

Board Office Use: Legislative File Info.	
File ID Number	20-1483
Introduction Date	8/26/20
Enactment Number	20-1241
Enactment Date	8/26/2020 If



# Memo

**To** Board of Education

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

**Board Meeting Date** August 26, 2020

**Subject** 2020-2021 School Plan for Student Achievement (SPSA)

**Action** Approval by the Board of Education of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment** 2020-2021 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School



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

## **2020-2021 School Plan for Student Achievement (SPSA)**

**School:** Elmhurst United Middle School  
**CDS Code:** 1612590112789  
**Principal:** Kilian Betlach  
**Date of this revision:** 3.26.2020

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

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

**Contact:** Kilian Betlach  
**Address:** 1800 98th Avenue  
Oakland, CA 94603

**Position:** Principal  
**Telephone:** 510-639-2888  
**Email:** [kilian.betlach@ousd.org](mailto:kilian.betlach@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 3.26.2020*

*The District Governing Board approved this revision of the SPSA on: 8/26/2020*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Jody London, Board President**

# 2020-2021 School Plan for Student Achievement Recommendations and 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 (ASES)  | <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"/> School Improvement Grant (SIG)                         |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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 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 Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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: 3.26.2020

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

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

## Signatures:

*Kilian Bettlach*

5/18/2020

Principal

Signature

Date

*Leo Moon*

5.18.2020

SSC Chairperson

Signature

Date

Network Superintendent

Signature

Date

Director, Strategic Resource Planning

Signature

Date

## 2020-2021 School Plan for Student Achievement Recommendations and 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 (ASES)	<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"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input checked="" type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

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 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 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 Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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:** 3.26.2020

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

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

### Signatures:

/s/ *Kilian Bellach*

5/18/2020

Principal

Signature

Date

signed copy in hand

SSC Chairperson

Signature

Date

Mark Triplett

*Mark Triplett*

5.20.20

Network Superintendent

Signature

Date

Lisa Spielman

*Lisa Spielman*

5/21/2020

Director, Strategic Resource Planning

Signature

Date

*Jody London*

Jody London  
President, Board of Education

8/27/2020

*Kyla Johnson-Trammell*

Kyla Johnson-Trammell  
Superintendent and  
Secretary, Board of Education

8/27/2020

## 2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

[illegible]

## 2020-2021 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$558,832.00
Total Federal Funds Provided to the School from the LEA for CSI	\$250,600.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,791,663.00

### 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)	\$246,636.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$53,400.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,304.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$589,050.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$56,292.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$97,020.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$250,600.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,599.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$340,762.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$558,832.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$1,232,831.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,791,663.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT****1A: ABOUT THE SCHOOL****School:** Elmhurst United Middle School**School ID:** 229**School Description**

Elmhurst United is a triumphant middle school serving grades 6-8 in the East Oakland community.

**School Mission and Vision**

Committed to building upon the assets of the East Oakland community in order to break structural systems of oppression, Elmhurst United Middle School seeks to build a tight-knit and talented staff who work to arm young people with knowledge of self and community, academic mindset, relationship skills, and effective communication so that students build agency toward a positive life trajectory, life-long learning, and successful membership in their community. No Matter What.

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Focus Area:</b>	<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
<i>College/Career Readiness</i>	Elmhurst's instructional program has demonstrated a capacity to bring about significant growth in student performance, particularly with students performing 3 or more years behind.	1) We have structured our master schedule to allow for the inclusion of intervention/ acceleration classes available throughout the school day 2) We have invested in PD that focuses on universal access supports for students with disabilities, English Learners, and struggling students. 3) Teachers have built an instructional mindset that focuses on providing growth-based instruction
<i>Focal Student Supports</i>	Elmhurst faithfully implements both a PBIS model and a robust whole school Restorative Justice approach to working with young people, with a focus on prevention and learning new behaviors.	Our RJ team is deeply rooted in Oakland and in the work of Restorative practices. We include the CSM and guidance counselors on this team, which is in turn led by a former OUSD student and Oakland native, with seven years experience at Elmhurst. This team is talented, empathetic, and has the ability to work across systems well.

<i>Student/Family Supports</i>	We have a strong family resource center and a growing array of site-based services.	We continue to invest in and develop our relationships with a variety of partners. Kaiser & Salesforce support much of our family engagement work. Lifelong runs our site-based health clinic, providing mental and physical wellness supports, including the dental van, which comes monthly. Alameda County provides the mobile food pantry, which visits the site twice per month. Finally, we have engaged the services of an amazing teacher who provides English classes for parents.
<i>Staff Supports</i>	We provide multi-varied staff supports that have resulted in higher than average staff retention.	We have invested heavily in coaching for all staff members, and not just those that are struggling. TSAs, veteran teachers, and APs all provide non-evaluatory coaching. This approach moves through our entire organization. TSAs are coached by APs. APs are coached by the principal. Coaching is part of the DNA of the school.
<b>Focus Area:</b>	<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
<i>College/Career Readiness</i>	Roughly 2/3 of our young people arrive as 6th graders more than 3 years behind grade level in reading and math.	<p>There are numerous causes to this particular challenge:</p> <ol style="list-style-type: none"> <li>1) As a District, we have a legacy of non-scientific reading programs that have decimated early literacy;</li> <li>2) We lack a vision and a program for effective remediation and acceleration. Once a child falls behind in Oakland, they rarely catch up;</li> <li>3) Lack of effective integrated and dedicated ELD services in elementary school;</li> <li>4) The ongoing churn of teachers and leaders and the lack of general stability contribute to a lack of learning.</li> </ol>



<i>Focal Student Supports</i>	Because of prevailing levels of trauma in the community, we serve a disproportionate number of students with Tier-III needs. School resources do not begin to provide sufficient support and we rely on partner agencies to provide additional services. And still, we fall short of being able to support all the students in need.	Elmhurst serves a population that is 97% LCFF qualifying and nearly 30% African-American. The students populations that for some schools are focal populations, are, for us, our entire school populaiton. While we do generate additional resources through LCFF and Title I, these resources are insufficient to address the exponential need, particularly after we grew our school from 370 to 725 students.
<i>Student/Family Supports</i>	As ECP merged with Alliance Academy, and then took in large numbers of students from Roots and Epic, we found it challenging to respond restoratively to the student need that confronted us.	The number of students we serve more than doubled, but funding for support did not double. Even when augmented by grant dollars, it remains challenging to ensure that we have sufficient staff to engage with families and students the way we need to. That is, that we are able to engage authentically and in a restorative way, rather than transactionally (with families) or punitively (with students).
<i>Staff Supports</i>	While we have made progress in recent areas, many of our staff remain relatively inexperienced, or new to the neighborhood and community in which they work. As a result, they need a wide variety of support -- instructional planning and delivery, classroom management, time management, operations and logistics implementation, and culturally responsive practiecs.	The ongoing shortage of teachers is nationwide, and the various reasons have been well documented. At Elmhurst, we are particularly impacted. Not only are we a middle school, not only do we serve a student population perceived as challenging, but our school is located in Oakland, where some of the nation's highest housing costs converge with the region's lowest pay. So good times.

## 1C: 20-21 STUDENT GOALS & TARGETS

### Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

**School Goal for May 2023:** All students demonstrate significant gap-closing progress on the SBAC.

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-91.5	n/a	-60.0

Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	40.3%	n/a	37.0%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-134.9	n/a	-99.0
CAST (Science)	All Students	TBD	3.9%	n/a	10.0%

**Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)**

**School Goal for May 2023:** All focal student groups demonstrate significant gap-closing progress on the SBAC.

**Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-148.3	n/a	-100.0
SBAC ELA	African-American Students	+20 points DF3	-92.9	n/a	-60.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	68.2%	n/a	45.0%
<b>Instructional Focus Goal:</b> All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-197.2	n/a	-155.0
SBAC Math	African-American Students	+20 points DF3	-151.1	n/a	-115.0
<b>Instructional Focus Goal:</b> English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	5.2%	n/a	17.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	7.2%	n/a	25.0%

**Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)**

School Goal for May 2023:		Maintain a suspension rate at or below 5%; reduce chronic absence school-wide below 12%			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	58.1%	n/a	70.0%
Suspensions	All Students	-2pp	6.5%	n/a	5.0%
Suspensions	African-American Students	-2pp	15.5%	n/a	5.0%
Suspensions	Students with Disabilities	-2pp	10.7%	n/a	2.5%
Chronic Absence	All Students	-2pp	34.2%	n/a	12.0%
Chronic Absence	African-American Students	-2pp	40.8%	n/a	10.0%

<b>Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.</b>					
<b>School Goal for May 2023:</b>		Establish 85% retention rate among certificated staff			
School Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Staff retention	all students	TBD	n/a	85.0%	88%

#### 1D: IDENTIFIED NEED

**Instructions:** Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, applicable leadership teams, 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

**Instructions:** Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

**Instructions:** Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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, African-American students, and Latino/a 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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Elmhurst United Middle School	SPSA Year Reviewed: 2019-20      SPSA Link: <a href="#">19-20 SPSA</a>
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
<b>19-20 Language &amp; Literacy Priority: Literacy</b>	
<b>Theory of Change:</b>	If we better teach cognitive skills, we'll promote literacy across the curriculum, and then see greater student growth.
<b>Related School Goal:</b>	2/3 of teachers meet or exceed their SMARTE goal and 1/3 achieve "approaching."
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
Teachers are utilizing the cognitive skills in order to provide foundational skills growth for students in literacy. We provided elective options for students to receive additional foundational skills in literacy, which includes a SIPPS phonics class and an ELA supplemental course that supports students in reaching grade level standards in ELA.	
<b>What evidence do you see that your practices are effective?</b>	
Our practice of providing opportunities for students to demonstrate proficiency through multiple benchmark tests and multiple testing measures, such as the IAB, unit exams and SRI tests has shown student growth over the school year. Teachers are also engaging in data analysis and adjusting their teaching accordingly.	
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>	
As a school, we made the choice to focus more on Standards Based Instruction, therefore, we moved away from Cognitive Skills in order to focus more on standards unpacking and vertical alignment.	
<b>19-20 Standards-Based Instruction Priority: Mathematics</b>	
<b>Theory of Change:</b>	If we match standards based instruction with strategic intervention (i.e. Priority Skills) we will provide students with an effective math program that will foster growth and achievement.
<b>Related School Goal:</b>	2/3 of teachers meet or exceed their SMARTE goal and 1/3 achieve "approaching."
<b>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>	
The Math department has had a strong focus on Standards Based Instruction during professional learning and coaching. Teachers have engaged in Standards unpacking and vertical alignment across grade levels. This has helped teachers understand the nuances of the standards and how they change across grade levels. One of the electives that we offer is maintaining a focus on priority skills in Math. This allows space for students to work on foundational skills in math that may lead to students struggling in grade level math content.	
<b>What evidence do you see that your practices are effective?</b>	
Teachers are grappling with unpacking standards, ensuring students are engaging in grade level content, academic discourse and rigorous tasks. We set a goal that all students would decrease their distance from standard by at least 15 points or achieve grade level proficiency. Benchmark one results show that about 77% of students are on track to meet this SMARTE goal.	

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We have not planned for significant changes during the course of this year.	
19-20 Conditions for Student & Adult Learning Priority: Culture & Climate	
Theory of Change:	If adults actively build relationships with students, learn the stories, and forge learning partnerships, we will foster authentic engagement for students.
Related School Goal:	Re-reduce suspensions below 5% schoolwide.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
As we are technically a new school this year, we had the opportunity to engage with staff and students around relationship building between staff members and students. We also rolled out our CARE Values, which includes Community and Self Knowledge. This provided the opportunity for students to share their stories, as well as for teachers to incentivize students for sharing their stories.	
What evidence do you see that your practices are effective?	
When distressed, students typically have at least one caring adult that they can turn to for support. We have continued to work with families to get to know our students and where they come from. We are also working to ensure that quality, engaging instruction is happening in every classroom, which is one of the components of authentic engagement. The work of the Culture and Climate Team has also created a process for checking in with students who are at risk or have poor attendance. We are creating spaces for students to speak with adults about their barriers to having better attendance. This practice has increased attendance among individual students schoolwide.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We have not planned for significant changes during the course of this year.	
19-20 Conditions for English Language Learners Priority: English Language Learner Performance	
Theory of Change:	If we intentionally create warm environments for ELLs, foster academic discourse, and implement language targets in core classes, we will see dramatically improved ELL performance.
Related School Goal:	ELs are meet the requirements for reclassification at high rates.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
The primary focus of professional learning this year has been on strategies for increasing the frequency, length and rigor of academic discussions in the general education classrooms. These strategies are also being used in the ELD and Newcomer classrooms, as well. Through classroom observations, it is possible to observe students regularly participating in academic discussions facilitated by teachers.	
What evidence do you see that your practices are effective?	

Through the use of classroom observations and instructional walkthroughs, we have noticed that academic discussions are being utilized in the majority of classrooms almost daily. Teachers are also trying out the aforementioned talk strategies. Teachers also engaged in peer observations with a focus on academic discourse and were able to receive feedback from their peers about the efficacy of the talk protocol. As evidenced by our professional learning calendar, a lot of time resources have been utilized in providing input for teachers around the importance of academic discourse, as well as strategies to implement.

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

We have not planned for significant changes during the course of this year.

### **19-20 Arts, Music & World Language Priority: Arts Programming**

**Theory of Change:** If students have opportunities to participate in engaging activities, this will extend their interest in school generally and promote across the board academic success.

**Related School Goal:** All students grow a year or more in reading.

**Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

During the 2019-20 school year Elmhurst United implemented programming for multiple Electives choices. These electives included Music, Art Exploration, Dance Class, Beats, Rhymes and Life as well as Step Class and Spanish.

**What evidence do you see that your practices are effective?**

Students are enrolling in the above electives and showing excitement about their options for electives. At the beginning of the year and between first and second semester, students had the opportunity to choose their electives. There was a great deal of excitement and anticipation around this. The wide choice of electives, especially art electives has also supported our efforts around recruitment.

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

We have not planned for significant changes during the course of this year.

### **DEPARTURE FROM PLANNED 19-20 SPSA BUDGET**

**Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?**

We have not planned for significant changes during the course of this year.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Elmhurst United Middle School			School ID: 229	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Classrooms, hallways, and common spaces are calm and safe--emotionally, physically, and developmentally.			
School Theory of Change:	Implement tier-I PBIS plans and consistently improve instruction to ensure that students are moving past compliance and toward authentic engagement.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Implement CARE week lessons	Schedule CARE week in August and January.	master schedule, site-facing documents, lesson artifacts.	
1-2	Utilize CARE Targets in daily instruction	Create CARE Target bank aligned to instruction	CARE targets in every classroom	
1-3	Implement RJ practices, approaches, and mindset	Fund RJ, Case Managers, and Guidance Counselors to support students and provide PD to teachers during contractual "Mindset Monday" staff meeting	PD agendas and artifacts	
District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION				
School Priority ("Big Rock"):	Implement standards based instruction in every class every day, while shaping pedagogy around co-equal priorities of academic discourse, personalized learning, and culturally responsive pedagogy.			
School Theory of Change:	Shift whole school PD focus from academic discourse to culturally responsive pedagogy.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			



<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Implement academic discourse pedagogy	Fund coaching for all staff, provide relevant PL, invest in instructional planning and collaboration	Informal observation journals, PL agendas,	Roughly 2/3 of our young people arrive as 6th graders more than 3 years behind grade level in reading and math.
2-2	Implement personalized learning pedagogy	Fund coaching for all staff, provide relevant PL, invest in instructional planning and collaboration	Informal observation journals, PL agendas	Roughly 2/3 of our young people arrive as 6th graders more than 3 years behind grade level in reading and math.
2-3	Implement culturally responsive teaching	Fund coaching for all staff, provide relevant PL, invest in instructional planning and collaboration	Informal observation journals, PL agendas	Roughly 2/3 of our young people arrive as 6th graders more than 3 years behind grade level in reading and math.

<b>District Strategy:</b> Developing <b>LANGUAGE AND LITERACY</b> Across the Curriculum				
<b>School Priority ("Big Rock"):</b>	Students have explicit language learning articulated daily across the curriculum.			
<b>School Theory of Change:</b>	Utilize language acquisition as a component of Learning Targets daily.			
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Implement CLO as a fundamental component of core instruction	Provide PL, coaching, and ongoing support	Informal observation journals	Roughly 2/3 of our young people arrive as 6th graders more than 3 years behind grade level in reading and math.

3-2	Implement academic discourse pedagogy	Fund coaching for all staff, provide relevant PL, invest in instructional planning and collaboration	Informal observation journals, PL agendas,	Roughly 2/3 of our young people arrive as 6th graders more than 3 years behind grade level in reading and math.
-----	---------------------------------------	--	--	---

#### **District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

<b>School Priority ("Big Rock"):</b>	All teachers, regardless of experience level, received coaching and ongoing professional learning			
<b>School Theory of Change:</b>	Provide tiered coaching models for teachers at different career and need levels.			
<b>Related Goal(s):</b>	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
<b>Students to be served by these actions:</b>	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Participate in coaching	Fund coaches	Ongoing meetings, coaching artifacts, quarterly coach: admin meetings	Roughly 2/3 of our young people arrive as 6th graders more than 3 years behind grade level in reading and math.
4-2	Participate actively in ongoing professional learning activities	Plan and implement high quality professional learning	PL agendas and artifacts	

#### **CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**

<b>School Priority ("Big Rock"):</b>	Implement both dedicated and integrated ELD.
<b>School Theory of Change:</b>	Fund differentiated ELD course offerings in addition to implementing targeted instruction.
<b>Related Goal(s):</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.

<b>Students to be served by these actions:</b>		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Design and implement dedicated ELD course offerings.	Fund ELD teacher; schedule appropriately	Master schedule, informal observations,	Roughly 2/3 of our young people arrive as 6th graders more than 3 years behind grade level in reading and math.
5-2	Implement academic discourse pedagogy	Fund coaching for all staff, provide relevant PL, invest in instructional planning and collaboration	Informal observation journals, PL agendas,	Roughly 2/3 of our young people arrive as 6th graders more than 3 years behind grade level in reading and math.
5-3	Utilize newcomer assistant position to provide additional support	Fund newcomer assistant	Differentiated grouping and successful transition to mainstream courses	

## ARTS, MUSIC & WORLD LANGUAGES

<b>School Priority ("Big Rock"):</b>	Implement a robust elective program so that students have access to diverse learning opportunities.			
<b>School Theory of Change:</b>	Within existing elective strands, provide differentiated offerings			
<b>Related Goal(s):</b>	Offer tiers of programs and partner with high school network to determine what A-G elective credit level courses may look like at the middle school level.			
<b>Students to be served by these actions:</b>		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
6-1	Implement moderate/ advanced music, as well as strings program.	Ensure master schedule flexibility	Fall and Spring exhibitions	
6-2	Implement three tiers of computer science, including CB maintenance and repairs.	Ensure master schedule flexibility	Fall and Spring exhibitions	

**PROPOSED 2020-21 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 SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link expenditure to a relevant LCAP goal.</i>	<i>Link expenditure to an SPSA action.</i>	<i>Autofills to identify the action.</i>
Staff and supplies in the After School Program.	\$56,292	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement personalized learning pedagogy	229-1
Staff and supplies in the After School Program.	\$152,599	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement personalized learning pedagogy	229-2
Fund on-site STIP sub. The sub will release teachers in order for them to receive coaching as described in column K	\$63,145	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	7415	STIP Teacher	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Fund coaching for all staff, provide relevant PL, invest in instructional planning and collaboration	229-3
Fund 8th grade guidance counselor to provide academic and SEL support to students and families, help manage high school options, and provide PD support to staff as described in column K	\$56,045	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	7882	Counselor	0.45	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund RJ, Case Managers, and Guidance Counselors to support students and provide PD to teachers during contractual "Mindset Monday" staff meeting	229-4
Fund librarian technician to maintain the library, manage the school's collection of books, and ensure the culturally responsive instructional materials are continuously available to students and staff as described in column K	\$39,493	Comprehensive Support & Improvement (CSI) Grant	2205	Classified Support Salaries	4283	Library Technician	0.55	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement culturally responsive teaching	229-5
Fund case manager to provide wrap-around support to students and families, and provide ongoing RJ- and anti-racist PD as described in column K	\$79,101	Comprehensive Support & Improvement (CSI) Grant	2405	Clerical Salaries	7884	Case Manager 24	1.00	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund RJ, Case Managers, and Guidance Counselors to support students and provide PD to teachers during contractual "Mindset Monday" staff meeting	229-6
Ensure basic supplies for teachers and students.	\$2,312	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement culturally responsive teaching	229-7

Fund Attendance Specialist Bilingual.	\$11,381	General Purpose Discretionary	2205	Classified Support Salaries	6444	Attendance Specialist, Bilingual	0.28	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Utilize CARE Targets in daily instruction	229-8
Ensure basic supplies for teachers and students.	\$29,948	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement culturally responsive teaching	229-9
Ensure basic supplies, specifically copiers, for teachers and students.	\$12,361	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement personalized learning pedagogy	229-10
Fund on-site STIP sub.	\$58,971	LCFF Concentration	1105	Certificated Teachers' Salaries	4052	STIP Teacher	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Fund coaching for all staff, provide relevant PL, invest in instructional planning and collaboration	229-11
Fund guidance counselor	\$19,561	LCFF Concentration	1205	Certificated Pupil Support Salaries	7882	Counselor	0.05	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund RJ, Case Managers, and Guidance Counselors to support students and provide PD to teachers during contractual "Mindset Monday" staff meeting	229-12
Fund ET/OT for classified staff for additional family engagement.	\$10,072	LCFF Concentration	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Implement RJ practices, approaches, and mindset	229-13
Ensure basic supplies for teachers and students.	\$2,518	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement academic discourse pedagogy	229-14
Fund off-site professional learning.	\$20,344	LCFF Concentration	5220	Conference Expense	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Participate actively in ongoing professional learning activities	229-15
Fund Math-8 teacher	\$74,922	LCFF Supplemental	1105	Certificated Teachers' Salaries	3123	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement CLO as a fundamental component of core instruction	229-16

Fund Math-7 teacher	\$64,730	LCFF Supplemental	1105	Certificated Teachers' Salaries	3351	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement CLO as a fundamental component of core instruction	229-17
Fund Science-8 teacher	\$76,718	LCFF Supplemental	1105	Certificated Teachers' Salaries	4628	Teacher, Structured English Immersion	0.84	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement CLO as a fundamental component of core instruction	229-18
Fund Math-7 teacher	\$29,061	LCFF Supplemental	1105	Certificated Teachers' Salaries	4770	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement CLO as a fundamental component of core instruction	229-19
Fund Newcomer teacher	\$72,569	LCFF Supplemental	1105	Certificated Teachers' Salaries	6998	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Implement CLO as a fundamental component of core instruction	229-20
Fund Science-6 teacher	\$74,922	LCFF Supplemental	1105	Certificated Teachers' Salaries	7541	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement CLO as a fundamental component of core instruction	229-21
Fund Newcomer Assistant	\$51,635	LCFF Supplemental	2205	Classified Support Salaries	7879	Assistant, Newcomer Learning Lab	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Fund newcomer assistant	229-22
Computer science teacher	\$26,981	LCFF Supplemental	1105	Certificated Teachers' Salaries	2816	Teacher, Structured English Immersion	0.25	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Implement personalized learning pedagogy	229-23
Ensure basic supplies for teachers and students.	\$20,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement CLO as a fundamental component of core instruction	229-24
Fund consultants to support family engagement work	\$47,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Implement RJ practices, approaches, and mindset	229-25

Fund consultant to lead positive lunchtime activities	\$9,857	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Implement RJ practices, approaches, and mindset	229-26
Fund outside partner to support mentoring activities	\$10,175	Low-Performing Students Block Grant	5826	External Work Order Services	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Implement RJ practices, approaches, and mindset	229-27
Fund librarian technician.	\$32,313	Measure G: Library	2205	Classified Support Salaries	4283	Library Technician	0.45	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement CLO as a fundamental component of core instruction	229-28
Fund additional independent reading books for class and school libraries	\$3,486	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement CLO as a fundamental component of core instruction	229-29
Fund elective teacher.	\$64,730	Measure G1	1105	Certificated Teachers' Salaries	2992	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement personalized learning pedagogy	229-30
Fund elective teacher.	\$95,178	Measure G1	1105	Certificated Teachers' Salaries	7000	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement personalized learning pedagogy	229-31
Fund Community Schools Manager	\$75,690	Measure G1	2305	Classified Supervisors' and Administrators' Salaries	7885	Program Mgr Community School	0.75	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Implement RJ practices, approaches, and mindset	229-32
Fund music and arts supplies	\$1,956	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement personalized learning pedagogy	229-33
Fund arts integration specialist	\$65,000	Measure G1	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement personalized learning pedagogy	229-34

Fund Assistant Principal	\$122,265	Salesforce Principal Innovation Fund	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	3725	Assistant Principal, Middle School	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Fund coaching for all staff, provide relevant PL, invest in instructional planning and collaboration	229-35
Fund Restorative Justice Facilitator	\$78,427	Salesforce Principal Innovation Fund	2205	Classified Support Salaries	7881	Restorative Justice Facilitator	1.00	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Implement RJ practices, approaches, and mindset	229-36
To be allocated in Fall 2020	\$44,091	Salesforce Principal Innovation Fund	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	229-37
Fund Program Assistant	\$47,777	Salesforce Principal Innovation Fund	2405	Clerical Salaries	7003	Program Assistant	0.50	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Participate actively in ongoing professional learning activities	229-38
Fund ELD teacher	\$79,880	Title I: Basic	1105	Certificated Teachers' Salaries	3039	Teacher, Structured English Immersion	0.80	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Fund ELD teacher; schedule appropriately	229-39
Fund TSA	\$111,893	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7005	11-Month Classroom TSA	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Fund coaching for all staff, provide relevant PL, invest in instructional planning and collaboration	229-40
Fund extended contracts for staff	\$75,540	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Fund coaching for all staff, provide relevant PL, invest in instructional planning and collaboration	229-41
To be allocated in Fall 2020	\$6,318	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	229-42
Fund English teacher for parents interested in learning English	\$5,304	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Implement academic discourse pedagogy	229-43
Fund consultant to provide supplemental activities and positive, healthy living lessons within and in support of the PE Department	\$32,175	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement personalized learning pedagogy	229-44



# Title I Parent and Family Engagement Policy 2019—2020

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

Elmhurst United Middle School 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 United Middle School 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 Family Conferences and guide students and parents to maximize the conference 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 Family Resource Center Staff
  - In accordance with school leadership, the FRC will seek out and distribute materials to assist families, lead trainings, and recruit other groups to lead trainings as needed.
  - Translate meetings and family conferences into Spanish
- 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 conferences each marking period
  - Work with FRC 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 distribute progress at least once per marking period, and make Jupiter Gradebook available at all times.
  - The school will hold conferences 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 support students academically and with school systems.
  - The school will provide all students with materials 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 Talking Points 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 9/19/2019

### **Adoption**

This policy was adopted by the Elmhurst United Middle School School Site Council on 10/17/19 and will be in effect for the 2019-2020 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. Elmhurst United'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.



## **School-Parent Compact**

### **Elmhurst United Middle School**

### **2019-20**

*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 2019-20 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.**
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
- 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.**
- 4) Provide parents reasonable access to staff.**
- 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.**
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- 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.**

- 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.**

### **Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- 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.
- Communicate clear expectations for performance to both students and parents.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- 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 to the benefit of students.
- Respect the school, staff, students, and families.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Teacher Signature:

### **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.
- 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 everyday.
- Make sure 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.
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back to School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community sponsored activities to meet my agreed-upon 40-hours of volunteer activities a year.



- Respect school, staff, students, and families.

Parent Signature:

### **Student Responsibilities**

I agree to carry out the following responsibilities to the best of my ability:

- 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 about my progress in school.
- Regularly talk to my teachers about my progress in school.
- Respect my school, classmates, staff, and family.
- Ask for help when I need it.
- Get to school on time every day.

Student Signature:

This Compact was adopted by the **Elmhurst United Middle School** on **October 17, 2019** and will be in effect for the period of August 12, 2019 to May 28, 2020.

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, 2019

Principal Signature: ***Kilian Bettlach***


2019-2020
School Site Council Membership Roster – Elementary

School Name: ELMHURST UNITED MIDDLE SCHOOL

Chairperson :	<u>Tatiana Moore</u>
Vice Chairperson:	<u>Yolanda Magaña</u>
Secretary:	<u>Kilian Betlach</u>

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
<u>Kilian Betlach</u>	✓			
<u>Emily Rasmussen</u>			✓	
<u>Alyssa Pandolfi</u>		✓		
<u>Marisa Mills</u>		✓		
<u>Mariko White</u>		✓		
<u>Tatiana Moore</u>				✓
<u>Yolanda Magaña</u>				✓
<u>Charlene Johnson</u>				✓
<u>Norma Diaz</u>				✓
<u>Piedad Sanchez</u>				✓

Meeting Schedule  
(day/month/time)

3<sup>rd</sup> Thursday /month 5:30 FRC
**SSC Legal Requirements (EC Sections 65000-65001):**

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal  
3 Classroom Teachers  
1 Other Staff  
**AND**  
5 Parents/Community Members