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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Elmhurst United Middle School



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

2025-26 School Plan for Student Achievement (SPSA)

School: Elmhurst United Middle School
CDS Code: 1612590112789
Principal: Viet-Ly Gonzalez
Date of this revision: 4/8/2025

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

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

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

<i>The School Site Council recommended this revision of the SPSA for Board approval on:</i>	<i>4/8/2025</i>
<i>The District Governing Board approved this revision of the SPSA on:</i>	<i>8/13/2025</i>

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Elmhurst United Middle School

Site Number:

229

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

☒ Title I Schoolwide Program

☒ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☒ Local Control Funding Formula Equity Multiplier

☒ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/8/2025

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

☐ Flyers in students' home languages

☐ Announcement at a public meeting

☐ Other (notices, ParentSquare blasts, etc.)

Signatures:

Viet-Ly Gonzalez

Principal

Viet-Ly Gonzalez

Signature

4/8/2025

Date

Sheila Williams

SSC Chairperson

Sheila Williams

Signature

4/8/2025

Date

SELLS Representative (optional)

Signature

Date

Clifford Hong

Network Superintendent

Clifford Hong

Signature

05/02/2025

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/2/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/10/2024	SSC and SELLS	Shared rationale and overview of site plan.
12/4/2024, 1/8/2025	Admin Team	Reviewed suspension and absenteeism data to create MTSS plan to address chronic absenteeism and suspension rates.
12/5/2024, 12/12/24	Instructional Leadership Team	Reviewed data to start planning for instructional focus. Create and align department theories of actions.
12/19/2024	Culture and Climate Team	Reviewed student and teacher surveys. Used data to prioritize Tier 1 needs for next school year.
1/27/2025	Student Council	Student Council lead did a listening session with student council members to identify successes with student-led activities. Also, to share what changes would support students to be more successful. Provided overview of budgeting and students completed survey to provide input on priorities.

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

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

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$978,014.97
Total Federal Funds Provided to the School from the LEA for CSI	\$510,300
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,856,004.61

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$261,360
Title I, Part A Parent & Family Engagement (#3010)	\$7,260
21st Century Community Learning Centers (Title IV, Part B #4124)	\$199,095
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$510,300
SUBTOTAL OF FEDERAL FUNDING:	\$978,015

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,856,004.61

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$70,800
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$177,378
Community Schools Grant (CCSPP #6332)	\$346,000
Proposition 28 (Arts & Music in Schools #6770)	\$133,812
SUBTOTAL OF STATE & LOCAL FUNDING:	\$877,990

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School Name: Elmhurst United Middle School		School ID: 229
CDS Code: 1612590112789	SSC Approval Date:	Board Approval Date:
School Mission and Vision		
<p>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.</p>		
Purpose of this Plan		
<p>This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):</p> <ul style="list-style-type: none"> • Comprehensive Support & Improvement 		
<p>The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.</p>		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
<p>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.</p>		

School Demographics, 2023-24								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.7%	21.0%	69.1%	1.6%	0.8%	15.3%	96.3%	48.2%	32.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.3%	1.4%	3.5%	0.4%	0.3%	0.1%	93.9%	4.2%	89.6%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Close distance from met on ELA SBAC and math SBAC.
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-95.5	-97.0	not available until fall 2025	85.5
SBAC ELA Participation	All Students	96.4%	96.5%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	48.5%	42.8%	not available until fall 2025	52.8%

Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-150.2	-152.0	not available until fall 2025	-130.2
SBAC Math Participation	All Students	93.7%	93.7%	not available until fall 2025	95.0%

California Science Test (CAST) Standard Met or Exceeded	All Students	10.9%	9.8%	not available until fall 2025	19.8%
California Science Test (CAST) Participation	All Students	95.8%	97.6%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.
Identified School Need:	Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	African American Students	-112.8	-118.3	not available until fall 2025	-92.8
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	69.4%	70.3%	not available until fall 2025	60.3%
SBAC Math Distance from Standard Met	Special Education Students	-203.1	-211.5	not available until fall 2025	-130.2
SBAC Math Distance from Standard Met	African American Students	-162.7	-171.4	not available until fall 2025	-142.7

Reclassification Measures & Targets **Reference [Stages of ELD Data slides](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	16.1%	10.9%	not available until fall 2025	19.1%
LTEL Reclassification	Long-Term English Learners	19.5%	14.3%	not available until fall 2025	22.5%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:		Increase connectedness to school, reduce suspensions and chronic absenteeism.			
Identified School Need:		Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	57.4%	36.6%	not available until fall 2025	67.4%
Out-of-School Suspensions	All Students	8.8%	6.1%	not available until fall 2025	7.0%
Out-of-School Suspensions	African American Students	21.2%	16.8%	not available until fall 2025	15.9%
Out-of-School Suspensions	Special Education Students	14.8%	7.9%	not available until fall 2025	11.1%
Chronic Absenteeism	All Students	72.9%	44.4%	not available until fall 2025	54.7%
Chronic Absenteeism	African American Students	82.3%	64.6%	not available until fall 2025	61.7%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:		Increase teacher retention.			
Identified School Need:		Build a school where students are successful, then teachers will be success and will stay.			
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	71.8%	73.3%	not available until fall 2025	81.8%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	ELA and Math Depts meet twice a month to engage in SMARTE Goal cycles, which are grounded in power standards. All teachers receive 1:1 weekly or bi-weekly coaching sessions to set and monitor SMARTE Goals. ELA teachers focus on Integrated ELD strategies that include academic discussion, close reading, and evidence-based writing. SIPPS is provided for every student that needs the early literacy program. Math cycles of inquiry focus on task analysis and academic discussion. Students who are not making progress on i-Ready math are receiving intervention class.
LCAP Goal 2:	Close distance from met on ELA SBAC and Math SBAC for specific subgroups.	ELA and Math Depts engage in data analysis cycles and closely progress monitor Black students, ELLs and students with IEPs. During beginning of year conferences, each teacher picked a subgroup to focus their instructional practice on. By lifting up this data, staff have a clearer picture of instructional needs of our subgroups.
LCAP Goal 3:	Increase connectedness to school, reduce suspensions and chronic absenteeism.	A cohort of teachers have been implementing circles during Homeroom, building out a curriculum to create connectedness to school by increasing student voice. Continue to invest in a Restorative Justice team that provide MTSS for students' social emotional and relationship skills. RJ team meets twice a month to learn, reflect and strengthen skills that include holding circles, mediations, and Tier 1 community building. Case Managers also take on a caseload of students and focus on those with chronic absence. We have significantly decreased our suspension and chronic absenteeism rate from 23-24.
LCAP Goal 4:	Increase teacher retention.	Provide 1:1 coaching for all teachers. Teachers create a SMARTE goal and meet with instructional coach and content departments consistently throughout the year to reflect on data and instructional practices.
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	Close distance from met on ELA SBAC and math SBAC.	With a robust SIPPS plan, students are gaining foundational literacy skills. However, there is still a comprehension and skills gap to access grade-level text. Teachers need to plan for multiple reads of complex text and put more of the reading rigor on students in class. We also need to build out intervention programs that target students who have passed SIPPS but are not yet at grade level. Math teachers plan units that are based on grade-level and grapple with balancing min-lessons to address foundational math skills and content that is at grade level.

LCAP Goal 2:	<i>Close distance from met on ELA SBAC and Math SBAC for specific subgroups.</i>	<i>With a robust SIPPS plan, students are gaining foundational literacy skills. However, there is still a comprehension and skills gap to access grade-level text. Teachers need to plan for multiple reads of complex text and put more of the reading rigor on students in class. We also need to build out intervention programs that target students who have passed SIPPS but are not yet at grade level. Math teachers plan units that are based on grade-level and grapple with balancing min-lessons to address foundational math skills and content that is at grade level.</i>
LCAP Goal 3:	<i>Increase connectedness to school, reduce suspensions and chronic absenteeism.</i>	<i>Although we have decreased our overall suspension rate, Black students are suspended at an unacceptable disproportionate rate. There is a strong need to build stronger relationships and communications with Black families. Supplies for parent engagement workshops and events are needed to promote parental involvement, improve student academic achievement, and enhance educational outcomes for disadvantaged students. Removing language barriers will promote inclusivity and empower families to actively engage in their student's educational journey. This will ensure that all parents have equitable access to critical information and resources necessary for supporting student academic success. For chronic absenteeism, we are seeing a number of students not attending school due to anxiety and other mental health struggles. We have two Seneca health clinicians and may get another one. However, we need to create a Tier 2 plan for supporting students with mental health.</i>
LCAP Goal 4:	<i>Increase teacher retention.</i>	<i>Increased pay has helped to retain teachers. We need our funding to stabilize in order to maintain the support systems outside of the classroom so that teachers can focus on instruction. By providing stipends to teachers, schools can incentivize and support educators in implementing evidence-based instructional strategies, interventions, and initiatives tailored to meet the diverse needs of Title I students. Many educators choose to work in high-need schools because of their commitment to serving disadvantaged students. Providing stipends as a form of recognition for their dedication and hard work can help retain experienced teachers in these schools and attract new educators to join the faculty, ultimately benefiting the students they serve.</i>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Elmhurst United Middle School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the **current** SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

The implementation of this year's strategies shows we are on the right path. We are seeing growth in i-Ready math and reading scores, although we have a lot more to go. Our teacher retention rate is continuing to increase due to us committing to instructional coaches and three APs. These leaders are also leading department inquiry cycles that are showing instructional growth and reflection, which will directly impact SBAC growth. Our case manager and RJ team provide Tier 2 and Tier 3 support for students that work to provide language and skill to solve problems. Our suspension rate has decreased tremendously from last year.

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

Teacher PLCs have engaged in collaborative inquiry cycles that include student work analysis. This provides opportunities to determine next instructional steps. Our RJ and Admin team meet monthly to align on our discipline and culture program.

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

No major changes. However, we are planning to incorporate Blueprint Fellows which will have a positive impact on SBAC math growth.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
Licensing for Digital Tools	These tools provide additional opportunities for students to master ELA and math skills.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers implement digital programs during smaller group instruction in intervention classes.	85% of teachers have utilized specific digital tools to create a blended learning environment. Of these teachers, 100% of teachers utilize digital tools to receive real-time formative assessments during class for teachers to adjust their lessons. Teachers report that digital tools increase student engagement during class by 25%. Newer teachers have not fully utilized the tools so would need more time to be trained.	We will identify a different resource to fund this need.

Extended Contracts	Compensate teachers for meeting weekly with grade levels to align on school structures in systems to create strong Tier 1 school-wide culture.	Student Connectedness to School	Compensate teachers for meeting weekly with grade levels to align on school structures in systems to create strong Tier 1 school-wide culture.	Teachers are consistently meeting with their grade level teams to create, reflect and refine on agreed systems and structures. Teachers use this time to discuss concerns about students. Teachers work together to plan student Town Halls to review the Tier 1 expectations. On feedback surveys, 95% of teachers report that grade level team meetings support them in creating more aligned experiences for students. In the feedback survey, 90% of teachers requested increased collaboration time with their closest team members to discuss shared students.	Providing extended contracts to teachers for this additional work has been critical creating aligned structures and communication among our staff so that our students can have a equitable school experience with high expectations. However, extended contracts will be funded through a different resource for next school year.
TSA Classroom 11Mos	The TSA coaches teachers on effective instruction.	SBAC Math Distance from Standard Met	Math Coach works with 8 coachees and meets with them weekly or bi-weekly to plan standards-based units and lesson plans. The coach conducts observations weekly and provides feedback on SMARTE goal focus areas.	TSA Coach coaches all math teachers and leads the Math Dept to support teachers with unit and lesson planning and classroom management. Teachers feel supported with consistent coaching sessions and feedback on observed lessons. 75% of teachers are on track to reach their SMARTE goals, which will directly increase students SBAC data. Currently, all math teachers will be returning.	Continue: Teachers will continue to benefit from instructional support. Students have made some growth on reaching grade-level math standard, but the majority of students are still multiple grades below standard.
Family Engagement Supplies	Supplies for Family Resource Center	Student Connectedness to School	Helps parents focus during parent meetings as they learn to support their children in school.	Working well. Supplies are used to print flyers for family events and to have plates and cutlery available when hosting family events. We have increased attendance to family events by 25%.	Move to different funding source.

Family English Classes	Helps families improve their literacy skills to support their childrens' literacy skills.	Student Connectedness to School	Contractor comes to teach English classes every week for two hours.	There are about 24 consistent English students this year, which has increased by 50% from last school year. Students include parents and community members. They are all making great progress and acquiring more English. They are requesting additional classes and for them to continue further in the year. 100% of families shared that this is a great resource as indicated by a class feedback survey.	Continue. Highly successful program. Parents and community members are thankful for the free classes and are showing progress with language development.
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2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:		Elmhurst United Middle School		SCHOOL ID:	229
3: SCHOOL STRATEGIES & ACTIVITIES			Click here for guidance on SPSA practices		
LCAP Goal 1: All students graduate college, career, and community ready.					
School Goal:		Close distance from met on ELA SBAC and math SBAC.			
Identified Need:		Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?	
1-1	Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal	
1-2	Implement ELA PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal	
1-3	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal	
1-4	Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal	
1-5	Administer interim assessments in all ELA classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal	
1-6	Provide systematic phonics instruction at least 30 minutes/day, 4 days a week (through a program such as SIPPS) for all students identified as having foundational skills gaps.	All Students	Academic	Tier 2 - Supplemental	
1-7	Engage in regular progress monitoring of all students in reading interventions, including SIPPS.	All Students	Academic	Tier 2 - Supplemental	
1-8	Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	All Students	Academic	Tier 3 - Intensified	
1-9	Refer students to COST who have not made progress in learning foundational skills with at least a year of consistent systematic phonics instruction.	All Students	Academic	Tier 3 - Intensified	
1-10	Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	All Students	Academic	Tier 1 - Universal	

1-11	Implement Math PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work/data analysis analysis in support of standards-aligned instruction	All Students	Academic	Tier 1 - Universal
1-12	Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday TeamMath Collaborative or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	All Students	Academic	Tier 1 - Universal
1-13	Progress monitor classroom practices that includes data from classroom observations (learning walks) and curriculum-embedded assessments	All Students	Academic	Tier 1 - Universal
1-14	Administer interim assessments in all math classrooms; calibrate, score and analyze assessments in departments or in planning partnerships.	All Students	Academic	Tier 1 - Universal
1-15	Provide intervention support for students identified as having unfinished learning of foundational skills and concepts.	All Students	Academic	Tier 2 - Supplemental
1-16	Provide grade-level instruction for English Learners by leveraging curriculum-embedded Math Language Routines and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 2 - Supplemental
1-17	Provide grade-level instruction for students with IEPs by leveraging curriculum-embedded UDL strategies and adapted curricular resources and tools (provided by TeamMath).	All Students	Academic	Tier 3 - Intensified

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		Close distance from met on ELA SBAC and Math SBAC for specific subgroups.		
Identified Need:		Students need targeted supports to master reading, writing, and math at a higher rate than we are currently leading them to achieve.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Screen all incoming students for SIPPS needs and place them accordingly in ELD or SIPPS classes.	English Learner Students, Black Students, Students with IEPs	Academic	Tier 2 - Supplemental
2-2	Enroll students who need to foundational math skills in intervention classes with core teachers and Blueprint Fellows.	All Students	Academic	Tier 2 - Supplemental
2-3	Teachers participate in school-wide professional learning to increase efficacy of multiple reads protocols and appropriate scaffolding to increase the number of students meeting their i-Ready stretch goal.	All Students	Academic	Tier 1 - Universal

2-4	Teachers receive 1:1 weekly or bi-weekly coaching to make growth toward their SMARTE goal.	All Students	Academic	Tier 1 - Universal
2-5	We will have a designated ELD class for every English Language Learner including LTELs that is specifically designed to accelerate the language and literacy acquisition. Teachers will utilize the supplemental EL Education curriculum to ensure access to grade-level core texts.	English Learner Students	Academic	Tier 2 - Supplemental
2-6	Teachers will identify one focal group and set goals. Data analysis cycles will center around this focal group in order for teachers to reflect on their practice and adjust instruction as necessary.	English Learner Students, Black Students, Students with IEPs	Academic	Tier 2 - Supplemental
2-7	Blueprint fellows will support students to build their foundational skills in math.	African American Students	Academic	Tier 3 - Targeted

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

School Goal:		Increase connectedness to school, reduce suspensions and chronic absenteeism.		
Identified Need:		Our school must implement PBIS strategies and an MTSS framework in order to build a positive school culture.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-2	Clear progressive discipline process/structure/system (w/ documentation tracking)	All Students	Behavioral	Tier 1 - Universal
3-3	Culture/climate team (meets once every two weeks) has formal agenda with robust minutes and clear next steps, has theory of action, clear purpose and goals, and use cycle of inquiry to make data-driven decisions (Suspension, URF referral, Tardy, Conflict/Fight data). Engages in culture/climate learning walks.	All Students	Behavioral	Tier 1 - Universal
3-4	Supervision Team (meets once a month or more frequently if necessary)-implement supervision plan with campus map, has formal agenda with robust minutes and clear next steps	All Students	Behavioral	Tier 1 - Universal
3-5	School-wide PBIS or Positive Behavior FrameworkClear expectations of behavior in the common areas, cafeteria, restroom, gym/locker room, classroom, etc.	All Students	Behavioral	Tier 1 - Universal
3-6	School-wide Assembly, Marking period Assembly with honor roll awards, citizenship awards, elective awards, attendance awards, etc.	All Students	Behavioral	Tier 1 - Universal

3-7	Build alignment and consistency to implement strong Restorative Justice (RJ) program across the school in order for students to build problem-solving skills and language.	All Students	Behavioral	Tier 1 - Universal
3-8	Utilize Homeroom to build strong community in grade level cohorts. Curriculum includes SEL lessons, Heritage Months and executive function lessons.	All Students	Behavioral	Tier 1 - Universal
3-9	1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	All Students	Behavioral	Tier 1 - Universal
3-10	Explicitly teach sexual harassment lessons, and de-escalation and conflict resolution strategies	All Students	Behavioral	Tier 1 - Universal
3-11	Case Managers and counselors hold a caseload of students to provide necessary Tier 2 supports so students are prepared to access grade-level lessons.	All Students	Behavioral	Tier 2 - Supplemental
3-12	Partner with a variety of CBOs to provide group therapy/support, Social skills development groups	All Students	SEL / Mental Health	Tier 2 - Supplemental
3-13	COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	All Students	Behavioral	Tier 3 - Intensified
3-14	Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	All Students	Behavioral	Tier 1 - Universal
3-16	Year-long attendance plan is reviewed monthly and updated / revised accordingly. The plan includes tiered strategies (tier 1, 2, and 3) with incentives / celebrations.	All Students	Behavioral	Tier 1 - Universal
3-17	Attendance recognition or celebration (at least) every marking period. ex. certificates, attendance rally, attendance celebration, attendance store, most improved, etc.	All Students	Behavioral	Tier 1 - Universal
3-18	Individual or Group SART meetings are held consistently with incentives attached (data is being tracked).	All Students	Behavioral	Tier 2 - Supplemental
3-19	Outreach to families on a consistent basis, targeting certain families for key events.	All Students	Behavioral	Tier 3 - Intensified
3-20	Conduct home visits for students who are severely chronically absent.	All Students	Behavioral	Tier 3 - Intensified
3-21	Check-ins / Check-outs with specific students who are identified as needed additional behavioral or SEL supports.	All Students	Behavioral	Tier 3 - Intensified
3-22	Students do weekly StG check-ins during advisory (or some other designated time). Advisors read and respond (weekly) to all of their students.	All Students	SEL / Mental Health	Tier 1 - Universal
3-23	Establish electives and extracurriculars to encourage community among students.	All Students	SEL / Mental Health	Tier 2 - Supplemental

3-24	100% of alerts are addressed in COST / admin meetings and cleared before the end of the week.	All Students	SEL / Mental Health	Tier 3 - Intensified
3-25	Provide quality after school programming	All Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal:	Maintain teacher retention.
Identified Need:	Being a teacher and staff member in OUSD can be challenging unless there are intentional support structures put in place.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Teachers meet weekly or bi-weekly with their instructional coach to make progress toward SMARTE Goals.	All Students	Academic	Tier 1 - Universal
4-2	RJ staff engage in bi-weekly coaching sessions and twice monthly department meetings to increase restorative discipline toolkit.	All Students	Behavioral	Tier 1 - Universal
4-3	Teachers employ a restorative discipline model that focuses on strong relationships, key classroom structures and identifying root causes. In support of this model, each grade level has a Pod that provides supplemental support to increase positive behavior and culture.	All Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS

Instructions & resources

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Staff and teachers participate in Mindset Monday to reflect on implicit biases, engage in racial affinity practices, and unpack frameworks for engaging in equitable practices.	African American	Behavioral	Tier 1 - Universal
5-2	Teachers employ a Restorative Discipline model that includes a number of culture building classroom strategies to prevent Tier 2 and 3 behaviors. Teachers utilize Progressive Management steps to ensure consistent consequence that hold students and teachers accountable.	African American	Behavioral	Tier 1 - Universal
5-3	Leadership team employs targeted outreach to Black Families for school-wide events to increase participation and attendance to events, creating stronger family partnerships.	African American	Academic	Tier 1 - Universal

5-4	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps	African American	Academic	Tier 2 - Supplemental
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Complete stages of ELD Self Assessment and at least one ELL focused obs cycle (ELL review or Shadowing tool).	English Learner Students	Academic	Tier 1 - Universal
6-2	Devise an action plan with at least one cycle of PD focused on either: a: Supporting teachers to unpack the language of task and identify language objectives OR B: integrating High Impact Language strategies (e.g., student talk) into content instruction.	English Learner Students	Academic	Tier 1 - Universal
6-3	Teach How Language works using adopted EL Ed aligned or Nat Geo curriculum in all D-ELD classes.	English Learner Students	Academic	Tier 1 - Universal
6-4	LTEs are grouped in grade specific classes for D-ELD in order to use EL Ed Aligned ELD curriculum.	English Learner Students	Academic	Tier 1 - Universal
6-5	Implement D-ELD PLCs at least 2x month driven by cycles of inquiry that include lesson planning and student work analysis in support of ELD standards-aligned instruction	English Learner Students	Academic	Tier 1 - Universal
6-6	Observe and give feedback to D-ELD classes using ELL Review Tool focused on Essential Practice: and indicators 2.1, 2.2, 2.3 and 2.4.	English Learner Students	Academic	Tier 1 - Universal
6-7	Provide systematic phonics instruction (such as SIPPS) for all students identified as having foundational skills gaps, in addition to D-ELD not in place of D-ELD.	English Learner Students	Academic	Tier 2 - Supplemental
6-8	Attendance and culture teams consult with Newcomer teams to support newcomer well-being and engagement in school.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 229
School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	\$152,302	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Provide quality after school programming	229-1
Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	\$21,793	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Provide quality after school programming	229-2
Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Provide quality after school programming	229-3
Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	\$152,378	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community among students.	229-4
Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community among students.	229-5
Drama teacher will plan units based on CA standards, providing multiple opportunities for increasing performance arts skills	\$107,449	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10232	Teacher, Structured English Immersion	1.0			Progress monitor classroom practices, including data from classroom observations (learning walks) and curriculum-embedded assessments	229-6
Consultant supports teachers to plan units that include visual thinking skills and arts integration.	\$26,363	Arts & Music in Schools (Proposition 28)	5825	Consultants	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community among students.	229-7
Counselor collaborates with grade level AP and case manager to provide structured multi-tiered level supports that include both academic and SEL focus areas.	\$87,332	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	9470	Counselor	0.75			Case Managers and counselors hold a caseload of students to provide necessary Tier 2 supports so students are prepared to access grade-level lessons.	229-8
Attendance Specialist makes daily calls and connections with families to students who are absent in order to decrease chronic absenteeism rate.	\$33,290	California Community Schools Partnership Program	2205	Classified Support Salaries	4455	Attendance Specialist, Bilingual	0.5			Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	229-9
Community Relations Assistant builds partnerships with families, participate in SART meetings and helps implement Attendance Plan.	\$33,290	California Community Schools Partnership Program	2205	Classified Support Salaries	7509	Community Relations Assistant II, Bilingual	0.5			Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liasion, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	229-10

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 229
School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
CSM leads COST to identify resources and supports for Tier 2 and 3 needs.	\$41,783	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 04	11-Month Community School Manager	0.25			COST Referral and Case Manager/Admin support for all students requiring Tier 3 support	229-11
Family Liaison builds organizes multiple family events including Parent English Classes, Food Bank in order to support community school goals. Increasing family engagement will increase attendance and school connectedness.	\$70,614	California Community Schools Partnership Program	2405	Clerical Salaries	7001	Family/Parent Liaison, Bilingual	0.5			Establish attendance team with an admin, CSM, Attendance Specialist, case managers, social workers, family liaison, etc. Team uses an agenda with a student watchlist that is updated and tracked throughout the year.	229-12
Funds will be used to create Family Handbook to communicate school guidelines. Also used for promoting family events.	\$3,689	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			Leadership team employs targeted outreach to Black Families for school-wide events to increase participation and attendance to events, creating stronger family partnerships.	229-13
Counselor collaborates with grade level AP and case manager to provide structured multi-tiered level supports that include both academic and SEL focus areas.	\$29,291	California Community Schools Partnership Program Carryover	1205	Certificated Pupil Support Salaries	9470	Counselor	0.25			Case Managers and counselors hold a caseload of students to provide necessary Tier 2 supports so students are prepared to access grade-level lessons.	229-14
Case Manager holds caseload of students who require Tier 2/3 supports. CM will build transformation relationships with both students and families in order to provide more access to academics.	\$44,767	California Community Schools Partnership Program Carryover	2405	Clerical Salaries	New Position 02	Case Manager	0.4			Case Managers and counselors hold a caseload of students to provide necessary Tier 2 supports so students are prepared to access grade-level lessons.	229-15
Funds will be used to create Family Handbook to communicate school guidelines. Also used for promoting family events.	\$1,943	California Community Schools Partnership Program Carryover	4310	School Office Supplies	n/a	n/a	n/a			Leadership team employs targeted outreach to Black Families for school-wide events to increase participation and attendance to events, creating stronger family partnerships.	229-16
Classroom teacher will plan and teach standards-aligned curriculum to decrease DFS in SBAC and show growth in curriculum-embedded assessments.	\$41,461	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	2775	Teacher, Structured English Immersion	0.5			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	229-17
Classroom teacher will plan and teach standards-aligned curriculum to decrease DFS in SBAC and show growth in curriculum-embedded assessments.	\$65,113	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	7002	Teacher, Structured English Immersion	0.7			Use adopted curriculum content and strategies (e.g., student talk) in all math classes for standards-aligned instruction.	229-18
Classroom teacher will plan and teach standards-aligned curriculum to decrease DFS in SBAC and show growth in curriculum-embedded assessments.	\$46,945	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	7541	Teacher, Structured English Immersion	0.5			Use adopted curriculum content and strategies (e.g., student talk) in all ELA classes for standards-aligned instruction.	229-19

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 229
School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Classroom teacher will plan and teach standards-aligned curriculum to decrease DFS in SBAC and show growth in curriculum-embedded assessments.	\$37,262	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	10517	Teacher, Structured English Immersion	0.4			Teachers engage in monthly professional learning in support of standards-aligned instruction and network instructional focus, i.e. 2nd Wednesday ELA PD or a site-planned PD with similar focus. Principals encourage math teachers attend Summer Standards & Equity Institute.	229-20
Classroom teacher will plan and teach standards-aligned curriculum to decrease DFS in SBAC and show growth in curriculum-embedded assessments.	\$49,782	Comprehensive Support & Improvement (CSI) Grant	1105	Certificated Teachers' Salaries	New Position 09	Teacher, Structured English Immersion	0.4			Provide foundational skills instruction for students with phonics gaps as part of Special Ed programming through SPIRE or SIPPS.	229-21
Counselor collaborates with grade level AP and case manager to provide structured multi-tiered level supports that include both academic and SEL focus areas.	\$53,020	Comprehensive Support & Improvement (CSI) Grant	1205	Certificated Pupil Support Salaries	499	Counselor	0.4			Case Managers and counselors hold a caseload of students to provide necessary Tier 2 supports so students are prepared to access grade-level lessons.	229-22
AP will implement school Theory of Action in order to show growth toward both academic and culture and climate goals. AP will lead and collaborate with a number of teams.	\$190,414	Comprehensive Support & Improvement (CSI) Grant	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	New Position 05	Assistant Principal, Middle School	1.0			Admin Team (meets once a week), has formal agenda with robust minutes and clear next steps	229-23
Provide materials to supplement independent reading space and SEL curriculum in order to increase engagement, attendance and school connectedness.	\$26,305	Comprehensive Support & Improvement (CSI) Grant	4310	School Office Supplies	n/a	n/a	n/a			Utilize Homeroom to build strong community in grade level cohorts. Curriculum includes SEL lessons, Heritage Months and executive function lessons.	229-24
Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Provide quality after school programming	229-25
Partner with BACR to provide extracurricular and academic enrichment opportunities for 200 students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Provide quality after school programming	229-26
Case Managers meet with families and students after school who are on their caseload to meet growth goals including SARTs, conferences and mediations.	\$1,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a			Case Managers and counselors hold a caseload of students to provide necessary Tier 2 supports so students are prepared to access grade-level lessons.	229-27
Provide basic classroom materials for students to demonstrate learning in multimodal ways.	\$19,800	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			1st 6 weeks of strong start lessons at the beginning of the 1st semester, 1st 2 weeks of resetting lessons at the beginning of 2nd semester	229-28

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 229
School: Elmhurst United Middle School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
Partner with community organizations to provide extracurricular opportunities to all students throughout the day.	\$30,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community among students.	229-29
Maintain healthy learning conditions for all students.	\$5,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a			Utilize Homeroom to build strong community in grade level cohorts. Curriculum includes SEL lessons, Heritage Months and executive function lessons.	229-30
Build digital literacy and blended learning opportunities for all students.	\$15,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a			Engage in regular progress monitoring of all students in reading interventions, including SIPPES.	229-31
Students apply computer science and math skills to discover, create and collaborate.	\$47,873	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	9912	Teacher, Structured English Immersion	0.5			Establish electives and extracurriculars to encourage community among students.	229-32
Case Manager holds caseload of students who require Tier 2/3 supports. CM will build transformation relationships with both students and families in order to provide more access to academics.	\$24,983	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	New Position 02	Case Manager	0.2			Case Managers and counselors hold a caseload of students to provide necessary Tier 2 supports so students are prepared to access grade-level lessons.	229-33
Case Manager holds caseload of students who require Tier 2/3 supports. CM will build transformation relationships with both students and families in order to provide more access to academics.	\$124,917	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	New Position 03	Case Manager	1.0			Case Managers and counselors hold a caseload of students to provide necessary Tier 2 supports so students are prepared to access grade-level lessons.	229-34
Create Tier 1 Restorative Justice Programs so students and teachers gain skills to hold restorative conversations and build effective communication.	\$81,392	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2405	Clerical Salaries	New Position 07	10-Month Program Assistant I	1.0			Build alignment and consistency to implement strong Restorative Justice (R.J) program across the school in order for students to build problem-solving skills and language.	229-35
Provide structured lunchtime activities so students continue to develop healthy play and activity. Structured activities will reduce conflicts and suspension rate.	\$86,072	Measure G1: Districtwide Teacher Retention & Middle School Improvement	5825	Consultants	n/a	n/a	n/a			Establish electives and extracurriculars to encourage community among students.	229-36
Provide weekly English classes to families to increase language and literacy among families. Create greater opportunities for school access and family partnership.	\$7,260	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a		Student Connectedness to School	Outreach to families on a consistent basis, targeting certain families for key events.	229-37

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 229

School: Elmhurst United Middle School

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

Title I, Part A School Parent and Family Engagement Policy

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

Elmhurst United Middle School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

- Scheduling Family Conferences three times a year.

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

- Sending out on ParentSquare, Schoology, and providing updates on Instagram.
- Report cards and additional academic progress reports will be sent via mail.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Opening opportunities at the Family Resource Center.
- Inviting families to chaperone field trips including camping trips.
- Volunteering at major school events such as Expo Night and Promotion.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Providing a login for Schoology/
- Sending home progress reports.
- Holding 1-2 family workshops a year by the Family Resource Center on how to best support child's success.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Providing training for family phone calls and family conferences.

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

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

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

- Holding monthly SSC meetings.

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

Adoption

This policy was jointly developed and adopted by Elmhurst United MS on August 29, 2024 and will be in effect for the period August 30, 2024 through May 30, 2025.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Name of Principal

Viet-Ly Gonzalez

Signature of Principal

A handwritten signature in black ink, appearing to read 'V. Gonzalez', written in a cursive style.

Date: August 30, 2024

Please attach the School-Parent Compact to this document.



Elmhurst United Middle School

School-Parent Compact

2024-25

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 2024-25 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Elmhurst teachers will receive coaching and professional learning to create and implement CA standards-aligned curriculum. Daily lessons will include student-to-student interaction so that students have the opportunity to do the majority of the thinking in order to master the day's learning target. Students will utilize 1:1 chromebooks and computer programs to create an engaging academic program that personalizes learning. All teachers will be using Schoology as the Learning Management System for assignments and grading.

Students who need early literacy instruction will receive that through reading intervention classes using the SIPPS curriculum. Students needing math intervention will be placed in classes that includes both direct instruction, collaborative learning and DreamBox.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Family Conferences are held three times a year. The first round will take place after the first marking period and the week will be all minimum days. This will give teachers an opportunity to schedule with as many families in their Home College as possible.

Two more rounds of Family Conferences will occur to target students who need to improve their academic performance.

In Semester 2, students with below a 2.0 GPA will receive family conferences.

3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Parents will be guided and supported to download the Schoology app, sign in with their student, and access the most current grades in all classes.

Teachers will send home Weekly progress reports through messaging apps. Further discussion will take place during Family conferences on how to best support child's progress.

4) Provide parents reasonable access to staff.

All emails and contact info of teachers and staff will be provided to families. Additionally, families can message teachers directly through ParentSquare.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Volunteer opportunities were shared at Back to School Night and families signed up. The Family Resource Center, which includes two liaisons, does consistent outreach to families to invite them to volunteer. All families, including those with varying English language levels and/or disabilities, are invited to engage in school happenings.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

The Family Resource Center and the Newcomer Social Worker will provide workshops throughout the year that includes ways to improve academic achievement of students.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

Specific workshops will be held to collaboratively develop best practices for Family Communication and Family Conferences. Grade Level Teams will work together for family outreach as well as share information.

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

Elmhurst maintains two main ways to communicate with families: through Schoology and ParentSquare. ParentSquare translates messages into the family's home languages. In addition, our front office staff are all bilingual in Spanish. When needed, we will reach out for Arabic and Mam translation.

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.

This Compact was adopted by Elmhurst United Middle School on August 29, 2024 and will be in effect for the period of August 30, 2024 to May 29, 2025.

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, 2024.

Viet-Ly Gonzalez



August 29, 2024

Principal's Name

Signature of Principal

Date



Strategic Resource Planning (SRP)

Elmhurst Middle School

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Sheila White
Vice Chairperson:	Maria Sanchez
Secretary:	Mariko White

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Viet-Ly Gonzalez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mariko White	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Josefa Pablo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Maria Sanchez de Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Crisanta Ramirez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Sheila Matthews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Maly Alcantar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Maria Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Alyssa Pandolfi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Aaron Pratt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Highlighted Names are Aeries verified-SMT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:

(Day/Month/Time)

Monthly on Tuesdays at 8:30am

SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

