips and Town Halls. Would be great to have time to also align in instructional strategies across disciplines as well. On feedback surveys, 95% of teachers report that grade level team meetings support them in creating more joyful, aligned experiences for students. In the feedback survey, 90% of teachers requested increased collaboration time with their closest team members to discuss shared students.	Continue: teachers will need collaborative time to maintaining a strong Tier 1 culture in order for students to feel connected and safe at school. It's important that students have similar expectations when they move from class to class.
Licenses for Digital Tools	i-Ready Math at or above Mid-Grade	These tools provide additional opportunities for students to master ELA and math skills.	85% of teachers have utilized specific digital tools to create a blended learning environment. Of these teachers, 100% of teachers utilize digital tools to receive real-time formative assessments during class for teachers to adjust their lessons. Teachers report that digital tools increase student engagement during class by 25%. Newer teachers have not fully utilized the tools so would need more time to be trained.	Continue: important to create a blended learning environment

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Elmhurst United Middle School	SCHOOL ID:	229
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3: SCHOOL STRATEGIES & ACTIONS	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.
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Identified Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-2	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-3	Teachers engage in monthly 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. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-4	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-5	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental

1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	All Students	Academic	Tier 3 - Intensified
1-9	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 - Intensified
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal
1-11	Implement Math PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-12	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. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-13	Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-14	Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-15	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	All Students	Academic	Tier 2 - Supplemental
1-16	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 2 - Supplemental
1-17	Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 3 - Intensified

LCAP Goal 2: 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	Screen all incoming students for SIPPS needs and place them accordingly in ELD or SIPPS classes.	English Learner Students	Academic	Tier 2 - Supplemental
2-2	Enroll students who need to foundational math skills in invervention classes with core teachers and Blueprint Fellows.	All Students	Academic	Tier 2 - Supplemental
2-3	Teachers participate in differentiated professional learning to increase student talk opportunities in service of grade-level standards.	All Students	Academic	Tier 1 - Universal
2-4	Teachers receive 1:1 weekly or bi-weekly coaching to make growth toward their SMARTE goal.	All Students	Academic	Tier 1 - Universal

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

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 FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal
3-7	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
3-8	Community Building/Advisory section (at least 1 section)	All Students	Behavioral	Tier 1 - Universal
3-9	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-10	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-11	Case Management	All Students	Behavioral	Tier 2 - Supplemental
3-12	Group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-13	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	All Students	Behavioral	Tier 3 - Intensified
3-14	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 1 - Universal
3-15	Complete pre-and-post attendance teams self-assessment and reflect on their goals and team efficacy.	All Students	Behavioral	Tier 1 - Universal

3-16	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	All Students	Behavioral	Tier 1 - Universal
3-17	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	All Students	Behavioral	Tier 1 - Universal
3-18	Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).	All Students	Behavioral	Tier 2 - Supplemental
3-19	Outreach to families on a consistent basis, targeting certain families for key events.	All Students	Behavioral	Tier 3 - Intensified
3-20	Home visits	All Students	Behavioral	Tier 3 - Intensified
3-21	Check-ins / Check-outs with specific students	All Students	Behavioral	Tier 3 - Intensified
3-22	Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-23	Advisors implement the StG lessons plans weekly during advisory.	All Students	SEL / Mental Health	Tier 1 - Universal
3-24	StG leads sign up for PD with StG. StG leads and/or principal shout out teachers who are implementing StG with fidelity and also checking in with teachers who are not doing the weekly check-ins or advisory lessons (accountability).	All Students	SEL / Mental Health	Tier 1 - Universal
3-25	Establish electives and extracurriculars to encourage community amongst students.	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-26	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	All Students	SEL / Mental Health	Tier 3 - Intensified

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	Teachers meet weekly or bi-weekly with their instructional coach to make progress toward SMARTE Goals.	All Students	Academic	Tier 1 - Universal
4-2	RJ staff engage in bi-weekly coaching sessions and twice monthly department meetings to increase restorative discipline toolkit.	All Students	Behavioral	Tier 1 - Universal
4-3	Teachers employ a restorative discipline model that focuses on strong relationships, key classroom structures and identifying root causes. In support of this model, each grade level has a Pod that provides supplemental support to increase positive behavior and culture.	All Students	SEL / Mental Health	Tier 1 - Universal
4-4	Implement a thoughtful and inclusive hiring process that focuses on building pathways for STIP subs, paras and focuses on developing staff who originate from the community of which we work.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	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	Staff and teachers participate in Mindset Monday to reflect on implicit biases, engage in racial affinity practices, and unpack frameworks for engaging in equitable practices.	African American	Behavioral	Tier 1 - Universal

5-2	Teachers employ a Restorative Discipline model that includes a number of culture building classroom strategies to prevent Tier 2 and 3 behaviors. Teachers utilize Progressive Management steps to ensure consistent consequence that hold students and teachers accountable.	African American	Behavioral	Tier 1 - Universal
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS [*Stages of ELD Implementation Self-Assessment*](#)

#	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	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool).	English Learner Students	Academic	Tier 1 - Universal
6-2	Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction.	English Learner Students	Academic	Tier 1 - Universal
6-3	Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	English Learner Students	Academic	Tier 1 - Universal
6-4	LTEs are grouped in grade specific classes for D-ELD in order to use EL Ed Aligned ELD curriculum.	English Learner Students	Academic	Tier 1 - Universal
6-5	Implement D-ELD PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work analysis in support of ELD standards-aligned instruction	English Learner Students	Academic	Tier 1 - Universal
6-6	Observe and give feedback to D-ELD classes using ELL Review Tool focused on Essential Practice: and indicators 2.1, 2.2, 2.3 and 2.4.	English Learner Students	Academic	Tier 1 - Universal
6-7	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.	English Learner Students	Academic	Tier 2 - Supplemental
6-8	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental

6-9	Ensure dually identified students have a language goal in their IEP.	English Learner Students	Academic	Tier 3 - Intensified
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PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
4311 - Meeting Refreshments	\$3,000	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Outreach to families on a consistent basis, targeting certain families for key events.	229-1
5610 - Equip Maintenance & Repairs	\$7,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	229-2
4310 - Materials and Supplies	\$17,385	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Teachers engage in monthly 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. Principals encourage math teachers attend Summer Standards & Equity Institute.	229-3
4380 - Uniforms	\$20,000	LCFF Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	229-4
4380 - Uniforms	\$13,034	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	229-5
Attendance Specialist Bil	\$14,601	LCFF Supplemental	2205	Classified Support Salaries	4455	Attendance Specialist, Bilingual	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	229-6

PROPOSED 2024-25 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 Classroom 11Mos	\$16,008	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	New	11-Month Classroom Teacher on Special Assignment (TSA)	0.1	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers receive 1:1 weekly or bi-weekly coaching to make growth toward their SMARTE goal.	229-7
Teacher 11Mos 12Pay	\$18,433	LCFF Supplemental	1105	Certificated Teachers' Salaries	2025	11-Month Teacher	0.1	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	SBAC ELA Distance from Standard Met	Teachers receive 1:1 weekly or bi-weekly coaching to make growth toward their SMARTE goal.	229-8
4310 - Materials and Supplies	\$18,965	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	229-9
Community Relations Ast II Bil	\$22,158	LCFF Supplemental	2205	Classified Support Salaries	1462	Community Relations Assistant II, Bilingual	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	229-10
Attendance Specialist Bil	\$38,930	LCFF Supplemental	2205	Classified Support Salaries	6444	Attendance Specialist, Bilingual	0.65	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	229-11
Teacher Structured Eng Immersn	\$55,392	LCFF Supplemental	1105	Certificated Teachers' Salaries	4628	Teacher, Structured English Immersion	0.6	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	229-12
Teacher Structured Eng Immersn	\$56,520	LCFF Supplemental	1105	Certificated Teachers' Salaries	4624	Teacher, Structured English Immersion	0.6	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	229-13

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$60,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	229-14
Teacher Structured Eng Immersn	\$76,078	LCFF Supplemental	1105	Certificated Teachers' Salaries	9912	Teacher, Structured English Immersion	0.8	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	229-15
Teacher Structured Eng Immersn	\$91,154	LCFF Supplemental	1105	Certificated Teachers' Salaries	7002	Teacher, Structured English Immersion	1	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	229-16
Licensing for Digital Tools	\$8,000	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	229-17
Extended Contracts	\$ 118,129.10	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	229-18
TSA Classroom 11Mos	\$ 143,510.90	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7005	11-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers receive 1:1 weekly or bi-weekly coaching to make growth toward their SMARTE goal.	229-19
Family Engagement Supplies	\$1,490	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Outreach to families on a consistent basis, targeting certain families for key events.	229-20

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Family English Classes	\$6,000	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Outreach to families on a consistent basis, targeting certain families for key events.	229-21
1150 - Teachers Substitutes	\$1,103	Comprehensive Support & Improvement (CSI) Grant	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers engage in monthly 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. Principals encourage math teachers attend Summer Standards & Equity Institute.	229-22
Counselor	\$66,200	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	499	Counselor	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	229-23
Social Worker	\$68,832	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	7909	Social Worker	0.5	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Group therapy/support, Social skills development groups	229-24
Case Manager 24	\$89,465	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	7884	Case Manager	0.69	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	RJ staff engage in bi-weekly coaching sessions and twice monthly department meetings to increase restorative discipline toolkit.	229-25
5100 - Subagreements For Services	\$21,703	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	229-26

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
5100 - Subagreements For Services	\$176,568	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	229-27
4200 - Books-other Than Textbooks	\$2,000	Title IV, Part A Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	229-28
Extended Contracts (Summer Music Enrichment)	\$3,725	Title IV, Part A Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	229-29
Consultants	\$5,000	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	229-30
Field Trips	\$8,000	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	229-31
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	229-32
5100 - Subagreements For Services	\$151,643	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	229-33

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
5220 - Conference Expense	\$5,000	Educator Effectiveness Grant	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Teachers engage in monthly professional learning in support of standards-aligned instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	229-34
1120 - Teachers Salaries Stipends	\$10,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers engage in monthly professional learning in support of standards-aligned instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	229-35
4310 - Materials and Supplies	\$20,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	229-36
2425	\$21,189	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Staff Satisfaction with Professional Development	Teachers engage in monthly professional learning in support of standards-aligned instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	229-37
Community Relations Ast II Bil	\$29,202	California Community Schools Partnership Program	2205	Classified Support Salaries	7509	Community Relations Assistant II, Bilingual	0.5	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Chronic Absenteeism	Outreach to families on a consistent basis, targeting certain families for key events.	229-38

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Case Manager 24	\$40,194	California Community Schools Partnership Program	2405	Clerical Salaries	7884	Case Manager	0.31	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	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	229-39
5825 - Consultants	\$48,983	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	229-40
Case Manager 24	\$59,031	California Community Schools Partnership Program	2405	Clerical Salaries	8050	Case Manager	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Out-of-School Suspensions	Case Management	229-41
Liaison Family Parent Bil	\$70,369	California Community Schools Partnership Program	2405	Clerical Salaries	7001	Family/Parent Liaison, Bilingual	0.5	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	229-42
Counselor	\$117,072	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	9470	Counselor	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	229-43
5825	\$14,857	Proposition 28 (Arts & Music in Schools)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	229-44

PROPOSED 2024-25 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$124,683	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	1	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	229-45
5825 - Consultants	\$23,217	Measure G1	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Establish electives and extracurriculars to encourage community amongst students.	229-46
Restorative Justic Facilitator	\$136,256	Measure G1	2205	Classified Support Salaries	8779	Restorative Justice Facilitator	1	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	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	229-47
Case Manager 24	\$141,682	Measure G1	2405	Clerical Salaries	8780	Case Manager	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	229-48
Commnty Coord/Program Assist	\$143,559	Measure G1	2405	Clerical Salaries	7003	Program Assistant	1	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	229-49
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Establish electives and extracurriculars to encourage community amongst students.	229-50
Library Technician	\$97,424	Measure G, Library Support	2205	Classified Support Salaries	4283	Library Technician	1	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	229-51



Elmhurst United Middle School

School-Parent Compact

2023-24

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 2023-24 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.**

Elmhurst will utilize 1:1 chromebooks and computer programs including RazKids, ST Math, Freckle, Desmos, PearDeck and others to create an engaging academic program that personalizes learning. All teachers will be using Schoology as the Learning Management System for assignments and grading.

Students who need early literacy instruction will receive that through reading intervention classes.

- 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 occur with teachers and admin as needed to discuss supports.

- 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 download the Schoology app, sign in with their student, and access the most current grades in all classes.

Teachers will send home Weekly progress reports through messaging apps. 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.

- 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, which includes two liaisons, does consistent 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 maintains two main ways to communicate with families: through Schoology and ParentSquare. ParentSquare translates messages into the 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

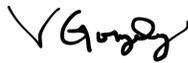
As a parent, I will support my child’s learning in the following ways:

- 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 24, 2023 and will be in effect for the period of August 7, 2023 to May 23, 2024.

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, 2023.

Viet-Ly Gonzalez



August 25, 2023

Principal’s Name

Signature of Principal

Date



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 Schoology.

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, Schoology, and providing updates 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 Schoology/
- 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 24, 2023 and will be in effect for the period August 25, 2023 through May 23, 2024.

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 30, 2023

Please attach the School-Parent Compact to this document.



Strategic Resource Planning (SRP)

(Secondary School Name Here)
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Mayra Molina
Vice Chairperson:	Adriana Flores
Secretary:	Viet-Ly Gonzalez

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Viet-Ly Gonzalez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mayra Molina	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Adriana Flores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Crisanta Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Mariko White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stephanie Ullman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Alyssa Pandolfi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maria Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Leslie Lopez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sagnicthe Salazar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Names highlighted in yellow are Aeries verified-SMT*	<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)	Monthly on Thursdays at 9:30am
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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.

