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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School

**Ask of the Board** Approval by the Board of Education of the 2023-2024 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)**

- 2023-2024 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School



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

## **2023-2024 School Plan for Student Achievement (SPSA)**

**School:** Elmhurst United Middle School  
**CDS Code:** 1612590112789  
**Principal:** Viet-Ly Gonzalez  
**Date of this revision:**

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:

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

*The School Site Council recommended this revision of the SPSA for Board approval on:* [REDACTED]

*The District Governing Board approved this revision of the SPSA on: 8/9/2023*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Mike Hutchinson, Board President**

## 2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

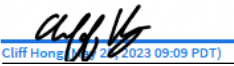
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes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

**Date(s) plan was approved:** 5/22/2023

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

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

**Signatures:**

Viet-Ly Gonzalez <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	<div style="text-align: center;"><i>Viet-Ly Gonzalez</i></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<div style="text-align: center;"><u>5/22/2023</u></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Mayra Molina <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	<div style="text-align: center;"><i>Mayra Molina</i></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<div style="text-align: center;"><u>5/22/2023</u></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Clifford Hong <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	<div style="text-align: center;">   <small>Cliff Hong 5/25/2023 09:09 PDT</small> </div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<div style="text-align: center;"><u>5/25/2023</u></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	<div style="text-align: center;"><i>Lisa Spielman</i></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<div style="text-align: center;"><u>5/24/23</u></div> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date

**2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
1/23/2023	SSC	Discuss school-wide vision and 23-24 priorities
1/30/2023	ILT	Discuss instructional priorities
2/1/2023	Senior Leadership Team	Review school-wide practices and priorities
ongoing	Staff	Feedback and priority surveys

## 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. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

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

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. 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.

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$294,380.00
Total Federal Funds Provided to the School from the LEA for CSI	\$344,699.99
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,899,736.14

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$269,250	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$57,900	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$7,180	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$587,180	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$174,995	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$17,950	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$344,700	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$440,581	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$639,080</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,260,656</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,899,736</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Elmhurst United Middle School

**School ID:** 229

**School Description**

Elmhurst United Middle School is a growing, comprehensive middle school in East Oakland.

**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.

**School Demographics**

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
49.9%	50.1%	45.2%	8.9%	4.6%	0.1%	97.4%	15.0%
% Black/African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
19.5%	1.8%	67.0%	4.2%	0.3%	2.5%	0.6%	1.8%

**1B: STUDENT GOALS & TARGETS**

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

**School Goal for College, Career & Community Readiness:**  
Close distance from met on SBAC ELA and SBAC Math.

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-90.8	n/a	-86.6	<i>not available until Fall 2023</i>	-88.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	28.4%	31.4%	<i>not available until Fall 2023</i>	30.0%

Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-134.9	n/a	-144.8	<i>not available until Fall 2023</i>	-130.0
CAST (Science) at or above Standard	All Students	3.9%	n/a	6.5%	<i>not available until Fall 2023</i>	5.0%

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

**School Goal for Targeted Supports for Focal Student Groups:** Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-148	n/a	-161.4	<i>not available until Fall 2023</i>	-145.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-92.6	n/a	-101.9	<i>not available until Fall 2023</i>	-85.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	57.0%	62.7%	<i>not available until Fall 2023</i>	50.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-197.2	n/a	-204.1	<i>not available until Fall 2023</i>	-175.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-151.1	n/a	-151.2	<i>not available until Fall 2023</i>	-140.0

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



Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2022-23 Target
ELL Reclassification	English Learners	5.5%	1.0%	12.8%	<i>not available until Fall 2023</i>	8.0%
LTEL Reclassification	Long-Term English Learners	6.9%	1.2%	14.6%	<i>not available until Fall 2023</i>	10.0%

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

**School Goal for Student & Family Engagement:** Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	58.3%	66.0%	57.4%	<i>not available until Fall 2023</i>	70.0%
Out-of-School Suspensions	All Students	6.3%	n/a	6.6%	<i>not available until Fall 2023</i>	5.0%
Out-of-School Suspensions	African American Students	9.8%	n/a	6.6%	<i>not available until Fall 2023</i>	8.0%
Out-of-School Suspensions	Special Education Students	14.6%	n/a	6.6%	<i>not available until Fall 2023</i>	10.0%
Chronic Absenteeism	All Students	16.6%	20.9%	57.2%	<i>not available until Fall 2023</i>	15.0%
Chronic Absenteeism	African American Students	26.8%	34.0%	69.5%	<i>not available until Fall 2023</i>	30.0%

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

**School Goal for High-Quality Staff:** Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	73.8%	73.8%	70.6%	<i>not available until Fall 2023</i>	75.0%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	School-wide structures to support vertical alignment and common practice. Teachers' interest and skill level to utilize digital tools to increase students' digital literacy.	Leadership focus on alignment and ongoing professional development. Use of Extended Contracts to compensate teachers to meet weekly in grade level teams to build out grade-level structures. Allocation of funds to purchase digital licenses and provide training and follow-up coaching to effectively use digital tools.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Eagle Eye classes for academic intervention, comprehensive D-ELD, tier-II and tier-III socioemotional support.	Core school values around restorative discipline and transformational relationships.
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	We run a community school with a Family Resource Center, clinic, and wide array of services.	Underlying commitment to locating community services at schools. Provide resources and workshops to families including English classes. Utilize funds to purchase event and workshop supplies.
<i>LCAP Goal 4: Staff Supports</i>	Comprehensive coaching model that includes all teachers, RJ staff and admin. Priority to hire a TSA Math Coach.	Prioritize the need for support, reflection, and relationship building in order to grow in the profession.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	60% of 6th grades enter more than three years behind in reading and if there were accurate math data, it would likely be worse. This undermines the effectiveness of our instructional core and makes teaching to grade level standards challenging. Because the majority of students are performing below grade level in math, it's vital that we utilize funds for a Math TSA, who will provide 1:1 coaching to all math teachers.	The district needing to become more aligned with literacy and language practices in the primary grades and ensuring implementation in every classroom, at every grade.

<i>LCAP Goal 2: Focal Student Group Supports</i>	Aligning on instructional and SEL practices at the Tier 1, Tier 2 and Tier 3 level that serves our focal student groups, all of which need comprehensive academic, SEL, mental health, health and behavioral support.	Building and retaining a strong staff while keeping the work sustainable in the face of institutional and societal challenges.
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	Building capacity for a team to truly focus on building sustainable structures to increase family engagement.	Families face a number of economic, racial, and societal barriers that strain their involvement in school.
<i>LCAP Goal 4: Staff Supports</i>	We would prefer staff retention rates to be even higher.	The work can be challenging for staff.

#### **1D: IDENTIFIED NEED**

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

#### **1E: RESOURCE INEQUITIES**

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

#### **1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Elmhurst United Middle School

**SPSA Year Reviewed:** 2022-23

**SPSA Link:** [2022-23 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.**

We are implementing our plans with great effort and commitment. However, with a vacancy in Math-8 and Computer Science all year, that has left a strain on our staffing and support systems.

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

With many new teachers and staff on campus, we are required to approach our strategies and actions with more intention and thoughtfulness.

**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**

<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b> <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
11-Month Teacher on Special Assignment (TSA)	SBAC Math Distance from Standard Met	Lead the math department; coach teachers; align instructional priorities; analyze data	5/6 math teachers receive weekly coaching that is based on informal observations. 100% of math teachers set SMARTE goals grounded in grade-level standards. 100% of the math teachers are making progress toward meeting their SMARTE goal.	Continue in order to provide 1:1 coaching for math teachers. When teachers receive guidance and support that is grounded in the school's Theory of Action, they increase their knowledge of grade-level math standards, effectively backward plan from these standards, and develop highly engaging lessons in order to increase student achievement on math standardized tests.

Contractors	Student Connectedness to School	Support families in building fluency in English.	The English class had 10-15 consistent family members weekly. 100% of Parents reported that they built a strong relationship with the English teacher, gained practical English skills that allowed them to better access school services.	Continue with English Family Class contractor. This class creates strong family engagement on campus and provides a practice skill.
Extended Contracts	College/Career Readiness	Teachers work in grade level and department PLCs to build common practice and grow in their profession.	Grade Level Teams implement aligned Tier 1 strategies to fidelity to provide consist and culturally responsive in order for students to engage more deeply in classroom instruction, build key executive function skills, and engage in high quality cycles of setting goals and reflection. 77% of Elmhurst students reported that they "knew" or "mostly knew" the classroom expectations and routines. 100% of teachers found Grade Level Teams "very helpful" or "helpful" to strengthening their classroom practices.	Continue in order to provide this vital collaboration time between teachers to align grade-level practices so that students have a more consistent, welcoming and engaging school experience.
Instructional Licenses	College/Career Readiness	Purchase digital tools and provide training for programs such as Canvas LMS, Edpuzzle, and RazKids.	95% of teachers increased their use of digital tools in order to prepare students for college and career, creating more dynamic lessons and increasing the ability to gather formative student data immediately. 85% of students increased their digital literacy and fluency skills.	Continue so that teachers and students have access to dynamic digital tools to create engaging lessons and have the ability to be more accurate and efficient with student data collection and analysis.

Supplies	Student Connectedness to School	Allocate funding for the Family Resource Center to buy supplies and materials for school-wide offerings such as monthly the Food Bank and Coffee with the Principal.	Increased attendance to Coffee with the Principal by 50%. All families shared successes and concerns, creating stronger connectedness to the school. Using the materials to organize a more clean and efficient Food Bank, the Family Resource Center gives away food to 80 families monthly.	Continue in order to provide resources to families, demonstrating what it means to be a community school; increasing connectedness of families and students to school and campus.
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**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Elmhurst United Middle School

**School ID:** 229

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

<b>School Priority:</b>	Establish and implement systems and structures across academic settings that build a culture of safety, rigor and inclusivity for all student groups
<b>School Theory of Change:</b>	If we ground our school practices in both instructional and restorative discipline frameworks, teachers and support staff will have the knowledge, toolkits, and skill sets to arm our students 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.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	School leaders will explicitly name Personalized Learning as the spotlighted school-wide instructional focus and provide professional learning, coaching and other individualized supports to grow teachers' efficacy and ability to incorporate these strategies into instruction.	Increased RI scores, teachers reaching SMARTER Goal, and increased SBAC scores	Close distance from met on SBAC ELA and SBAC Math.	Tier 1



1-2	Teachers will build on their learning from past two years to continue implementing culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	School leaders will continue to build on Culturally Sustaining Pedagogy as one of the school- wide instructional focus and provide professional learning, coaching, and other individualized supports to grow teachers' efficacy and ability to incorporate these strategies into their instruction	Consistent coaching and professional learning opportunities that grow their capacity to implement CSP practices	Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Tier 1
1-3	Teachers will incorporate multiple reads, academic discussion, and evidence-based writing strategies to increase Academic Language Acquisition.	School leaders will continue to build on Academic Language Acquisition as one of the school- wide instructional focus and provide professional learning, coaching, and other individualized supports to grow teachers' efficacy and ability to incorporate these strategies into their instruction	Increased reclassification, benchmark and RI scores. Consistent coaching and professional learning opportunities that grow their capacity to implement CSP practices	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 1
1-4	Teachers and staff will center restorative discipline practices to build transformational relationships and positive, safe classrooms and common spaces.	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	Decrease of classroom referrals and suspensions. CHKS survey show evidence of positive student and adult relationships.	Students and families are welcomed, safe, healthy, and engaged.	Tier 1
1-5	Teachers and staff will build and develop their understanding of Transformative Justice and begin to implement practices into daily interactions.	Leadership will provide professional learning opportunities (i.e. "Mindset Monday") to increase knowledge and strategies of Transformative Justice.	Decrease of classroom referrals and suspensions. CHKS survey show evidence of positive student and adult relationships.	Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Tier 1

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

<b>School Priority:</b>	Implement standards based instruction in every class every day, while shaping pedagogy around co-equal priorities of academic discourse, personalized learning, and culturally sustaining pedagogy.
<b>School Theory of Change:</b>	If we center professional learning and instructional practices around personalized learning, then students will experience academic growth.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers and staff will participate in a cycle of inquiry focused on personalized learning.	Leadership teams will be data-driven, working to develop, monitor and adjust a differentiated professional development plan based on teacher observations, feedback, and student and family data.	All teachers will submit personalized learning inquiry cycle	Close distance from met on SBAC ELA and SBAC Math.	Tier 1
2-2	Teachers will set clear SMARTER goals and use formative and summative assessments to implement and refine grade-level instructional plans.	Administration and leadership teams work in conjunction to provide time for collaboration and sharing of best practices, establish and monitor the instructional vision, and set expectations for an effective professional learning community.	Teacher created SMARTER goals are clear and present	Close distance from met on SBAC ELA and SBAC Math.	Tier 1

2-3	Teachers and staff will provide SIPPS or math study skills instruction, or instruction in supplemental instruction.	Administration will provide screening for Eagle Eye/elective placement, scheduling to meet the needs of each student, and PD as needed, as well as recommendation for RSP caseloads based on literacy need fo students.	<p>RI scores and completion of programs. Data showing increased academic growth for all students, particularly those who receive supplemental instruction in areas such as SIPPS or math skills. Increased participation in Eagle Eye Elective Placement, and data showing that students who are screened and placed in the program are making accelerated growth towards closing the equity gap. Schedules that are designed to meet the needs of individual students, with data showing that students are receiving the supplemental instruction they need to be successful. Professional development opportunities for teachers and staff that focus on identifying and meeting the academic needs of individual students or student groups. Recommendations for RSPK slow based on literacy needs for students, with data showing that students who receive this support are making accelerated growth towards closing the equity gap.</p>	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2
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2-4	Design and implement differentiated instruction that meets the specific academic needs of individual students or student groups. This could include creating small group activities, providing targeted feedback, and incorporating technology to personalize learning.	Facilitate ongoing professional development opportunities for teachers around personalized learning, academic discourse, and culturally sustaining pedagogy. This could involve providing workshops, coaching sessions, and opportunities for teachers to collaborate and share best practices.	Classroom observations or walkthroughs demonstrate teachers using differentiated instruction techniques such as small group activities, providing targeted feedback, or incorporating technology to personalize learning. Student work samples that show evidence of personalized learning and meeting individual student needs. Data showing increased student engagement and motivation as a result of personalized learning strategies. Feedback from students, families, and teachers indicates that students are more successful and making accelerated growth toward closing the equity gap.	Close distance from met on SBAC ELA and SBAC Math.	Tier 1
2-5	Foster a classroom culture that encourages academic discourse and values the diversity of student perspectives. This could involve using discussion protocols, incorporating student-led discussions or debates, and providing opportunities for students to share their cultural backgrounds and experiences.	Allocate resources and support for teachers to implement differentiated instruction and personalized learning strategies effectively. This could include providing access to technology, funding for classroom supplies, and dedicated planning time.	Information observation and Learning Walk data	Close distance from met on SBAC ELA and SBAC Math.	Tier 1

2-6	Incorporate culturally sustaining pedagogy into lesson plans and classroom activities. This could involve using texts and materials that represent diverse perspectives and experiences, inviting community members to share their experiences and knowledge, and incorporating activities that celebrate students' cultural heritage.	Regularly assess the implementation and effectiveness of personalized learning and culturally sustaining pedagogy in the classroom. This could involve collecting data on student growth and engagement, conducting classroom observations, and providing feedback and support to teachers.	Information observation and Learning Walk data	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2
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**LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.**

<b>School Priority:</b>	Provide and communicate about supports, resources, and family engagements.
<b>School Theory of Change:</b>	If we continue communicating and engaging with families, using restorative justice practices and principles, providing warm, and welcoming physical classroom spaces, then students and families will feel welcomed, safe, healthy, and engaged in the school community.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers will communicate with families with the use of electronic gradebooks, family conferences three times a year, and information about student progress at least two weeks before each marking period.	Administration and leadership teams will provide access to electronic gradebook, and time for teachers to collaborate and communicate with families	Teachers update assignments and grades in Canvas. Families were given login information for Canvas at the Back to School Night. Teachers and school leaders schedule, prepare for and lead family conferences with students and families on an ongoing basis and three times yearly at family conference.	Students and families are welcomed, safe, healthy, and engaged.	Tier 1

3-2	Teachers and staff will center restorative discipline practices to build transformational relationships and positive, safe classrooms and common spaces.	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	Each grade level has two RJ facilitators who support teachers in Tier 1 community building practices. When students are struggling to meet behavioral expectations, they engage with RJ or Admin in building a restorative plan. At times, families are brought in to problem solve around student support and behavior.	Students and families are welcomed, safe, healthy, and engaged.	Tier 2
3-3	Teachers will provide warm, welcoming physical classroom spaces, including artifacts showcasing student work and reflective of students' culture.	Administration and leadership teams will provide time and materials for teachers to build classroom spaces, and PD when needed.	Teachers are given time during professional learning and on minimum days scheduled at the end of each marking period in order to update bulletin boards and classroom spaces to reflect student work.	Students and families are welcomed, safe, healthy, and engaged.	Tier 1
3-4	Staff and admin create an intentional program that centers families and their experiences.	Administration will provide staff, family resource center, and additional community staffing, including bilingual staff, to ensure that every family in our school community is informed.	We have many bilingual support staff in every grade level, team and office at the school. Communication is sent through Parentsquare & Talking Pts so that family is updated on school events and scheduling.	Students and families are welcomed, safe, healthy, and engaged.	Tier 1

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

<b>School Priority:</b>	Teachers will attend professional develop and routine coaching sessions to learn and implement culturally sustaining pedagogical practices, as well as others, that center and uplift students' cultural identities and language.
<b>School Theory of Change:</b>	If we commit to cultivating joyful, loving, and rigorous classroom environments that are grounded in standards-based instruction and multi-tiered systems of academic and socio-emotional support, then students will experience learnig environments that treat the whole child and support their learning and growth.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	<p>Teachers will conduct an inquiry cycle with a personalized learning lens to identify instructional practices that best serve our students. Teachers will become stronger educators as they continue to reflect upon their practice and ask questions, try new things out, and collaborate with each other to integrate personalized learning practices into daily lessons.</p>	<p>Administrators and instructional coaches will provide resources and guidance for teachers as they identify and develop their inquiry focus, support with data collection and analysis, and support teachers with implementation of specific personalized learning instructional strategies they have efficacy around.</p>	<p>All teachers submitting personalized learning Inquiry cycle to Dept. leads</p>	<p>Our staff are high quality, stable, and reflective of Oakland's rich diversity.</p>	<p>Tier 1</p>
4-2	<p>Teachers will meet regularly with instructional coaches to build upon strengths and address areas of growth as to continuously improve the individual and collective instructional practices</p>	<p>Administrators and instructional coaches will meet weekly to discuss and design strategies to support the instructional growth of individual teachers.</p>	<p>Coach/admin. meeting notes and informal observation tracker for all teachers.</p>	<p>Our staff are high quality, stable, and reflective of Oakland's rich diversity.</p>	<p>Tier 1</p>

4-3	Teachers employ a restorative discipline model based on identifying root causes of student behavior and supports specific to individual students and/or student groups. In support of this model, each grade level has a Pod support team who work in conjunction with teachers and staff to identify, design, and implement tiered strategies to meet the academic and socioemotional needs of all students.	Administrators and Pod members collaborate to identify students in need of additional academic and socioemotional supports, work with teachers to design and implement strategies, communicate with parents/guardians to build positive relationships and establish buy-in from families.	Aligned progressive management steps that include student reflection sheets, coupled with analysis of student discipline data to identify strengths and areas of growth of our approach to discipline.	Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Tier 1
4-4	Thoughtful and inclusive hiring practice with an emphasis on supporting, developing and promoting paraeducators, STIP subs, and ASP employees into the teaching roles over the short and long term.	Administrators facilitate a transparent and collaborative hiring process actively seeking the input of all stakeholders.	The interview process notes, the ethnic and socioeconomic diversity of the staff, the amount of STIP subs and ASP employees that have transitioned into teaching positions.	Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Tier 1

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

<b>School Priority:</b>	Our goal is to understand the experiences of Black students as an oppressed student group and create systems and structures that make a quality education accessible, and one that meets their specific academic and socioemotional needs.
<b>School Theory of Change:</b>	If we routinely work to build a collective understanding among teachers, staff, and administrators of how Black students are an oppressed group, and the ways which white supremacy culture impact their educational experience, we can then leverage this understanding to improve and adjust instructional practices, as well as school systems and structures to provide Black students with a high quality education that meets their academic and socioemotional needs.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.



<b>Students to be served by these actions:</b>	<i>Black students and families</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	<p>Teachers participate in monthly Mindset Monday to explore how personal experiences and school culture manifest, uphold or center white supremacy culture.</p>	<p>Facilitators of Mindset Monday create a safe and curious space to explore these often challenging conversations through reading/listening/watch resources, fishbowl discussions and affinity groups.</p>	<p>Regular participation of teachers in the monthly Mindset Monday sessions, where they explore how personal experiences and beliefs can impact their teaching practices and the experiences of Black students.</p> <p>Development and implementation of instructional practices that are culturally responsive and meet the specific academic and socioemotional needs of Black students.</p> <p>Changes to school systems and structures that promote equity and create a welcoming, safe, healthy, and engaged environment for Black students and their families.</p> <p>Regular monitoring of student progress and growth, with a specific focus on closing the equity gap for Black students.</p> <p>Feedback from Black students and their families indicates that they feel valued, supported, and empowered within the school community.</p> <p>Evidence of a school-wide commitment to anti-racism and social justice, with ongoing efforts to dismantle white supremacy culture and create a more inclusive and equitable educational environment for all students.</p>	<p>Our staff are high quality, stable, and reflective of Oakland's rich diversity.</p>	Tier 2
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5-2	<p>Teachers design Homeroom lesson plans and activities that celebrate and uplift the cultural identities and language of Black students, including creating a Homeroom space specifically for Black 6th grade boys.</p>	<p>Collaborate with teachers to create scope and sequence and curriculum for Homeroom. Collaborate with grade level team and department to align on rollout plan for curriculum.</p>	<p>Regular implementation of homeroom lesson plans and activities that celebrate and uplift the cultural identities and language of Black students.</p> <p>Creation of a homeroom space specifically for Black, sixth-grade boys, where they can feel safe, supported, and empowered.</p> <p>Positive feedback from Black students and their families indicating that they feel valued and respected within the school community.</p> <p>Evidence of increased engagement and participation from Black students in classroom activities and school events.</p> <p>Regular monitoring of student progress and growth, with a specific focus on the academic and socioemotional needs of Black students.</p> <p>Collaboration and communication among teachers, staff, and administrators to ensure that the needs of Black students are being met and that instructional practices are culturally responsive and equitable.</p> <p>Ongoing professional development opportunities for teachers to learn about and implement best practices for serving Black students and other marginalized groups.</p>	<p>Focal student groups demonstrate accelerated growth to close our equity gap.</p>	<p>Tier 1</p>
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5-3	<p>Teachers aligned on personalized learning as the instructional focus of our site, and work to incorporate strategies into their instructional practices that aim to customize learning for individual students' strengths, needs and interests.</p>	<p>Engage teachers in professional development opportunities around building awareness and implementation of personalized learning strategies. In addition, leaders will provide resources to support teacher understanding and efficacy around personalized learning strategies.</p>	<p>Teacher CSP Inquiry cycles, Professional Development slides and agendas. Observations of teachers implementing restorative discipline practices in the classroom, such as facilitating circles or mediations to resolve conflicts between students. Documentation of teacher and staff participation in professional development opportunities focused on building awareness and implementation of personalized learning strategies. Evidence of teachers using personalized learning strategies in their classrooms, such as differentiated instruction or student-led projects. Data showing improved academic and socioemotional outcomes for Black students, such as higher grades, attendance rates, and fewer disciplinary incidents. Feedback from Black students and families indicating that they feel welcomed, safe, healthy, and engaged in the school community.</p>	<p>Our staff are high quality, stable, and reflective of Oakland's rich diversity.</p>	Tier 1
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5-4	<p>Teachers employ a Restorative Discipline model for instilling student accountability and ownership over actions, and learning concepts and strategies to improve decision making and support students showing up as scholars instead of punitive approaches that push Black students out.</p>	<p>Disaggregating student discipline data to identify trends and check for equity.</p>	<p>Referral data, student reflection sheets, school wide professional development engagements to align and highlight best practices. Observation of teachers using restorative discipline practices in their classrooms, such as facilitating circles or mediations to resolve conflicts between students and creating a positive classroom culture. Documentation of teachers and staff participating in professional development opportunities focused on understanding the impact of white supremacy culture on Black students' educational experiences and implementing culturally responsive practices. Evidence of students taking ownership of their learning and demonstrating increased academic growth and engagement, as well as improved decision-making skills and behavior. Data showing a decrease in disciplinary incidents involving Black students and a decrease in the disproportionate disciplinary actions against Black students. Leaders tracking and analyzing discipline data disaggregated by race to identify trends and check for equity. Feedback from Black students and families indicating that they feel welcomed, safe, healthy, and engaged in the school community.</p>	<p>Focal student groups demonstrate accelerated growth to close our equity gap.</p>	<p>Tier 1</p>
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## CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

<b>School Priority:</b>	Support ongoing language and literacy development by ensuring supports for all ELLs to access grade-level content and rigorous curriculum.				
<b>School Theory of Change:</b>	Fund differentiated ELD course offerings in addition to implementing targeted instruction.				
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers implement instructional strategies as part of the Integrated ELD model: academic discussion protocols, multiple reads of complex text strategies and evidence-based writing strategies.	Coaches and admin create department Theory of Actions that includes Integrated ELD strategies: vertically aligned writing program, academic discussion protocols and multiple reads strategies. Dept Leads provide input around analyzing text and content to write unit and daily Learning Targets.	Students engage in multiple turn and talks throughout their classes daily. The English Department has set goals around inferring the meaning of unknown words and have set long term goals around this. Teachers also frequently use text to talk platforms in order to assist students in reading and comprehending grade level complex text.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2
6-2	Mainstreamed newcomers, 4-6 ELLs and LTELs take Designated ELD with ELD teachers. Curriculum is supplemental to EL Ed and includes daily read, write talk cycles grounded in Culturally Sustaining Pedagogy.	Ensure that master schedule supports equitable and correct place of students in Designated ELD, cohorted by grade level. Provide ongoing coaching, PL and common planning prep for ELD teachers	Master scheduling provides evidence of implementation of this goal. All students who are classified as ELL are scheduled into designated ELD.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 3

6-3	<p>Newcomer teachers provide rigorous, language-based instruction to newly arrived students in ELD, ELA, math and science. All newcomers receive differentiated SIPPS to build early literacy skills. Curriculum includes multiple reads, academic discussions and evidence-based writing strategies to prepare students to enter mainstream courses. Newcomer Team creates clear Exit Criteria and have ongoing data-driven reflections on student progress.</p>	<p>Teachers receive ongoing coaching and PL to build knowledge and skill around language and literacy instruction. Admin ensure that newcomers are integrated in at least two GenEd classes as well as out-of-classroom spaces.</p>	<p>Newcomer teachers deeply know and plan for student levels in Math &amp; Literacy. They run differentiated small group stations according to their reading levels. When students reach exit criteria, they are mainstreamed into supportive spaces and typically one to two classes at a time.</p>	<p>Focal student groups demonstrate accelerated growth to close our equity gap.</p>	Tier 3
6-4	<p>Newcomer Social Worker provides Tier 1, Tier 2 and Tier 3 supports to newcomer students and families by facilitating community building circles in Homeroom, working closely with families to support and empower families to access resources, and to manage crises.</p>	<p>Admin funds full-time position, provides ongoing coaching and support.</p>	<p>Our full time Newcomer Social Worker provides resources, information, data and advice to families who have recently immigrated to the US. She builds strong relationships with students and creates opportunities for students to build relationships with each other through the use of community building circles, yoga classes and group therapy.</p>	<p>Students and families are welcomed, safe, healthy, and engaged.</p>	Tier 3

### ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)

<b>School Priority:</b>	Students will have access to Culturally Sustaining Pedagogy, affirming their culture, language, interests and passions.
<b>School Theory of Change:</b>	If students have access to Culturally Sustaining Pedagogy, which includes Arts, Music and World Languages, their connection to school will increase.
<b>Related Goal:</b>	Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	Teachers of Art, Music and Spanish will be an integral piece of our instructional programming.	Leaders will prioritize funding for Arts and Language teachers.	Student access to courses	Students and families are welcomed, safe, healthy, and engaged.	Tier 1
7-2	The Spanish teacher will support Newcomers who speak Spanish to develop literacy in their L1, filling gaps for SIFE learners in particular	Prioritize seats for newcomer students in the Spanish for native speakers.	Student access to courses and literacy development in students' L1 and L2.	Focal student groups demonstrate accelerated growth to close our equity gap.	Tier 2



PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School Contract over \$25K	\$149,995	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.	Student Connectedness to School	Staff and admin create an intentional program that centers families and their experiences.	229-1
After School Contract \$25K	\$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.	Student Connectedness to School	Allocate resources and support for teachers to implement differentiated instruction and personalized learning strategies effectively. This could include providing access to technology, funding for classroom supplies, and dedicated planning time.	229-2
Extended Contracts for Family Events	\$70,021	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.	Student Connectedness to School	Staff and admin create an intentional program that centers families and their experiences.	229-3
Counselor	\$135,730	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	9470	Counselor	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Administrators and Pod members collaborate to identify students in need of additional academic and socioemotional supports, work with teachers to design and implement strategies, communicate with parents/guardians to build positive relationships and establish buy-in from families.	229-4
Restorative Justice Facilitator	\$125,314	California Community Schools Partnership Program	2205	Classified Support Salaries	7881	Restorative Justice Facilitator	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Teachers and staff will center restorative discipline practices to build transformational relationships and positive, safe classrooms and common spaces.	229-5
Family/Parent Liaison, Bilingual	\$56,650	California Community Schools Partnership Program	2405	Clerical Salaries	7001	Family/Parent Liaison, Bilingual	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Administration will provide staff, family resource center, and additional community staffing, including bilingual staff, to ensure that every family in our school community is informed.	229-6
ET/OT for COST & PD for RJ team	\$20,000	California Community Schools Partnership Program	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers and staff will center restorative discipline practices to build transformational relationships and positive, safe classrooms and common spaces.	229-7

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Attendance initiative	\$5,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-8
Student workshop & student leadership	\$5,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Design and implement differentiated instruction that meets the specific academic needs of individual students or student groups. This could include creating small group activities, providing targeted feedback, and incorporating technology to personalize learning.	229-9
Family workshops	\$5,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Staff and admin create an intentional program that centers families and their experiences.	229-10
Student events	\$10,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Foster a classroom culture that encourages academic discourse and values the diversity of student perspectives. This could involve using discussion protocols, incorporating student-led discussions or debates, and providing opportunities for students to share their cultural backgrounds and experiences.	229-11
Consultants (APEN/AYPAL)	\$37,285	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Foster a classroom culture that encourages academic discourse and values the diversity of student perspectives. This could involve using discussion protocols, incorporating student-led discussions or debates, and providing opportunities for students to share their cultural backgrounds and experiences.	229-12

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$60,610	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	4628	Teacher, Structured English Immersion	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teachers will incorporate multiple reads, academic discussion, and evidence-based writing strategies to increase Academic Language Acquisition.	229-13
Extended time for teachers	\$8,000	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Design and implement differentiated instruction that meets the specific academic needs of individual students or student groups. This could include creating small group activities, providing targeted feedback, and incorporating technology to personalize learning.	229-14
Counselor	\$51,460	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	499	Counselor	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Administrators and Pod members collaborate to identify students in need of additional academic and socioemotional supports, work with teachers to design and implement strategies, communicate with parents/guardians to build positive relationships and establish buy-in from families.	229-15
Social Worker	\$67,327	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	7909	Social Worker	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Administrators and Pod members collaborate to identify students in need of additional academic and socioemotional supports, work with teachers to design and implement strategies, communicate with parents/guardians to build positive relationships and establish buy-in from families.	229-16
Para Educator	\$55,141	Comprehensive Support & Improvement (CSI) Grant	2105	Classified Instructional Aide Salaries	9082	Para Educator	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	229-17

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Family/Parent Liaison, Bilingual	\$69,239	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	7001	Family/Parent Liaison, Bilingual	0.55	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Administration will provide staff, family resource center, and additional community staffing, including bilingual staff, to ensure that every family in our school community is informed.	229-18
supplies	\$7,923	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	229-19
Books other than Textbooks	\$5,000	Comprehensive Support & Improvement (CSI) Grant	4320	Copier/Duplication Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Growth of One Year or More	Teachers will incorporate multiple reads, academic discussion, and evidence-based writing strategies to increase Academic Language Acquisition.	229-20
contractors	\$20,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Administration will provide staff, family resource center, and additional community staffing, including bilingual staff, to ensure that every family in our school community is informed.	229-21
Extended Contracts	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	229-22
STIP Teacher	\$86,453	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	7415	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers will meet regularly with instructional coaches to build upon strengths and address areas of growth as to continuously improve the individual and collective instructional practices	229-23
STIP Teacher	\$87,432	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	4052	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers receive ongoing coaching and PL to build knowledge and skill around language and literacy instruction. Admin ensure that newcomers are integrated in at least two GenEd classes as well as out-of-classroom spaces.	229-24

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Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$50,900	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will provide warm, welcoming physical classroom spaces, including artifacts showcasing student work and reflective of students' culture.	229-25
Equipment Maintenance	\$7,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will provide warm, welcoming physical classroom spaces, including artifacts showcasing student work and reflective of students' culture.	229-26
11-Month Teacher	\$17,455	LCFF Supplemental	1105	Certificated Teachers' Salaries	3659	11-Month Teacher	0.10	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	229-27
11-Month Teacher	\$17,455	LCFF Supplemental	1105	Certificated Teachers' Salaries	2025	11-Month Teacher	0.10	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	229-28
Teacher, Structured English Immersion	\$52,207	LCFF Supplemental	1105	Certificated Teachers' Salaries	3411	Teacher, Structured English Immersion	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Teachers will incorporate multiple reads, academic discussion, and evidence-based writing strategies to increase Academic Language Acquisition.	229-29
11-Month Teacher	\$61,536	LCFF Supplemental	1105	Certificated Teachers' Salaries	2816	11-Month Teacher	0.46	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	229-30
Teacher, Structured English Immersion	\$77,071	LCFF Supplemental	1105	Certificated Teachers' Salaries	4624	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	229-31

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$79,741	LCFF Supplemental	1105	Certificated Teachers' Salaries	7002	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	229-32
Attendance Specialist, Bilingual	\$14,546	LCFF Supplemental	2205	Classified Support Salaries	4455	Attendance Specialist, Bilingual	0.25	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Teachers will communicate with families with the use of electronic gradebooks, family conferences three times a year, and information about student progress at least two weeks before each marking period.	229-33
Community Relations Assistant II, Bilingual	\$24,122	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.	Chronic Absenteeism	Administration will provide staff, family resource center, and additional community staffing, including bilingual staff, to ensure that every family in our school community is informed.	229-34
Attendance Specialist, Bilingual	\$30,927	LCFF Supplemental	2205	Classified Support Salaries	6444	Attendance Specialist, Bilingual	0.65	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Staff and admin create an intentional program that centers families and their experiences.	229-35
ET/OT	\$10,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Staff and admin create an intentional program that centers families and their experiences.	229-36
Case Manager	\$53,539	LCFF Supplemental	2405	Clerical Salaries	8050	Case Manager	0.35	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Out-of-School Suspensions	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-37

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Case Manager	\$57,018	LCFF Supplemental	2405	Clerical Salaries	7884	Case Manager	0.45	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Out-of-School Suspensions	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-38
Clerical ET/OT	\$3,199	LCFF Supplemental	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Out-of-School Suspensions	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-39
ET/OT	\$10,000	LCFF Supplemental	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Staff and admin create an intentional program that centers families and their experiences.	229-40
Supplies	\$6,765	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers will provide warm, welcoming physical classroom spaces, including artifacts showcasing student work and reflective of students' culture.	229-41
Uniforms	\$11,600	LCFF Supplemental	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will provide warm, welcoming physical classroom spaces, including artifacts showcasing student work and reflective of students' culture.	229-42
contractors	\$60,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers will build on their learning from past two years to continue implementing culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	229-43

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Library Technician	\$92,448	Measure G, Library Support	2205	Classified Support Salaries	4283	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Design and implement differentiated instruction that meets the specific academic needs of individual students or student groups. This could include creating small group activities, providing targeted feedback, and incorporating technology to personalize learning.	229-44
Teacher, Structured English Immersion	\$54,685	Measure G1	1105	Certificated Teachers' Salaries	8556	Teacher, Structured English Immersion	0.60	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	229-45
Restorative Justice Facilitator	\$120,699	Measure G1	2205	Classified Support Salaries	8779	Restorative Justice Facilitator	1.00	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Teachers and staff will build and develop their understanding of Transformative Justice and begin to implement practices into daily interactions.	229-46
Case Manager	\$69,688	Measure G1	2405	Clerical Salaries	7884	Case Manager	0.55	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Teachers and staff will center restorative discipline practices to build transformational relationships and positive, safe classrooms and common spaces.	229-47
Case Manager	\$115,021	Measure G1	2405	Clerical Salaries	8780	Case Manager	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers and staff will center restorative discipline practices to build transformational relationships and positive, safe classrooms and common spaces.	229-48
Program Assistant	\$125,107	Measure G1	2405	Clerical Salaries	7003	Program Assistant	1.00	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers and staff will center restorative discipline practices to build transformational relationships and positive, safe classrooms and common spaces.	229-49
Student Incentives	\$15,000	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Staff and admin create an intentional program that centers families and their experiences.	229-50



PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Art & Music Supplies	\$30,380	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will build on their learning from past two years to continue implementing culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	229-51
Music program consultant	\$20,000	Measure G1	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will build on their learning from past two years to continue implementing culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	229-52
Field Trips	\$10,000	Measure G1	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Students and families are welcomed, safe, healthy, and engaged.	Staff and admin create an intentional program that centers families and their experiences.	229-53
11-Month Teacher	\$72,237	Salesforce Middle School Computer Science Grant	1105	Certificated Teachers' Salaries	2816	11-Month Teacher	0.54	Goal 1: All students graduate college, career, and community ready.	Close distance from met on SBAC ELA and SBAC Math.	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	229-54
Assistant Principal, Middle School	\$176,060	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	7004	Assistant Principal, Middle School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Focal student groups demonstrate accelerated growth to close our equity gap.	School leaders will build and implement strong support structures so that students maximize learning time. RJ team will work closely with students and families to build skills and language to take ownership over building positive relationships with peers and staff.	229-55
Awards and Incentives	\$5,995	Salesforce Principal Innovation Fund	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Close distance from met on SBAC ELA and SBAC Math.	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	229-56

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2023.	\$6,733	Salesforce Principal Innovation Fund	4399	Unallocated	n/a	n/a	n/a	n/a	Students and families are welcomed, safe, healthy, and engaged.	Foster a classroom culture that encourages academic discourse and values the diversity of student perspectives. This could involve using discussion protocols, incorporating student-led discussions or debates, and providing opportunities for students to share their cultural backgrounds and experiences.	229-57
Supplies (Family Resource Center)	\$1,180	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Students and families are welcomed, safe, healthy, and engaged.	Staff and admin create an intentional program that centers families and their experiences.	229-58
Parent English Classes	\$6,000	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Students and families are welcomed, safe, healthy, and engaged.	Staff and admin create an intentional program that centers families and their experiences.	229-59
11-Month Classroom Teacher on Special Assignment (TSA)	\$124,216	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	7005	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Close distance from met on SBAC ELA and SBAC Math.	Teachers will set clear SMARTE goals and use formative and summative assessments to implement and refine grade-level instructional plans.	229-60
Extended Contracts	\$140,000	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Students and families are welcomed, safe, healthy, and engaged.	Teachers will provide warm, welcoming physical classroom spaces, including artifacts showcasing student work and reflective of students' culture.	229-61
Licenses for Digital Tools	\$5,034	Title I, Part A Schoolwide Program	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Close distance from met on SBAC ELA and SBAC Math.	Teachers will use data-driven practices to implement Personalized Learning strategies that pushes students' academic growth and their individualized level.	229-62

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Books other than Textbooks	\$3,950	Title IV, Part A Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Close distance from met on SBAC ELA and SBAC Math.	Teachers will incorporate multiple reads, academic discussion, and evidence-based writing strategies to increase Academic Language Acquisition.	229-63
Consultants (APEN/AYPAL)	\$5,000	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Students and families are welcomed, safe, healthy, and engaged.	Teachers will build on their learning from past two years to continue implementing culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	229-64
Field Trips	\$9,000	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Students and families are welcomed, safe, healthy, and engaged.	Teachers will build on their learning from past two years to continue implementing culturally sustaining pedagogical practices and strategies that build authentic relationships with students and support their academic and socio-emotional growth.	229-65



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Elmhurst United Middle School**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

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

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

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

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

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

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

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

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

- Scheduling Family Conferences three times a year.

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

- Sending out on ParentSquare, TalkingPoints, and providing 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 Canvas.
- Sending home progress reports.
- Holding 1-2 family workshops a year by the Family Resource Center on how to best support child's success.

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

- Providing training for family phone calls and family conferences.

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

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

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

- Holding monthly SSC meetings.

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

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

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

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

### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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

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

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

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

### **Adoption**

This policy was jointly developed and adopted by Elmhurst United MS on August 25, 2022 and will be in effect for the period August 8, 2022 through May 25, 2023.

**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, 2022**

*Please attach the School-Parent Compact to this document.*



## Elmhurst United Middle School

### School-Parent Compact

### 2022-23

*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 2022-23 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 Canvas 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 Canvas app, sign in with their student, and access the most current grades in all classes.

Teachers will send home Weekly progress reports through TalkingPoints. 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 TalkingPoints.

- 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, do 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 TalkingPoints and ParentSquare. Both of these apps translate messages into family's home languages. In addition, our front office staff are all bilingual in Spanish. When needed, we will reach out for Arabic and Mam translation.

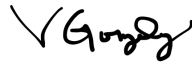
**Parent Responsibilities**

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

- 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 25, 2022 and will be in effect for the period of August 8, 2022 to May 25, 2023.

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, 2022.



Viet-Ly Gonzalez

August 25, 2022

**Principal's Name**

**Signature of Principal**

**Date**



Strategic Resource Planning (SRP)

**(Elmhurst United Middle School)**  
**School Site Council Membership Roster**

**2022-2023**

\*Teachers highlighted in yellow are Aeries verified-S.M.\*

**SSC - Officers**

Chairperson:	Mayra Molina
Vice Chairperson:	Maly Alcantar
Secretary:	Viet-Ly Gonzalez

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Viet-Ly Gonzalez	<b>x</b>					
Mariko White		<b>x</b>				<b>1</b>
Alyssa Pandolfi		<b>x</b>				<b>1</b>
Stephanie Ullman		<b>x</b>				<b>1</b>
Maria Sanchez			<b>x</b>			<b>1</b>
Crisanta Ramirez				<b>x</b>		<b>1</b>
Araceli Olvera				<b>x</b>		<b>1</b>
Maly Alcantar				<b>x</b>		<b>1</b>
Arelene Hidalgo				<b>x</b>		<b>1</b>
Mayra Molina				<b>x</b>		<b>1</b>

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	3rd Mondays from 4:30-5:30pm
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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.

