

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Emerson Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Emerson Elementary School.



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

2017-2018 Single Plan for Student Achievement (SPSA)

School: Emerson Elementary School
CDS Code: 1612596001812
Principal: Heather Palin
Date of this revision: 6/6/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal 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	Position: Principal
Address: 4803 Lawton Avenue Oakland, CA 94609	Telephone: 510-654-7373 Email: heather.palin@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single 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"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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

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

Date(s) plan was approved: 5/22/2017

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 Palin



5/22/17
Date

School Principal

Signature

Jenica Babbitt-Pearce
Print name of SSC Chairperson

Signature

5-22-17
Date

Ron Smith

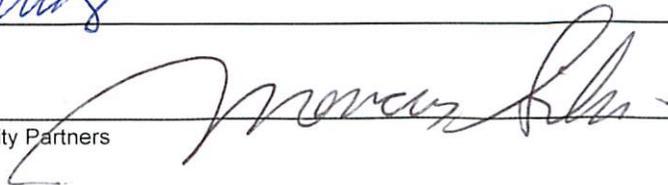


Signature

5-22-17
Date

Network Superintendent

Marcus Silvi



Signature

5/30/17
Date

Coordinator, Office of Accountability Partners

2017-2018 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$56,955.26	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$148,224.93	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$301,809.03	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$56,001.81	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,875.42	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$57,877.23	\$0.00

PART A: ABOUT THE SCHOOL

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. What used to be a neighborhood filled with predominantly Italian businesses has become a neighborhood with massive new developments including upscale shopping and restaurants. Many young couples with children have moved to Temescal as the real estate prices in nearby Rockridge have grown too expensive. Today Temescal is a diverse neighborhood with concentrations of Ethiopian and Eritrean immigrants.

Emerson is currently 51.9% African American, 16.8% Latino, 11.2% Asian, 10.9% White, 5.3% Multiple Ethnicities, 1.2% Filipino. The top ten home languages spoken are English (78%), Spanish (12%), Other non-English (9%), Arabic (4.2%), Cantonese (1%), Vietnamese (1%), Khmer (0.6%), Tagalog or Pilipino (0.3%). 21.7% of students receive special education services. 25% of our students are currently English Language Learners and 78% of the students qualify for free or reduced lunch.

School Mission and Vision

Emerson is committed to building community and developing the whole child. One of Emerson's primary purposes is to practice intentional outreach so that all families see themselves as part of the school community. It is also important for Emerson to provide families with information, resources and opportunities to engage with the school in learning and celebration of success. The community will be an important support for students and the school as a whole. The primary focus of Emerson is to prepare students for success by embracing and nurturing the whole child. Through the support of a dedicated staff and caring community, students will be provided with learning experiences that provide them with the academic and social skills necessary to successfully navigate and contribute to a 21st century society.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

TRANSFORMATION PRIORITY #1: Family Engagement

SCHOOL GOAL for Family Engagement:

By 2020, chronic absences of African American students will decrease to 13%.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	African American Students	24.20%	20.60%	17.00%

Other Leading Indicators for Family Engagement:

We will also monitor suspension rates, daily attendance, student surveys, family surveys

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
<p>The school has established new systems to promote school culture, such as implementing the “Emerson Way” to promote respectful, responsible, and safe interactions in classrooms. This framework outlines the format and sequence of the day that includes specific times for morning meetings, mindfulness, closing circle, and explicit times for Social-Emotional learning (SEL). Teachers are provided with professional development on the Emerson Way before school starts. Since implementing these new systems, they have significantly reduced office referrals this year, especially with disrespectful and disruptive behaviors. The school has invested a lot of time and energy in the last two years toward increasing family engagement. Turnout at the focus groups for parents was extremely high, and parents appeared to be invested in making the school better. Parents are involved in the hiring process, as evidenced by hiring meeting agendas, reports on hiring, and teachers reporting that parents observed their sample lessons during the interview process. The school has created an Alliance group to hear the concerns of families who are historically underrepresented in college or those who learn differently—low income, African-American, Latino, ELL parents, and parents with students with special needs.</p>	<p>Parents and students reported that they were still concerned about behavior and bullying. Non-instructional staff also reported that not all teachers may have been fully trained on the Emerson Way and/or were not fully implementing it. Parents reported that behavioral expectations are not yet consistent. During a recent meeting, parents expressed frustration that they do not feel like they are part of a larger school community.</p>

ROOT CAUSE ANALYSIS
<p>We need to form better relationships with families and establish an overall Emerson community that involves all families.</p>

TRANSFORMATION PRIORITY #2: Personalized Learning

SCHOOL GOAL for Personalized Learning:

<p> </p>

SCHOOL TARGETS for Personalized Learning:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	African American Students	32.00%	35.50%	39.00%

Other Leading Indicators for Personalized Learning:

We will also monitor ELA SBAC scores, F&P levels, classroom observation data, and student surveys to make sure that students feel supported and challenged

NEEDS ASSESSMENT for Personalized Learning:

STRENGTHS	CHALLENGES
Our teachers and broader school community is aware that we have significant academic gaps, particularly the reading achievement of our African American males, and we have been piloting several ways to address these gaps.	Our students have a range of diverse academic and socioemotional needs, and it can be difficult for our teachers to address each learner's need. As a result, we have some students who continue to fall significantly behind every year.

ROOT CAUSE ANALYSIS
n/a

TRANSFORMATION PRIORITY #3: Math Instruction & Educator Development

SCHOOL GOAL for Math Instruction & Educator Development:

By 2020, 39% of African American students will score proficient or advanced on the Math SBAC.

SCHOOL TARGETS for Math Instruction & Educator Development:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	African American Students	5.00%	15.00%	25.00%

Other Leading Indicators for Math Instruction & Educator Development:

We will also monitor SMI, classroom observations, and student surveys.

NEEDS ASSESSMENT for Math Instruction & Educator Development:

STRENGTHS	CHALLENGES
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<p>The school has revamped its professional development plans in the last year in response to teacher feedback. Teachers and leaders reported that professional development is aligned to school goals, and that the Instructional Leadership Team (ILT) chooses the topics with input from teachers. Further, outcome map documents confirmed that school goals are aligned to identified areas of need, such as behavioral expectations and high quality instruction. Professional Learning Community (PLC) and professional development agendas are aligned to standards, data, and best practices. Prior to the school's opening, the teachers and leaders described a professional development session on the Emerson Way to help with behavioral and classroom expectations and SEL teaching. The school leader reported documenting research-based best practices for teachers' use and reference. Educators are beginning to collaborate regularly. Teachers have one hour of PLC weekly and grade-level team meetings five times per year.</p>	<p>PLCs are new this year; in focus groups, both teachers and school leaders said they are still "working out the bumps." For example, initially PLCs were multi-grade levels, but now they have moved to grade level. According to teachers, it was also initially unclear as to the purpose of the PLCs. Some teachers participate in peer observations and some veteran teachers also serve as "buddy teachers" to share best practices and receive feedback; however, these practices are informal and not regularly scheduled. Teachers also reported there was not much sharing of best practices yet, despite the new PLCs. In particular, special education teachers cited this as an area of need.</p>
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ROOT CAUSE ANALYSIS

Our teacher turnover is higher than average, which means that we are constantly hiring and training our human capital. We need to teach grade-level content standards and accommodate to meet students who are significantly behind in order to accelerate their learning.

PART C: THEORY OF ACTION

<p>SCHOOL THEORY OF ACTION for Family Engagement:</p>	<p>If we foster strong parent-school relationships, then we will be able to establish a safe & inclusive culture focused on academic excellence.</p>
<p>SCHOOL THEORY OF ACTION for Personalized Learning:</p>	<p>If students feel ownership in their learning and teachers have support creating strong, supportive learning environments, then students will be able to work at their own pace and path to master learning objectives.</p>
<p>SCHOOL THEORY OF ACTION for Math Instruction & Educator Development:</p>	<p>If we deliver personalized, world class professional development experiences that attract and retain top talent, then students will feel valued and teachers will feel empowered and accountable.</p>

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategies for Priority #1: Family Engagement

#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)
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1-1	Data Nights	<ul style="list-style-type: none"> - Teachers tracking and analyzing student data in order to communicate it clearly to families - Principal facilitating PD about how to analyze and share data clearly - Calendar out events and communicate to all families - Provide food and childcare to all families
1-2	Student Exhibition	<ul style="list-style-type: none"> - Twice a year, students showcase their work mid-trimester to their families - Teachers use this data as a formative assessment to inform instruction and next steps - Professional Learning calendar is oriented to support teachers facilitating these exhibitions - Exhibitions are calendared out and communicated to all families in the monthly newsletters
1-3	Quarterly Town Halls	<ul style="list-style-type: none"> - Students present their learning at the start of a TH - Principal facilitates the meeting and gathers community input - Principal synthesizes take-aways and reports back on next steps - Calendar out quarterly town hall meetings and communicate events to all families in newsletter - Order food and provide childcare for all families - Stipend teachers who are able to attend
1-4	Communication with families	<ul style="list-style-type: none"> - Support Kindergarten transition with Open House activities and welcome. - Plan and execute positive phone calls home to build relationships with families prior to start of school year - Teachers hold periodic parent meetings, to share out important information to all families (stipends will be paid). - Principal, ILT Engage Community through Student-Level Data: Host Data Night in Fall and Spring to provide families with student progress reports, SRI reports. - Multi-Faceted Systems of Communication with Families: Text, Call, Letters. - Facilitating Parent Data Party, 3x / year. This is an adult exchange between teachers/parents/leader. - Plan Family Reading Night (at least 2x/month). - Use student goal setting templates school-wide. Students share goals with parents at Parent-Teacher Conferences. - We will create a Dad's club. - We will create parent alliance groups.

1-5	Community Schools Manager to support family engagement and implement activities aligned to school priorities including academics, goal setting, attendance, college/career, PreK/TK-K and MS/HS transition	<ul style="list-style-type: none"> - Community Schools Manager serves as ILT member to align family engagement work and priorities. - Use parent advocate or leader to partner with families while attending SSTs. - Create opportunity and training for student leaders to learn to facilitate Restorative Justice Circles or serve as Conflict Mediators. - Begin to network, with a family services coordinator - who can support with growing resources for our families, and networking/resourcing for and with families. - Focus attendance support on student groups with especially high rates of chronic absence (low-income students and African-American students).
1-6	Build SEL competencies and VAPA standards through visual arts, music, theater as well as ILSP Studio Habits of Mind.	
1-7	Build Teacher Competencies on SEL supports for specific student populations (especially African-American males, English Learners, Newcomers, students with disabilities, and foster youth).	- Partner with AAMA
1-8	Involve ASP providers in supporting low-performing students.	<ul style="list-style-type: none"> - After School Program identifies kids for intervention, based on Reading Data. - After School Program facilitates CC aligned Math and ELA instruction. - Teacher liason between BACR, after-school program will work to insure integration of Independent Reading time for all students after school. Academic Programming will be supplemented in ASP.

Improvement Strategies for Priority #2: Personalized Learning

#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)
2-1	Personalize ELA block	<ul style="list-style-type: none"> - Pull small SIPP groups while the rest of the class works on RAZ Kids - Teachers track and analyze data to determine small groups and interventions - Teachers share data with students so they can set their own goals - Facilitate professional learning around small group instruction - Facilitate professional development around using adaptive software - Ensure that every classroom has appropriate technology & other systems

2-2	Small group instruction during electives	<ul style="list-style-type: none"> - Teachers pull small targeted reading groups - Teachers regularly assess students to inform reading groups - Teachers implement guided reading and phonics - Principal ensures appropriate elective coverage/supervision - Support GATE students by focusing PLC inquiry groups accordingly. - Adjust schedule to make sure that all students receive electives/interventions as needed? - Facilitate professional learning about best practices of guided reading and phonics instruction - Facilitate PD about data analysis and goal-tracking
2-3	Implement an intervention model	<ul style="list-style-type: none"> - Utilizes shorter 30 min time - Using a non-credentialed teacher co-manage the class - Small group instruction, 15 minutes per group - Pilot options - Create a graphic organizer for tracking student progress - Define metrics for success of personalized learning block

Improvement Strategies for Priority #3: Math Instruction & Educator Development

#	Improvement Strategy	Implementation Practices (Teaching, Leadership & Organizational Practices)
3-1	Implement the Mills Teacher Scholars program: Intensive Inquiry Support that Leverages Teacher Leadership	<ul style="list-style-type: none"> - Mills Teacher Scholars: 14 hours of inquiry sessions - Mills Teacher Scholars: digital tools to support student data sharing - Develop a prototype inquiry approach for staff - Get prototype feedback from staff and other schools do inquiry based PD - PLCs become inquiry groups
3-2	Develop practices to support new teachers	<ul style="list-style-type: none"> - Develop practices to articulate how we're supporting new teachers from an organizational stand point - Develop strategies to include new teacher mentors in a support plan for teachers

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

115

School:

Emerson Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract with afterschool provider	Family & Student Engagement	A1.6: After School Programs	5825				115-1
\$2,000.00	General Purpose Discretionary	Clerical stipends	Family & Student Engagement	A2.1: Implementation of CCSS & NGSS	2420				115-2
\$20,000.00	General Purpose Discretionary	Supplies to support overall school operation	Personalized Learning	A2.1: Implementation of CCSS & NGSS	4310				115-3
\$2,955.52	General Purpose Discretionary	Refreshments	Family & Student Engagement	A2.1: Implementation of CCSS & NGSS	4311				115-4
\$7,000.00	General Purpose Discretionary	Copier maintenance contract	Math Instruction & Educator Development	A2.1: Implementation of CCSS & NGSS	5610				115-5
\$24,999.74	General Purpose Discretionary	Attendance specialist	Family & Student Engagement	A5.4: Root Causes of Chronic Absence		SPECAT	SPECAT0034	0.50	115-6
\$1,692.78	LCFF Supplemental	Supplies to support academic acceleration	Personalized Learning	A2.1: Implementation of CCSS & NGSS	4310				115-7
\$3,680.00	LCFF Supplemental	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				115-8
\$50,518.74	LCFF Supplemental	TSA to support academic acceleration and professional development	Math Instruction & Educator Development	A2.1: Implementation of CCSS & NGSS		C10TSA	C10TSA9999	0.50	115-9
\$71,337.29	LCFF Supplemental	Class size reduction in support of ELLs and academic acceleration	Personalized Learning	A3.2: Reading Intervention		K12TCH	K12TCH1413	1.00	115-10
\$5,673.10	LCFF Supplemental	EEIP to release teachers for planning, collaboration, and professional development	Math Instruction & Educator Development	A2.5: Teacher Professional Development for CCSS & NGSS		TCEEIP	TCEEIP0167	0.10	115-11
\$15,323.01	LCFF Supplemental	STIP to support academic acceleration	Personalized Learning	A3.2: Reading Intervention		TCSTIP	TCSTIP0672	0.35	115-12
\$21,320.00	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				115-13
\$2,702.97	Supplemental Program Investment	Supplies to support academic acceleration	Personalized Learning	A2.1: Implementation of CCSS & NGSS	4310				115-14
\$28,457.03	Supplemental Program Investment	STIP to support academic acceleration	Personalized Learning	A2.1: Implementation of CCSS & NGSS		TCSTIP	TCSTIP0672	0.65	115-15
\$16,001.81	Title I Basic	Additional .5 FTE attendance clerk	Family & Student Engagement	A5.4: Root Causes of Chronic Absence	5730				115-16
\$40,000.00	Title I Basic	Mental health services, group and individual	Family & Student Engagement	A5.2: Health and Wellness (Mental & Physical Health)	5825				115-17
\$1,875.42	Title I Parent Participation	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				115-18

School Site Council Membership Roster – Elementary

School Name: Emerson Elementary

School Year: 2016-2017

Chairperson : <div style="text-align: center;">Stephen George</div>	Vice Chairperson: <div style="text-align: center;">Jenica Babbit-Pearce</div>
Secretary: <div style="text-align: center;">Alan Pursell</div>	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

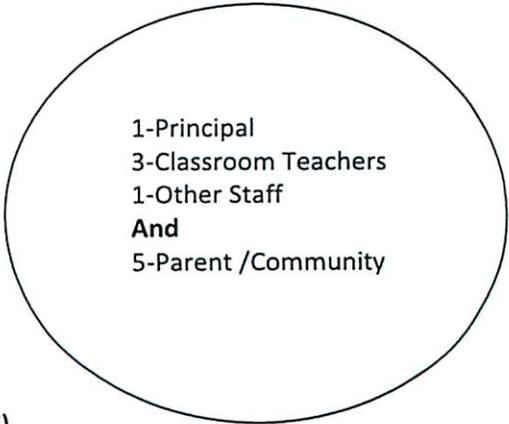
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Heather Palin	X			
Stephanie Lowenthal-Savy		X		
Peter Limata		X		
Laura Quesada		X		
Laverne Ka-hookele			X	
Alan Pursell				X
Stephen George				X
Jenica Babbit-Pearce				X
Akenja Jones				X
Molly Bostrom				X

Meeting Schedule (day/month/time)	Mondays from 5:30 PM
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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.



(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.

Emerson Elementary School

Student / Parent / Teacher Compact

2016-2017

*WE KNOW THAT STUDENTS LEARN BEST WHEN EVERYONE WORKS
TOGETHER TO ENCOURAGE LEARNING*

Student Goals:

- I will attend school regularly and be on time.
- I will do my best in class and on my school work.
- I will ask for help when I don't understand something.
- I will come prepared each day (supplies, books, completed work).
- I will keep a positive attitude towards self, others, school and learning.
- I will discuss with my parents what I am learning about in school.
- I will read frequently at home.
- Other: __

Student Signature _____

Parent Goals:

- I will ensure that my child attends school regularly and is on time.
- I will provide enough time and an environment at home that allows my child to complete school work and/or study at home.
- I will encourage my child to do his/her best work.
- I will be aware of my child's progress by attending conferences and requested meetings, monitoring homework, checking schoolwork and communicating with school staff.
- I will reinforce to my child the importance of respect for self and others.
- Other: __

Parent Signature __

Teacher Goals:

- I will be a positive role model.
- I will provide a positive learning environment that builds self-esteem and academic knowledge where students can be successful.
- I will maintain high expectations for myself and the students.
- I will communicate and work with families to support student learning.
- I will show respect to parents, students and family situations.
- I will encourage good reading habits and study skills.
- Other: __

Teacher Signature __

Emerson Elementary School

Parent Involvement Policy

2016-2017

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.
- o 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.
- o 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.

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 November 28th, 2016 and will be in effect for the period of the 2016-2017 school year. The school will distribute this policy to all parents of students participating in Title I programs.



Principal's Signature

11/28/16

Date