

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

August 10, 2016

File ID Number: 16-1651  
Introduction Date: 10-13-16  
Enactment Number: 16-11625  
Enactment Date: 10-13-16  
By: \_\_\_\_\_

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Elmhurst Community Prep School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

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

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Elmhurst Community Prep School.



# OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

## 2016-2017 Single Plan for Student Achievement (SPSA)

**School:** Elmhurst Community Prep School  
**CDS Code:** 1612590112789  
**Principal:** Kilian Betlach  
**Date of this revision:** 5/11/2016

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

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

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

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

### OAKLAND UNIFIED SCHOOL DISTRICT

Antwan Wilson, Superintendent

James Harris, Board President

# 2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site: Elmhurst Community Prep School Site Number: 221

- ☒ Title I Schoolwide Program
 ☒ Local Control Funding Formula (LCFF) Base Grant
- ☐ Title I Targeted Assistance Program
 ☒ LCFF Supplemental Grant
 ☒ 21st Century
- ☒ After School Education & Safety Program (ASES)
 ☒ LCFF Concentration Grant

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

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

Date(s) plan was approved: 5/24/2016

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

☒ Fliers in students' home languages

☐ Announcement at a public meeting

☒ Other (Notices, Media Announcements, etc.)

## Signatures:

Kilian Betlach

Print name of School Principal

Misha Singletan

Print name of SSC Chairperson

Ron Smith

Print name of Network Superintendent

Ruth Alahydoian

Ruth Alahydoian, Chief Financial Officer

[Signature]

Signature

5/24/2016

Date

[Signature]

Signature

5/24/2016

Date

[Signature]

Signature

Date

6/2/16

Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

Site Number: 221

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

**EXAMPLES:**

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

**TO BE COMPLETED:**

[illegible]



## 2016-2017 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$84,825.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$177,851.02	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$575.85	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$129,172.23	TBD
<b>TOTAL:</b>	<b>\$392,424.10</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$68,621.04	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,967.15	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$71,424.84	TBD
<b>TOTAL:</b>	<b>\$142,013.03</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

Elmhurst Community Prep (ECP) is a small-by-design middle school located in Deep East Oakland. Funded in 2006, ECP serves more than 375 students in grades 6th, 7th, and 8th. Roughly 60 percent of students identify as Raza, nearly 40 percent are African-American, and nearly all students live at or below the poverty line.

### School Mission and Vision

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

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	<b>TEACHER PROFESSIONAL LEARNING AND CYCLES OF INQUIRY</b>
<b>Major Improvement Priority #2:</b>	<b>LITERACY STRATEGIES</b>
<b>Major Improvement Priority #3:</b>	<b>POSITIVE SCHOOL CULTURE</b>

## MAJOR IMPROVEMENT PRIORITY #1: TEACHER PROFESSIONAL LEARNING AND CYCLES OF INQUIRY

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
1. High level of LTEL reclassification	1. Critically low levels of SBAC performance in ELA
2. High level of adult staff satisfaction	2. Critically low levels of SBAC performance in Math
3. Increased data savviness for all staff, and growth in staff's ability to craft SMARTER goals and align meaningful inquiry cycles toward them.	3. Low SRI performance paired with middling growth

## ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

The SBAC data, in particular, show that we have a long way to go to prepare all of our students adequately for rigorous, A-G coursework in high school. Although this was the first full year of SBAC implementation, our students' performance was considerably lower than expected, and certainly lower than SRI and other math data would suggest. Our performance was not as strongly correlated as other students across the District. One of the fundamental causes for this is the level of student engagement in classes. Although we are not staffed by first-year teachers, many of our teachers struggle to adequately and acceptably engage young people in learning, and keep them focused on academic success as they age through middle school. This is particularly true of white educators who lack cultural competence, and a first-person understanding of what it's like to live as a young person growing up in Deep East Oakland. Although these educators can competently design lessons, and at times, provide access to non-normative narratives, perspectives, and pedagogical approaches, these attempts are not reaching students in the desired ways because of a variety of other barriers. To improve our academic outcomes, then, we must not only attend to the overall structure of the instructional program, but also to the quality of daily instruction, and the capacity of educators to effectively and authentically engage young people.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

In various areas of the SPF, we see African-American students occupy the "lowest racial group" category. This is a disturbing trend to be sure. Over the last four years, we have consistently focused on the performance of African-American students and attempted to dig into the ways they and their families experience our school. We know that classroom engagement and academic performance go hand-in-hand, and this is particularly true for African-American students who are disproportionately school dependent, and for whom the lack of connection and lack of true, trusting relationships will greatly inhibit the educational process. Moving forward, we are called to deepen our analysis of the experience of African-American students, and continue to build supports across all tiers. This will be particularly true for African-American females, who tend to both dramatically out-perform and under-perform their male peers. This suggests that our system, which would be counted upon to smooth out differences between groups, is in fact exacerbating them, or worse still, serving only students who come ready, while failing to serve those in need of intervention. Because we continue to be a landing point for African-American students who have not found success in charter schools or certain District schools, we will maintain this focus for some time.

**STUDENT PERFORMANCE GOAL(S) for Priority #1**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Two-thirds of teachers "fully meet" their SMARTE goals and one-third are "approaching" their goals by the end of the year	SBAC ELA	All Students	14% meeting	67% meeting	75% meeting	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Improve the quality of student-teacher relationships and the corresponding level of classroom engagement.	Culture/ Climate: Student	African- American Students				1: Graduates are college and career ready.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1**

<b>Major Improvement Strategy for this priority:</b>	<b>Align professional learning to support teachers in crafting and refining SMARTe goals and corresponding data analysis; and implementing cycles of inquiry supporting those goals.</b>
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KEY PRACTICES FOR PRIORITY #1		
Teaching Practices	Leadership Practices	Organizational Practices <i>People / Teams / Time / Resources</i>
Teachers set rigorously, vertically aligned SMARTe goals, with optional course-specific SMARTe goals	Plan and implement PL to ensure teachers understand, and develop fluency with goal-creation	Establish clear goal creation and ratification timelines (August-October-January-May)
Teachers make goals visible to students and ensure that students understand and are able to articulate the course goals	Set expectations for goal language and data tracking for all teachers in all classes	Establish walkthrough procedures and timelines
Teachers track data toward SMARTe goal at both the cohort and individual student level	Set expectations for how data will be collected and monitored	Establish clear beginning and end goals for data cycles and reflections
Utilize blended learning technologies to personal learning for all students, with a particular emphasis on GATE students, ELs, and students with disabilities.	Incorporate Professional Learning on blended learning pedagogies	Continue to purchase Chromebooks so that the school maintains a 1:1 student to CB ratio
Teachers maintain a rigorous, relevant, and engaging classroom environment	Develop, adopt, and implement tiered classroom management/ student engagement approaches, and provide differentiated training for teachers.	Empower Climate and Culture Leadership team to implement site-based PL in pursuit of greater engagement.

**MAJOR IMPROVEMENT PRIORITY #2: LITERACY STRATEGIES**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2		
Student Performance Strengths	Student Performance Challenges	
Low-income students are most improved in SRI growth	Low SRI performance paired with middling growth	
High level of LTEL reclassification	Low-to-average overall classification rates	
Relatively insignificant achievement gap between Raza and African-American students	Overall low SBAC performance in ELA and Math	

ROOT CAUSE ANALYSIS for Priority #2
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?



These data suggest that we have not yet fully built a culture of reading into our school's DNA. While there are certain students, or perhaps groups of students who are progressing toward their reading goals, and growing their literacy skills, this is not yet experienced as an across the board reality. Instead, it functions all too often as an opt-in. Supports and growth are there for students who are emotionally, academically, or culturally ready to receive them, but those who are not, are who need to be met where they are, are not accessing a culture of reading instruction and reading growth.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

As in priority area #1, African-American students demonstrate the lowest overall SRI performance; lower even than raza students, many of whom are also English Language Learners. The same lessons and need to analyze our systems for change discussed above, applies here as well.

**STUDENT PERFORMANCE GOAL(S) for Priority #2**

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Eighty percent of students grow at least 100 points or reach grade level equivalency on the SRI.	SRI	All Students	59%	80%	83%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Improve the percentage of students reaching grade level to 30%	SRI	All Students	24%	30%	41%	3: Students are reading at or above grade level.
Academic	Increase SBAC ELA performance for all students	SBAC ELA	All Students	10.3%	15%	21%	3: Students are reading at or above grade level.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2**

*Major Improvement Strategy for this priority:*  
Implement cycles of read-write-discuss in every classroom, every day, as a core pedagogy.

**KEY PRACTICES FOR PRIORITY #2**

Teaching Practices	Leadership Practices	Organizational Practices <i>People / Teams / Time / Resources</i>
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Teach site-developed expository writing strategies adapted from the Step Up To Writing tools across all grade levels and content areas.	Establish expectations that all staff will utilize Step Up To Writing framework as a way to foster expository writing in all grade levels and content areas.	With ILT, plan and implement professional learning that would ensure teacher readiness to implement effective expository writing practices
Implement academic discussion strategies to foster student discussion across all grade levels and content areas.	Engage staff in differentiated, two-stage cycles of inquiry to build pedagogical skill to engender student talk.	With ILT, plan and implement cycle of inquiry based professional learning.
Utilize classroom leveled libraries to ensure that students have access to reading at the independent level	Plan and implement walk-throughs to monitor the extent and effectiveness of implementation	With ILT, plan walk-through process and analyze resulting data.
	Foster a culture of reading school-wide, through celebration and public recognition	Purchase high interest books that are accessible for students, particularly ELLs
		Purchase Accelerated Reader licenses
		Schedule two family literacy/ reading nights to build enthusiasm and provide information about key literacy practices.
		Fund Americorps members and partner with CBOs to provide HW and tutoring support as part of the Extended Learning Time program

### MAJOR IMPROVEMENT PRIORITY #3:

### POSITIVE SCHOOL CULTURE

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3		
Student Performance Strengths	Student Performance Challenges	
Minor reduction in total classroom referrals.	Negative overall growth in chronic absence, particularly for African-American students	
Major reduction in the disproportionality of referrals targeting African-American students	Negative overall growth in suspensions, particularly for African-American students	
Despite minor increase, overall suspension rate is still	Total number of referrals continues to be unacceptably high.	

### ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Fundamentally, these data suggest we had a down year last year. In the previous two years, we saw significant decrease in out of school suspensions and reductions in disproportionality for African-American students. While slight--on average about 1.5 percentage points--the negative growth in chronic absence, suspensions, and classroom referrals reveals that our teachers struggled to engage young people effectively. Given the relatively minor nature of the negative growth--which was magnified by the new SPF calculations--it is safe to suggest that this is less a system issue than a personnel issue.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Hiring is hard. Hiring for middle schools in Deep East Oakland is harder still. Hiring for a Deep East Oakland middle schools in the midst of a history teacher shortage is a difficult, some may say, Sisyphean task. Two years ago, we were not particularly successful in this, and our data from 14-15 reflects this failure. We were particularly impacted by three May/ June resignations of powerful educators whose families were relocating to New York, Tennessee, and Southern California respectively. These were as unexpected as they were debilitating, and our hiring teams were unable to respond in a manner that resulted in strong educators in classrooms. Since then, we have refined our hiring processes and, aided by new contractual regulations, continue to start hiring processes earlier and earlier in the school year.

**STUDENT PERFORMANCE GOAL(S) for Priority #3**

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Reduce referral-level behaviors by 33%	Culture/ Climate: Student	All Students	3%	33%	33%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	Reduce chronic absence 3-to-5 percentage points	Chronic Absence	All Students	12.4	9%	6%	5: Students are engaged in school everyday.
Climate & Culture	Maintain a suspension rate between 5 and 7 percent--at maximum	Suspensions	All Students	6.4	5%	5%	5: Students are engaged in school everyday.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3**

**Major Improvement Strategy for this priority:**

*Train all staff in NNN and other proactive, positive classroom/ school management strategies, such as PBIS.*

**KEY PRACTICES FOR PRIORITY #3**

Teaching Practices	Leadership Practices	Organizational Practices <i>People / Teams / Time / Resources</i>
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Proactively teach classroom/ hallway routines and procedures in the beginning of the year, school-wide	Prioritize and schedule these opportunities, and calendar at least two times during the school year to review and reflect on progress	Support grade level teams to develop and maintain common practices at the August Charge
All staff implement the No Nonsense Nurture program for effective classroom management	Prioritize and schedule NNN training and monitor completion.	Design and implement professional learning to build on NNN and ensure ongoing implementation.
	Monitor and support counselors as part of the school culture and climate team	Implement Tier-II counseling programs to support struggling students, with particular attention to Foster Youth that also engage families effectively.
	Lead bi-monthly attendance review meetings and follow up with phone calls, letters, and home visits as needed.	Conduct home visits for students who are chronically absent, with particular attention to foster youth and homeless youth
		Fund a wide array of partners and programs to provide enrichment opportunities for young people as part of the Extended Learning Time program
		Fund a peer RJ coordinator



Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$10,000.00	21st Century	Fund certificated staff to participate in and support our after school program.	Fund a wide array of partners and programs to provide enrichment opportunities for young people as part of the Extended Learning Time program	A1.6: After School Programs	1120	n/a	n/a	n/a	221-1	221
\$61,424.84	21st Century	Fund our after school program.	Fund AmeriCorps members and partner with CBOs to provide HW and tutoring support as part of the Extended Learning Time program	A1.6: After School Programs	5825	n/a	n/a	n/a	221-2	221
\$129,172.23	After School Education & Safety (ASES)	Fund our after school program.	Fund a wide array of partners and programs to provide enrichment opportunities for young people as part of the Extended Learning Time program	A1.6: After School Programs	5825	n/a	n/a	n/a	221-3	221
\$30,825.00	General Purpose Discretionary	Supplies	Teachers maintain a rigorous, relevant, and engaging classroom environment	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	221-4	221
\$54,000.00	General Purpose Discretionary	Fund a peer RJ coordinator.	Fund a peer RJ coordinator	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	221-5	221
\$575.85	LCFF Concentration	Supplies	Teachers maintain a rigorous, relevant, and engaging classroom environment	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	221-6	221
\$42,967.67	LCFF Supplemental	Fund an elective teacher	Teachers maintain a rigorous, relevant, and engaging classroom environment	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	0.5	221-7	221
\$56,291.61	LCFF Supplemental	Fund an ELD teacher	Teachers maintain a rigorous, relevant, and engaging classroom environment	A4.1: English Learner Redesignation	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0063	1	221-8	221
\$24,424.15	LCFF Supplemental	Fund a STIP sub to ensure high quality educational program given 30% sub fill rate.	Teachers maintain a rigorous, relevant, and engaging classroom environment	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	TEACHER STIP	TCSTIP9999	0.5	221-9	221
\$7,500.00	LCFF Supplemental	Fund teacher extended contracts to for collaboration and professional learning.	Utilize blended learning technologies to provide personal learning for all students, with a particular emphasis on GATE students, ELs, and students with disabilities.	A3.1: Blended Learning	1120	n/a	n/a	n/a	221-10	221
\$11,000.00	LCFF Supplemental	Fund stipends for clerical/ front office staff.	Schedule two family literacy/ reading nights to build enthusiasm and provide information about key literacy practices.	A3.3: Family Engagement focused on Literacy Development	2420	n/a	n/a	n/a	221-11	221
\$247.95	LCFF Supplemental	Supplies	Teachers maintain a rigorous, relevant, and engaging classroom environment	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	221-12	221
\$4,000.00	LCFF Supplemental	Refreshments for meetings, events, and incentives	Schedule two family literacy/ reading nights to build enthusiasm and provide information about key literacy practices.	A6.5: Academic Parent-Teacher Communication & Workshops	4311	n/a	n/a	n/a	221-13	221
\$1,919.64	LCFF Supplemental	Purchase Chromebooks	Continue to purchase Chromebooks so that the school maintains a 1:1 student to CB ratio	A3.1: Blended Learning	4420	n/a	n/a	n/a	221-14	221
\$5,000.00	LCFF Supplemental	Purchase desks and other furniture to ensure positive school and classroom environments.	Teachers maintain a rigorous, relevant, and engaging classroom environment	A5.3: School Facilities	4432	n/a	n/a	n/a	221-15	221
\$3,000.00	LCFF Supplemental	Purchase replacement parts and service for classroom Smartboards	Teachers maintain a rigorous, relevant, and engaging classroom environment	A5.3: School Facilities	4474	n/a	n/a	n/a	221-16	221
\$5,000.00	LCFF Supplemental	Fund copiers.	Teachers maintain a rigorous, relevant, and engaging classroom environment	A5.3: School Facilities	5610	n/a	n/a	n/a	221-17	221
\$500.00	LCFF Supplemental	Fund mailings to communicate with families.	Foster a culture of reading school-wide, through celebration and public recognition	A6.5: Academic Parent-Teacher Communication & Workshops	5724	n/a	n/a	n/a	221-18	221
\$11,000.00	LCFF Supplemental	Fund a LMB counselor to implement Tier-II social and academic work with your Raza youth	Implement Tier-II counseling programs to support struggling students, with particular attention to Foster Youth that also engage families effectively.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	221-19	221
\$5,000.00	LCFF Supplemental	Purchase and install fence around the turn field	Maintain safe and positive school facilities	A5.3: School Facilities	5826	n/a	n/a	n/a	221-20	221
\$33,680.18	Measure G (School Libraries)	Fund a librarian technician to support a culture of reading.	Foster a culture of reading school-wide, through celebration and public recognition	A3.2: Reading Intervention	n/a	LIBRARY TECHNICIAN	LIBTEC9999	0.5	221-21	221
\$8,319.82	Measure G (School Libraries)	Purchase leveled libraries.	Utilize classroom leveled libraries to ensure that students have access to reading at the independent level	A3.2: Reading Intervention	4200	n/a	n/a	n/a	221-22	221
\$30,174.66	Measure G (TGDS)	Fund a STIP sub to ensure high quality implementation of TGDS	Teachers set rigorously, vertically aligned SMARTIE goals, with optional course-specific goals	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0497	1	221-23	221

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$0.54	Measure G (TGDS)	Pending	Teachers track data toward SMART goal at both the cohort and individual student level	A2.6: Teacher Evaluation	4399	n/a	n/a	n/a	221-24	221
\$3,191.50	Measure G (TGDS)	Fund teacher extended contracts to for collaboration and professional learning.	Lead bi-monthly attendance review meetings and follow up with phone calls, letters, and home visits as needed.	A5.4: Root Causes of Chronic Absence	1120	n/a	n/a	n/a	221-25	221
\$15,305.53	Program Investment	Fund an Attendance Clerk Assistant to identify root causes of absence and reduce overall chronic absence	Conduct home visits for students who are chronically absent, with particular attention to foster youth	A6.5: Academic Parent-Teacher Communication & Workshops	n/a	ATTENDANCE CLERK ASSISTANT	ATTCKA0128	0.5	221-26	221
\$18,227.37	Program Investment	Funs a Community Relations Assistant to ensure a well-run office, support with key logistics (including home visits), and assist with attendance review.	Teachers maintain a rigorous, relevant, and engaging classroom environment	A2.3: Standards-Aligned Learning Materials	n/a	COMMUNITY RELATIONS AST II BIL	CRAIB0002	0.25	221-27	221
\$3,592.10	Program Investment	Supplies	Develop, adopt, and implement tiered classroom management/ student engagement approaches, and provide differentiated training for teachers.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4310	n/a	n/a	n/a	221-28	221
\$10,000.00	Program Investment	Fund a restorative justice coordinator to support students and provide professional learning for students	Incorporate Professional Learning on blended learning pedagogies	A3.1: Blended Learning	5736	n/a	n/a	n/a	221-29	221
\$46,000.00	Title I Basic	Fund extended contracts for teachers to participate in collaboration and professional learning	Continue to purchase Chromebooks so that the school maintains a 1:1 student to CB ratio	A2.5: Teacher Professional Development for CCSS & NGSS	1120	n/a	n/a	n/a	221-30	221
\$11,621.04	Title I Basic	Purchase chromebooks to replace those greater than three years old.	Empower Climate and Culture Leadership team to implement site-based PL in pursuit of greater engagement.	n/a	4420	n/a	n/a	n/a	221-31	221
\$11,000.00	Title I Basic	Fund summer learning for teachers and staff.	n/a	n/a	5220	n/a	n/a	n/a	221-32	221
\$1,967.15	Title I Parent Participation	Surplus to be allocated by SSC in Fall 2016.	n/a	n/a	4399	n/a	n/a	n/a	221-33	221

## Elmhurst Community Prep Compact

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

As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week.
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.

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Student signature

As a parent/guardian or family member I will:

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

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Family member signature

As a teacher I will:


- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.

- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

\_\_\_\_\_  
Teacher signature

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

Signed on this 21<sup>st</sup> day of January, 2016

  
\_\_\_\_\_  
Ms. Singleton

  
\_\_\_\_\_  
Mr. Betlach



# Title I School Parental Involvement Policy 2015 - 2016

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

Elmhurst Community Prep agrees to implement the following statutory requirements:

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

## **Building Parent Capacity for Involvement**

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

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

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

- Utilize auto-dialer (translated into Spanish) to communicate to all families
  - Provide written information in both English and Spanish
  - Employ bi-lingual and bi-literate employees in the main office
- 7) Provides support, during regular meetings, for parental activities requested by Title I Program parents.
- Solicit feedback and approval from the SSC around potential changes and work to implement those changes as necessary and appropriate
- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

### **Annual Title I Meeting**

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

### **Accessibility**


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

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

### **Adoption**

This policy was adopted by the ECP School Site Council on 1/21/2016 and will be in effect for the 2015-16 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. ECP's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
 Ms. Singleton  
 1-21-16

  
 Mr. Butcher  
 1-21-16



## School Site Council Membership Roster – Middle School

School Name: Elmhurst Community PrepSchool Year: 2015-2016

<b>Chairperson :</b> Miesha Singleton	<b>Vice Chairperson:</b> Veronica Martinez
<b>Secretary:</b> Kilian Betlach	<b>LCAP Parent Advisory Nominee:</b> Tasha Jackson
<b>LCAP EL Parent Advisory Nominee:</b> Yvette Ramirez	<b>LCAP Student Nominee:</b> Cierra Jackson

Place "X" in Appropriate Members Column

Members' Names	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Tasha Jackson				x	
Miesha Singleton				x	
Yvette Ramirez				x	
Veronica Martinez				x	
Carolyn McGhee				x	
Robert Johnson				x	
Malinda Morales		x			
Shari Generaux		x			
Will Short		x			
Kilian Betlach	x				
Lia Shepherd			x		
Aimee Duquette		x			

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

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. **Students are not required to be members of the Middle School SSC**
5. Parent/community members cannot be OUSD employees at the site.

1-Principal  
4-Classroom Teachers  
1-Other Staff  
  
6-Parent /Community  
**Or**  
3-Parent/Community  
And 3-Students

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

Revised 9/2/2015