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Introduction Date	6/26/19
Enactment Number	19-1150
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Emerson Elementary 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Emerson Elementary School



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

Legislative File Id. No. 19-1302
Introduction Date: 6/26/19
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By: er

2019-2020 School Plan for Student Achievement (SPSA)

School: Emerson Elementary School
CDS Code: 1612596001812
Principal: Heather Palin
Date of this revision: 5/14/2019

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: Heather Palin
Address: 4803 Lawton Avenue
Oakland, CA 94609

Position: Principal
Telephone: 510-654-7373
Email: heather.palin@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Emerson Elementary School

Site Number: 115

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input 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 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 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: 5/14/19

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

- Flyers in students' home languages Announcement at a public meeting Other (notices, media announcements, etc.)

Signatures:

Heather Palm
Principal

[Signature]
Signature

5/14/19
Date

Alex Pursell
SSC Chairperson

[Signature]
Signature

5/14/19
Date

Sara Stone
Network Superintendent

[Signature]
Signature

5.16.19
Date

[Signature]
Officer, State and Federal Programs

[Signature]
Signature

5/21/19
Date

2019-20 SPSA ENGAGEMENT TIMELINE**School Site:** Emerson Elementary School**Site Number:** 115

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/18/2019	SSC	Discussed Current Data, Last Year's Budget, and Preliminary Conversation around Funding for 19-20
1/14/2019	Staff Meeting	Surveyed Staff to gather input about Budget Priorities for 19-20
1/22/2019	SSC	Reviewed 19-20 budget with SSC, and made decisions about Title 1 funding.
2/14/2019	ILT	Reviewed Mid-Year Data with ILT, Discussed Budget Feedback, and 19-20 Budget Plan, and SPSA Focus areas for 19-20
4/16/2019	SSC	Reviewed Site Plan with SPSA
5/14/2019	SSC	Approved SPSA

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$69,674.55
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$379,906.39

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)	\$68,360.80	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$34,632.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,313.75	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$170,009.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	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)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$69,674.55	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$310,189.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$379,863.55
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Emerson Elementary School

School ID: 115

School Description

Emerson Elementary School is located in the Temescal neighborhood of Oakland. Temescal, named after Temescal Creek, is one of the Oakland's oldest neighborhoods. Several important thoroughfares are located in this neighborhood: Telegraph, Claremont, and Shattuck Avenues, and 51st Street. It is a primarily residential neighborhood that has changed over the past few decades. The Emerson catch-all includes Temescal, across MLK, and families from within the school's neighborhood boundaries, and also from east and west Oakland.

Emerson currently enrolls 320 students. 75% of our students qualify for free and reduced lunch, 20% of Emerson students receive Special Education services, and 18% of Emerson students are English Language Learners. Languages that are spoken at Emerson include: Spanish, Arabic, Amharic, Rigrinya, Pashta, Mam, Khmer, And Japanese. Emerson has a diverse ethnic community of students, including: 50% African-American, 16% Latino, 12% White, 9% Asian, 2% Filipino.

School Mission and Vision

Emerson Mission Statement

We are a relationship-centered school:
students are known, valued and celebrated.

We support all students:
academic and social emotional programs meet students where they are and accelerate them forward.

We are committed to equity:
we eliminate racial, socioeconomic and gender inequities through culturally relevant learning experiences.

We are a learning community:
with a learning stance, we use inquiry and reflection to improve our practice.

Emerson Vision Statement

Emerson prepares students for lifelong success by embracing and nurturing the whole child. We create learning environments centered around students, facilitated by teachers, and supported by families and our community, so that every child grows and succeeds.

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

Priority Strengths

Suspension: Tier 1 (academic & SEL) practices are strong based on PBIS TFI. Data is trending lower than our end of year goal.

Root Causes of Strengths

Over the past 5 years, our PBIS alignment has strengthened. Investing in RJ in the past also laid a foundation for resolving conflicts without suspension. Classroom teachers are bought into school vision, and resolve Tier 1 & 2 behaviors, before writing referrals.

Chronic Absence: Attendance Clerk & CSM work together to clear absences, and have SART/SARB.	Relationships with families have strengthen over the years, due to staff in main office. Ability to provide better wrap around services has increased. And emphasis on attendance education is more present.
SBAC ELA: 3rd Graders are scoring higher than our end of year goal (-40 DF3).	3rd Grade class has over the past four years shown incremental growth, and had strong academic and SEL instruction (consistent teachers).
SBAC Math: 3rd Graders are scoring higher than our end of year goal (-40 DF3).	3rd Grade class has over the past four years shown incremental growth, and had strong academic and SEL instruction (consistent teachers).
Priority Challenges	Root Causes of Challenges
Suspension: Most suspensions are occurring as a result of recess incidents. Investing in more playground supervision & engagement could mitigate this.	Budget reductions have required that we make hard choices about where to invest money. As a result we no longer spend \$30K per year on Heroes/Playworks.
Chronic Absence: Percentage is still high, and the numbers are fluctuating each week drastically.	Root issues preventing students from getting to school are still present: transportation, chronic illness, trauma and homelessness. Tardies are also excessive.
SBAC ELA: 4th/5th Grade Data is lower than end of year goal, -100 DF3 and -140 DF3.	5th Grade class is lowest performing -140 DF3, interventions are not and were not strong enough to increase reading levels for students over the years. The instructors for this class have been less strong, resultiing in turn-over.
SBAC Math: 4th/5th Grade Data is lower than end of year goal, -100 DF3 and -140 DF3.	5th Grade class is lowest performing -140 DF3. Math interventions were just put into place this year. The instructors for this class have been less strong, resultiing in turn-over.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	By EOY 19-20, chronic absence will decrease to 18% for African American students.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	65.00%	70.00%	75%
Suspensions	African-American Students	-2pp	5.29%	3.00%	1.00%
Suspensions	Students with Disabilities	-2pp	3.90%	1.90%	0.00%
Chronic Absence	African-American Students	-2pp	22.00%	20.00%	18%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: By EOY 19-20, 3rd-5th grade students will reach -43.7 DF3 on SBAC ELA.					
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-78.7	-58.7	-43.7
ELA SBAC	Students with Disabilities	+20 points DF3	-127.1	-107.1	-87.1
ELA SBAC	African-American Students	+20 points DF3	-105.1	-85.1	-65.1

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: By EOY 19-20, 3rd-5th grade students will reach -61.1 DF3 on SBAC Math.					
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-96.1	-76.1	-61.1
Math SBAC	Students with Disabilities	+20 points DF3	-133.6	-113.6	-93.6
Math SBAC	Latino/a Students	+20 points DF3	-101.9	-81.9	-61.9

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: By 19-20, ELL Reclassification rates will reach 21% according to ELPAC for all ELL's.					
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	12.00%	19.00%	21%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	n/a	25%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: By EOY 19-20, 63.4% of students will make reading growth according to SRI.					
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	48.38%	58.40%	63.40%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	52.42%	60.90%	46.42%

K at or above Benchmark	All Kindergarten Students	+5pp	52.94%	57.94%	62.94%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	43.40%	48.40%	53.40%

1D: IDENTIFIED NEED

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, 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

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. 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.

There are a few resources inequities that affect our school. First, our PTA raises \$45K annually. These funds go to support field trips, enrichment, and teacher grants. The funding for PTA does not allow for increased support for intervention or our low performing target groups. Across the district there are schools with PTA's that raise upwards of \$100K-million dollars. These inequities, affect the ability to better support low performing students. Another inequity lies in a lack of systems for how our mental health services are distributed for schools. We currently have 1 full-time provider, that we had to petition for three years - as opposed to other schools that I know have entire learning centers. Third, we have a high percentage of students that come from extreme trauma, and we are not allocated persons or funds, to support with mental health services, we have to network with non-profits and local community organizations.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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 also 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.

School: Emerson Elementary School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		By 2020, 66% of students will be reading on-grade level according to the SRI.			
Theory of Change for Language & Literacy:		If we implement the 8 components of balanced literacy with fidelity, then students will be able to use strategies to reach their literacy goals and show multiple years growth. If we increase the academic supports in our MTSS pyramid, then students will make accelerated reading progress, including students that are below, at and above grade-level (GATE students).			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		African American Students		27.0%	19.10%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We continued with implementation of Small Groups, and Guided Reading as a focus area in 18-19. This has allowed us to strengthen differentiation practices, and provide more targeted instruction for students reading multiple grade levels below.					
What evidence do you see that your practices are effective?					
Guided reading is happening consistently in the majority of classrooms. In the lower level classrooms teachers use both SIPPS, and Rime Magic as phonics instruction - with fidelity. Across grades, with the exception of 5th we see evidence that students are moving out of the Deep Red (multiple grade levels below) and advancing.					
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 will continue to focus on Small Group strategies in our PLC's, while also implementing a Professional Learning focus on Complex Text. This will insure that instruction is at grade-level, and rigorous, in spite of needing to differentiate for lower readers.					
18-19 Standards-Based Instruction Priority:		Math			
June 2021 Standards-Based Instruction Goal:		By 2020, 35% of African American students will score proficient or advanced on the Math SBAC.			
Theory of Change for Standards-Based Instruction:		If we make math a focus area for Professional Learning, utilizing the OUSD Math Foci, over the course of the year, then math instructional practices will improve and students will increase engagement and performance on math assessments.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC Math		Latino Students		13.0%	3.80%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					

Many teachers (not all), have implemented small groups in math instruction, including centers as a differentiated strategy - to reach struggling math students. Every teacher has a focal math group, that is their lowest performing group of students. We monitor instruction for these students weekly in our current Math PLC Cycle.

What evidence do you see that your practices are effective?

We don't yet have quantitative evidence that the implications for math focus, have been impactful. However, the Math Professional Learning Cycle in PLC's and PL's have received positive feedback from teachers, per teacher surveys. Also - the focus on math insures a more regular monitoring and adjusting of math practice to meet students needs.

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 will continue with our Math Focus for 19-20, with an ongoing focus on Planning and Small Groups. We are making progress with this goal, and need to stay the course to insure the progress results in quantitative gains for students.

18-19 Conditions for Student & Adult Learning Priority:	Multi Tiered Systems of Support		
June 2021 Conditions for Student & Adult Learning Goal:	By 2020, chronic absences of African American students will decrease to 13%.		
Theory of Change for Conditions for Student & Adult Learning:	If we increase engagement of students in classrooms, and family in the community, and monitor attendance and celebrate positive and improved attendance - then chronic absence will decrease.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	Low-Income Students	17.0%	21.90%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Unfortunately, our Chronic Absence has increased in the winter months. Our CSM has been out ill for over a month, resulting in a lack of monitoring and support for these students and families.

What evidence do you see that your practices are effective?

We have a bulletin board that focuses on chronic absence, and we celebrate positive attendance monthly at our assemblies, this is a regular part of communication to families - emphasizing positive attendance.

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.

Chronic Absence has to stay a focus area. Need to bring in more stake-holders to make sustained growth in this area.

18-19 Conditions for English Language Learners Priority:	Small Group Instruction		
June 2021 Conditions for English Language Learners Goal:	ELL reclassification rates will have increased by 5% each year.		

Theory of Change for Conditions for English Language Learners:	If we use systematic ELD as our primary curriculum for push-in support, and do pull-out for newcomers, then our ELL's will making increased growth.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	English Language Learners	25.0%	12%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We allocated a STIP sub, to provide systematic ELD for our Newcomers. This was an important change in our program, to provide more intervention for our ELL's.			
What evidence do you see that your practices are effective?			
The intervention is happening regularly, by a teacher that received additional training for a program at Stanford. Unfortunately, we don't yet have the data to determine the impact. However the students enjoy their time during the day - and teachers report that they are increasingly engaged in class.			
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.			
Continue with this as a focus area.			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
We had a cut to discretionary, and a boost to Title 1. It meant that we were able to order an additional chromebook cart, and fund needed supplies, as well as pay for our copy maintenance fee.			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Emerson Elementary School

School ID: 115

3: SCHOOL STRATEGIES & PRACTICES

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

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority ("Big Rock"):	Multi Tiered Systems of Support
School Theory of Change:	If we increase engagement of students in classrooms, and family in the community, and monitor attendance and celebrate positive and improved attendance - then chronic absence will decrease.
Related School Goal(s):	By EOY 19-20, chronic absence will decrease to 18% for African American students.
Students to be Served by these Practices	<i>Identify either All Students or one or more specific student groups.</i>

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Teachers hold morning circles daily, to support Tier 1, and students SEL.	Leaders embed time in PL for teachers to plan for and implement Tier 1 practices at key times of the school year.	Tier 1 implementation increases according to TFI, and classroom observations.
1-2	Teachers implement PBIS Tier 1 practices, across classrooms and school common areas. These include: lining up, coming to carpet, hand signals for quiet, bathroom, group work norms, whole class norms, walking thru building, getting materials, etc.	Leadership roles out Emerson Way (August, January, April).	According to TFI, Tier 1 Increases.
1-3	Community School Manager facilitates COST, and embeds attendance data analysis into COST meetings. This structure supports Foster and Homeless youth.	COST reviews attendance data bi-weekly. Makes plans to support.	Attendance improves, as measured by Weekly Chronic Absence Data.
1-4	Monthly Assemblies celebrate student performance, perfect attendance and improved attendance. This strategy supports low income students, in addition to all student.	Leadership celebrates students in monthly assemblies, and posts students names on bulletins by main office.	Student attendance improves, as measured by Weekly Chronic Absence Data.

1-5	The school will partner with community organizations already providing services to low-income families to develop strategies to support attendance.	CSM & Principal meet weekly to review families in need of additional support, to insure students/families with chronic absence have Tier 2 & 3 supports as needed, and then match the appropriate support/community organization.	Attendance improves, as measured by Weekly Chronic Absence Data.
1-6	Teachers review Emerson Way for all common areas, and utilize 4:1 and positive incentive system accordingly.	Principal and leadership implement Playground Supervision system that is aligned to PBIS model, and supervision is reviewed in PL structure to insure fidelity with Tier 1 systems.	URF's decrease, and suspensions decrease, and there will be fewer injuries on playground as well.
1-7	Teachers refer students needing more academic and behavioral support to COST. This strategy supports Foster, Homeless and ELL's.	COST meets weekly, facilitated by CSM - and refer students to SST if necessary, or related services according to MTSS model, including Tier 2 or 3 interventions: LLI reading intervention, counselling with Children's Hospital or EBAC, After School Program Support (BACR), Experience Corps or Faith Network reading tutoring, Check-In-Check-Out, Today's Future Sound Therapeutic Beat Making, McKinney Vinto Services, Attendance SART/SARB.	Improved attendance, increased SRI scores, improved CHKS data, increase SMI scores.
1-8	Teachers will provide culturally relevant materials and strategies to better engage all students, but especially our African-American students.	Provide PD on Culturally Relevant practices.	Engagement will increase as evidence by classroom observations, and SRI scores increase as a result.
1-9	TK/Kinder teachers will emphasize Emerson Way, with simplified passport, and repeated practice of Tier 1 routines.	Leadership moves Parents thru Emerson Way, on Back to School Night. This is included in teacher overview as well.	Completion of Emerson Way passports. Reduction of students referred to office.

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Math
School Theory of Change:	If we make math a focus area for Professional Learning, utilizing the OUSD Math Foci, over the course of the year, then math instructional practices will improve and students will increase engagement and performance on math assessments.
Related School Goal(s):	By EOY 19-20, 3rd-5th grade students will reach -61.1 DF3 on SBAC Math.

Students to be Served by these Practices		<i>Identify either All Students or one or more specific student groups.</i>	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers will utilize 3 reads strategy in ongoing math practice with complex word problems.	Work with Central Office & ITL's to lead math professional learning that is CCSS aligned. PL & PLC's for collaboration, planning and reflection on 3 reads.	Classroom Observation Data will show impelmentation of 3 reads. Student math data, will show increased proficiency of math problems, as a result of 3 reads.
2-2	Teachers will include Number Talks in math lessons multiple times/week,.	Work with Central Office & ITL's to lead math professional learning that is CCSS aligned. PL & PLC's for collaboration, planning and reflection on number talks.	Numbers talks will happen multiple times in a week, as evidency by classroom observation data. Students will show increased performance on math formative and summative data as a result of number talks.
2-3	Utilize Math Expressions & OUSD Curriculum Green Book to deliver Common Core Aligned Instruction	Work with Central Office & ITL's to lead math professional learning that is CCSS aligned. PL & PLC's for collaboration, planning and reflection on unpacking and planning using Math Expressions, and the Purple Book.	Lesson plan will show evidence of CC aligned standards, curriculum, and math tasks. Formative assessments will be embedded throughout.
2-4	Teachers us small groups to provide math centers, to differentiate math centers with a focus on GATE students.	PL continues to focus on strong small group strategies, and teachers embed this as a deaily practice during math time.	SBAC Math scores rise for all students, specifically GATE students.
2-5	Community School Manager coordinates with CDC to facilitate 3x/year visits of preschool kids to TK/K classes to support transition.	TK/K teachers have planning time with pre-k teachers during PL to support transition, and discuss goals for incoming studetns.	TK/K students will show increased growth in F&P foundations as a result.
2-6		Pay Teachers stipend, to do Math Parent Engagement Night.	

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Literacy
School Theory of Change:	If we implement the 8 components of balanced literacy with fidelity, then students will be able to use strategies to reach their literacy goals and show multiple years growth. If we increase the academic supports in our MTSS pyramid, then students will make accelerated reading progress, including students that are below, at and above grade-level (GATE students).

Related School Goal(s):		By EOY 19-20, 3rd-5th grade students will reach -43.7 DF3 on SBAC ELA. By EOY 19-20, 63.4% of students will make reading growth according to SRI.	
Students to be Served by these Practices		<i>Identify either All Students or one or more specific student groups.</i>	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Teachers will use the reading workshop structure to offer standards based lessons on a daily basis and ensure that there is differentiation through independent leveled reading and small group differentiated lessons. Teachers identify focal low-performing students (at least 1.5 years below) using F&P Data in PLC's following the COI model - to support growth over a 6-8 week period.	Bi-monthly walk-throughs with Instructional TL to support teachers with goals, differentiation and independent reading during PLC and planning time. Adhere to the Instructional Core in bi-monthly walkthrus. Academic Mentors work in K-2, 3-5 classrooms to support small group instruction targetting guided reading and word study curriculums.	Lesson Plans, Classroom Observations & Debriefs with Teachers, Student reading growth per F&P and SRI Data
3-2	Teachers utilize small group instructional strategies as Tier 1 and 2 interventions, including: guided reading, learning centers or stations, and or expert groups to deliver more differentiated instruction. This strategy provides targetted support for kids that are below, at and above grade-level specifically (GATE students).	Leadership provides professional learning, and collaboration time focused on designing small group instructional lessons, to meet the needs of diverse learners.	Students will make reading growth. PLC minutes will reflect analysis of guided reading implementation, and next steps for instruction.
3-3	Teachers use Rime Magic and SIPPS as daily word study curriculum, and embed this into small group rotation.	Focus on Word Study in PLC's, using the Rime Magic curriculum (K-2).	Students will make growth on SRI, and in turn SBAC as a result of more focus on Vocabulary.
3-4	Writing Workshop assessments, are backwards planned to support preparation for IAB's. Data will be analyzed to adjust instruction accordingly.	Embed time for Writing Assessment analysis, and planning in PL & PLC's aligned to assessment calendar.	Students writing will improve as evidence on Writing Interim Assessments.
3-5	Gen. Ed and classroom teachers will closely collaborate through shared prep periods to support inclusion for students with disabilities.	Coordinate prep schedules so that gen ed and special ed. teachers have common time.	Lesson plans will be co-created, to best serve students with disabilities.
3-6	Students who are performing far below grade-level will be provided an SST, and considered for Reading Intervention and/or After School Program.	Contract with Reading Partners, who will target students reading 1-3 grade levels below, for targetted intervention 2x/week, as Tier 2 Intervention.	Students that are 2-3 grade-levels below will make 1.5-2 years reading growth per SRI.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Small Group Instruction for ELL's and Newcomers
School Theory of Change:	If we use systematic ELD as our primary curriculum for push-in support, and do pull-out for newcomers, then our ELL's will making increased growth.
Related School Goal(s):	By 19-20, ELL Reclassification rates will reach 21% according to ELPAC for all ELL's.
Students to be Served by these Practices	<i>Identify either All Students or one or more specific student groups.</i>

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Maintain a consistent schedule so that all ELL will be in daily designated ELD classes for at least 30 minutes.	In partnership with Michael Ray, and ELL department - teacher leaders and principal will facilitate PL focused on Integrated ELD.	Evidence of PL Agendas, Lesson Plans utilizing Systematic ELD Curriculum
4-2	Small Group Instruction, with homogeneous reading groups (ELL Focused). All teachers identify ELL focus students, that are monitored in PLC's using COI model.	In partnership with Michael Ray, and ELL department, teacher leaders and principal facilitate PL on Small Group Instruction, Guided Reading Focus. Academic Mentors will support with Systematic ELD for K-2 ELL's (Tier 2 Intervention).	Reading Growth per F&P, SRI, ELPAC
4-3	Provide mental health services and extended learning services to students that might have had difficult transitions, challenge accessing classroom space or traumatic life events, such as newcomers who transitioned to the U.S., foster youth or homeless youth.	Partner with County Mental Health providers to provide 1:1 and group support to students, using COST as a referring vehicle.	URF referrals will decrease, and students will note increase healthiness per CHKS.
4-4	3-4 Teacher leaders and principal attend summer GLAD institute. GLAD strategies are a norm across grade-levels.	Teacher Leaders and Principal attend GLAD training, and work with Instructional Leadership team to plan and facilitate PL that includes GLAD strategies in PL.	GLAD strategies are evident in classroom instruction, evidenced by walk-thrus
4-5	Teachers facilitate Integrated ELD, across content areas.	SELLS works in partnership with SSC to analyze data focused on ELL's and align program supports to accelerate reading growth.	Reading Growth per F&P, SRI, ELPAC

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 115

School: Emerson Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Afterschool provider	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Students who are performing far below grade-level will be provided an SST, and considered for Reading Intervention and/or After School Program.	115-1
\$21,408.94	General Purpose Discretionary	Fund .50 Attendance Clerk	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	3529	Attendance Specialist	0.50	COST reviews attendance data bi-weekly. Makes plans to support.	115-2
\$9,723.00	General Purpose Discretionary	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional programs	115-3
\$3,500.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 5: Students are engaged in school every day.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional programs	115-4
\$13,725.33	LCFF Supplemental	Fund .2 EEIP Teacher	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries	4314	Teacher Education Enhancement	0.20	Leadership provides professional learning, and collaboration time focused on designing small group instructional lessons, to meet the needs of diverse learners.	115-5
\$37,894.16	LCFF Supplemental	Fund .80 STIP Teacher	Goal 4: English Learners are reaching fluency.	1105	Certificated Teachers' Salaries	6253	STIP Teacher	0.80	Small Group Instruction for ELL's and Newcomers	115-6
\$33,667.46	LCFF Supplemental	Fund Library Tech	Goal 2: Students are proficient in state academic standards.	2205	Classified Support Salaries	4333	Library Technician	0.40	Teachers will use the reading workshop structure to offer standards based lessons on a daily basis and ensure that there is differentiation through independent leveled reading and small group differentiated lessons. Teachers identify focal low-performing students (at least 1.5 years below) using F&P Data in PLC's following the COI model - to support growth over a 6-8 week period.	115-7
\$28,987.64	LCFF Supplemental	Fund 2 Academic Mentors	Goal 2: Students are proficient in state academic standards.	2928	Other Classified Salaries: Hourly		n/a		Academic Mentors work in K-2, 3-5 classrooms to support small group instruction targeting guided reading and word study curriculums.	115-8

\$4,138.00	LCFF Supplemental	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a	Teachers utilize small group instructional strategies as Tier 1 and 2 interventions, including: guided reading, learning centers or stations, and or expert groups to deliver more differentiated instruction. This strategy provides targetted support for kids that are below, at and above grade-level specifically (GATE students).	115-9
\$11,639.00	LCFF Supplemental	Reading Partners Contract (Partial)	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a	Contract with Reading Partners, who will target students reading 1-3 grade levels below, for targetted intervention 2x/week, as Tier 2 Intervention.	115-10
\$40,000.00	LCFF Supplemental	Fund Counselling Contract - Oakland Art Therapy	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a	COST meets weekly, facilitated by CSM - and refer students to SST if necessary, or related services according to MTSS model, including Tier 2 or 3 interventions: LLI reading intervention, counselling with Children's Hospital or EBAC, After School Program Support (BACR), Experience Corps or Faith Network reading tutoring, Check-In-Check-Out, Today's Future Sound Therapeutic Beat Making, McKinney Vinto Services, Attendance SART/SARB.	115-11
\$65,000.00	Title I: Basic	Fund 1.0 Community School Manager	Goal 6: Parents and families are engaged in school activities.	5730	Community Schools Program Manager		n/a	Community School Manager facilitates COST, and embeds attendance data analysis into COST meetings. This structure supports Foster and Homeless youth.	115-12
\$3,361.00	Title I: Basic	Reading Partners contract	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a	Contract with Reading Partners, who will target students reading 1-3 grade levels below, for targetted intervention 2x/week, as Tier 2 Intervention.	115-13
\$1,206.86	Title I: Parent Participation	Teacher Stipends for Parent Workshops	Goal 6: Parents and families are engaged in school activities.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a	Pay Teachers stipend, to do Math Parent Engagement Night.	115-14

\$107.00	Title I: Parent Participation	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a		Pay Teachers stipend, to do Math Parent Engagement Night.	115-15
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Emerson Elementary School

Parent Involvement Policy ~ 2018-2019

Emerson Elementary will convene an Annual Title I Meeting to perform the following:

1. Inform parents of their schools participation in the Title I Program.
2. Explain the requirements of the Title 1 Program.
3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
4. The parents' right to participate in the development of the District's Title 1 Plan.
5. Bridges holds a meeting at the beginning of the year to inform parents about the Title 1 Program. This year it is on October 16, 2018 at 5:00 p.m.

Emerson Elementary School will involve parents in regular, two-way meaningful communication addressing student achievement and ensuring:

- that parents play an integral role in assisting their child's learning
- that parents are encouraged to be actively involved in their child's education
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

In compliance with Section 1118(a)(2), of the Elementary and Secondary Education Act (ESEA), Emerson Elementary School has developed this written Title I parental involvement policy with input from Title I parents. We began by electing our School Site Council members who must consist of parents, teacher, other staff, and the principal. Together we reviewed the school's goals to support teaching and learning at Emerson Elementary School, and distributed the policy to parents. The policy describes the means for carrying out the Following Title I involvement requirements.

- Involve parents in the joint planning and development of the **district's Title I plan** through representation on the district LCAP Parent Advisory group.
- Involve parents of Title I students in an organized, ongoing, and timely way in the **planning, review, and improvement of its Title I programs** and the title I parent Involvement Policy. Title I parents review program changes at family engagement meetings conducted by the principal. Include parents in the annual review of Title I programs and use the results of the annual review to address any identified barriers to parental participation.
- Involve parents in the development, implementation, and review of **Parent-School Compacts**. The compact will be discussed and signed during fall parent-teacher conferences and reviewed during spring conferences.
- Involve parents in the **planning and development of effective parent**

involvement activities through representation on the School Site Council. Meetings will be scheduled flexibly with the scheduling needs of parents in mind.

- **Build the schools' and parents' capacity** for parent involvement by:
 - providing parents with information on state standards, assessments, requirements of Title I, monitoring their child's progress, and working with educators. Information will be provided during an annual fall meeting and through quarterly progress notices distributed through school newsletter.
 - providing materials, resources and training to help parents work with their children to improve academic achievement. Resources will be provided in classroom newsletters and communications. Parent trainings and family education nights will be planned each year based on the school needs assessment and may include a family Literacy Night, Math Night, etc.
 - communicating regularly with parents in clear and understandable terms. This will include opportunities for parents to participate in decision-making roles, volunteer opportunities, quarterly Title I meetings, classroom newsletters, an annual parent survey, parent- school compacts, and parent-teacher conferences. Parent-teacher meetings will be scheduled at any time, as requested by parents.
 - coordinating parent involvement activities with other initiatives including after-school programs, etc.

Accessibility

Emerson Elementary School provides opportunities for all Title 1 parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Emerson provides families with information and school reports, in the family's home language. Emerson has a handicap accessible entrance and exit. We offer translation services, when it is necessary in meetings, whole school functions, and at any time where families need to access information about their child's education. Title 1 parents are encouraged to participate, and we do outreach via email newsletter, weekly Robo-Call, and backpacked messaging.

Adoption

This Emerson Elementary School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I programs.

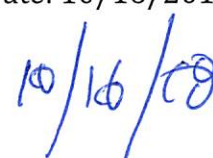
This policy was adopted by the Emerson Elementary School Site Council on October 16th, 2018 and will be in effect for the period of the 2018-2019 school year. The school will distribute this policy to all parents of students participating in Title I, Part A, children. It will be made available to the local community.

Emerson's notification to parents of this policy will be in an understandable uniform format and, to extent practicable, provided in a language the parents can understand.

Principal's Signature:



Date: 10/16/2018



Emerson Elementary Elementary School Compact

School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

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

Signed on this _____ day of _____, 20_____.



STATE AND FEDERAL PROGRAMS

2018-2019

School Site Council Membership Roster – Elementary

School Name: Emerson Elementary School

Chairperson : Alan Pursell
Vice Chairperson: Jacque Westermeyer
Secretary: Jeremy Gormley

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Heather Palin	X			
Mari Reyes		X		
Peter Limata		X		
Jacque Westermeyer		X		
Sandra Burton			X	
Ingrid Hogle				X
Alan Pursell				X
Justin Limonges				X
Jeremy Gormley				X
Laurel DeCour				X

Meeting Schedule (day/month/time)	3rd Tuesday of the month @ 5:30
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SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community