

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

June 22, 2016

**To:** Board of Education

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

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

**Action Requested:**

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



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

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

**School:** Emerson Elementary School  
**CDS Code:** 1612596001812  
**Principal:** Heather Palin  
**Date of this revision:** 5/23/2016

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

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

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

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

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

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

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

**School:** Emerson Elementary School  
**CDS Code:** 1612596001812  
**Principal:** Heather Palin  
**Date of this revision:** 5/11/2016

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

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

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

**Position:** Principal  
**Telephone:** 510-654-7373  
heather.palin@o

*The District Governing Board approved this revision of the SPSA on: 6/29/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

### 2016-2017 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"/> |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant                                    |

## 115 Emerson 2016-17 SPSA Tool

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:** 5/23/16

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

Fliers in students' home languages
  Announcement at a public meeting

**Signatures:**

Heather Palin <small>Print name of School Principal</small>		Signature
Chione Flegal <small>Print name of SSC Chairperson</small>		Signature
 <small>Print name of Network Superintendent</small>	Sara Stone	Signature
Ruth Alahydoian <small>Ruth Alahydoian, Chief Financial Officer</small>		Signature <span style="float: right; color: blue; font-size: small;">5-26-16</span>

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

**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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

**EXAMPLES:**

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.

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

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

### EXAMPLES:

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

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
5/23/2016	SSC	Looked at data, shared rationale, made final adjustments.
5/16/2016	SSC	Looked at emergent data, discussed additional needs and priorities to support plan.
4/28/2016	ILT	Reviewed SPSA, determined major priorities, adjusted priority practices.
3/21/2016	Staff Meeting	Reviewed with Staff Major Priorities. Asked Staff to Reflect on areas of growth from this year's growth based on Data.

## 2016-2017 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$56,875.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$148,147.62	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$301,901.79</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$66,155.20	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,695.82	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$67,851.02</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

---

Emerson Elementary Schools is located in the Temescal neighborhood in North Oakland. We serve a population of 320 students from Transitional Kinder to 5th grade. We are rich in diversity, with multiple ethnicities and languages, and learning styles represented in our young people. 50 percent of our students are African American, 20 percent of our students are Latino, 13 percent of our students are we have a small population of Asian and Mixed-Race students. Our dynamic school curriculum includes the use of Readers and Writers Workshop, Common Core Aligned Math Instruction and a whole-hearted adoption of the Next Generation Science Standards. Emerson has adopted the Community School Model, and we are focused on building partnerships that meet the needs of our diverse learners. We have an innovative approach to building a positive school culture, that includes Restorative Practices, teaching Social Emotional Learning standards, Trauma-Informed strategies, and Caring School Communities model. We use a Positive Behavioral Intervention model to teach our students the Emerson Way: Be Safe, Be Respectful, Be Responsible. Emerson is a long-time partner of Bay Area Community Resources, our after-school program - and has been a "thriving" program for many years. We are awardees of a 3-year grant, to thoughtfully integrate the arts into teaching and learning at Emerson.

### School Mission and Vision

---

Emerson Elementary school is a diverse, welcoming school where all children thrive. It is a strong community where all are welcome and valued – and students, families, teachers, staff and others all share a pride of ownership. Equity and inclusion are core value and we meet the holistic needs of all students from all backgrounds.

Our children are thinkers and tinkerers, readers and problem solvers. They love coming to school Adults have high expectations of them and they have high expectations of adults. The students learn in and out of the classroom and embrace art and dance, as well as mathematics and literature. They are risk-takers and know it is ok to fail. We meet all the needs of students.

Emerson is a diverse school and this is a source of pride. We celebrate the heritage and difference among our students – and believe it makes us a better place. People know this place is important. At Emerson, all are welcome and valued, and we all own the school. There is a strong focus on equity and inclusion, and we pay special attention for those at highest risk. We are aware of our biases and strive to address them.

Teachers love their jobs and are passionate about their work. They are appreciated and valued. The teachers reflect the diversity of our community, men and women, all races and people from all backgrounds. Teachers themselves are lifelong learners and great role models for students. They see themselves as part of a team that includes other teachers, parents, administration, staff, counselors and other support personnel and the students themselves.

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	<b>Standards Aligned Instruction</b>
<b>Major Improvement Priority #2:</b>	<b>Implement Multi-Tiered Systems of Support: Academic &amp; Social-Emotional RTI Systems</b>
<b>Major Improvement Priority #3:</b>	<b>Implement Systems of Support: Academic &amp; Social-Emotional RTI Systems</b>

### MAJOR IMPROVEMENT PRIORITY #1: Standards Aligned Instruction

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1	
Student Performance Strengths	Student Performance Challenges
10% growth in SRI reading scores (Fall-Winter)	School-Wide 34% of students reading at or above grade-level
44% of 3rd graders reading at or above reading level	5th graders did not make reading progress (Fall-Spring)
16% growth in reading in SRI 2nd grade reading levels (Fall-Winter)	SBAC data which shows that only 7.4% of students were proficient in assessment.

### ROOT CAUSE ANALYSIS for Priority #1

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

SBAC data which shows that only 7.4% of students were proficient in assessment, shows that we need ongoing support with reading/writing across grade-levels. SRI data shows overall growth, with exceptions in grades in which there were teacher inconsistencies. Our 3rd graders are the current class that started with BAL 4 years. This is our highest reading class thus far, extending a correlation to the successful implementation of Balanced Literacy and it's positive impact on student reading.

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

-5th grade teacher quitting, resulting in inconsistent instruction. Additional focus on school-wide expectations for implementing BAL with fidelity to accelerate reading growth even more. More attention and personnel spent on intervention, to move students that are multiple grade levels below, up. Additional focus needs to be placed on Common Core State Standards, planning units and lessons that are standards aligned - to better prepare students for the "asks" of the SBAC. School-site specific need, focused on new teachers, due to high turnover 2 years in a row.



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

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	100 % of students will receive standards aligned instruction, which will be planned in PLC's on a weekly basis. Culturally relevant strategies will be implemented in lesson and unit designs.	SRI	African- American Students	24%	36%	46%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	80% of students will advance multiple (F&P) levels, as measured by Reading Records. (Include grade-level sub-data). [ako: Increase percentage of students who grow 1.5 years or more as measured by F&P, among students in Grades 1-5 scoring below benchmark at baseline]	F&P	All Students	24%	36%	46%	3: Students are reading at or above grade level.
Academic	Students grade level 2-5 will grow at least 1 year in reading (SRI) (baseline: 1.0 growth last year). Students grade level (2-5) reading below grade level, will grow by 1.5 years (SRI)	SRI	All Students	24%	36%	46%	3: Students are reading at or above grade level.
Academic	Students will make growth in ELA SBAC, by 7%.	SBAC ELA	All Students	7.6%	15%	22.5%	2: Students are proficient in state academic standards.

## MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *Standards-Aligned Instruction Across the School, with a focus on culturally relevant strategies. Significantly improve quality and consistency of teacher practice and student performance in Balanced Literacy and Math. Units and lessons are inclusive of culturally relevant teaching strategies.*

## KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Plan using school-wide Lesson/Unit Design to strengthen the Common Core aligned academic program.	Define expectations for BAL implementation across the Curriculum.	Organize Leveled Libraries in every classroom and accountability systems for independent readers. Money to replenish or pad libraries
Plan using school-wide Lesson/Unit Design that is inclusive of culturally relevant strategies.	Create Principal and CCTL schedule that include regular time to conduct observations.	Create systems and structures for monitoring formative and summative student data, including data conferences, data walls, and student goal setting protocols.
Kinder-2nd grade focus on guided reading during centers/workshop time.	Principal & ILT engage community thru student-level data: host data-night in fall and spring to provide families with student progress reports (SRI).	Self-Assess practices using the Academic Discussion Continuum. Reassess mid-year and end-year.
CCTL will conduct LLI (small group instruction) for FBB/B grade level.	Create structure for grade-level PLC's to meet regularly to plan standards-aligned units and lessons.	Create shared teacher planning time, to develop curriculum and coordinate supports.
Develop student-outcome SMARTER goals in grade-level team, and revisit progress 3x/year. Student goals, should reflect teacher goals, in parent-teacher conferences.	Hold Data Conferences with each teacher 1:1, 2x/year - to review student reading growth goals (based on individual student learning goals).	Focusing Parent Engagement data nights on literacy and our book send home system for scholars to read an hour at home
Track each students reading growth, and confer with students to set growth goals, on a monthly basis, using running records. Teacher should be checking in on a weekly basis. Formally this occurs 3x/year.	Support GATE students, by focusing PLC inquiry groups accordingly.	Develop schedules and tools for teachers to implement CCSS/NGSS units/lessons.
Implement and facilitate daily reader and writer workshop routines: shared reading, guided reading groups/literature circles and mini-lessons to gradually release responsibility for CC reading standards.	Organizing volunteer day to focus on leveling classroom libraries (3x/year) finding funding/book replenishment	1x/month Wednesday PD focus on Writer's Workshop and Guided Reading
Facilitate small group instruction, aligned with RW 3-4 times/week.	Create TSA position, to support new teacher instruction (focused on standards-aligned instruction, and building MTSS in classroom).	Collaboration money to design informative letters to support Parent academic support at home 3X year (beg of each trimester/end of year)
CCTL will conduct LLI (small group instruction) for FBB/B grade level.	Purchase books to support Family Literacy Clubs.	Celebrate Student Reading Growth, Quarterly - for students that reached their quarterly F&P reading target.

- Teachers will use Designated ELD strategies such a text reconstruction and juicy sentences using content material at least once a week.	Hire Library Technician, to promote increased access to high-interest books for all students.	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.
	Purchase Accelerated Reader, to be used in classrooms for targeted reading intervention.	Structure teacher Prep, so that each teacher receives 2 50 minute preps/week for planning time.
	Purchase books with a focus on culturally relevant texts, to update school library collection.	Wednesday PD's will be used for 1 Hour PD, 1 Hour PLC Time.
	Purchase tablets to be used by students in library, to support blended learning in library.	After School Program identifies kids for intervention, based on Reading Data.
	Principal emphasizes urgency around 1:1, and small group intervention for identified students (extended contracts).	After School Program facilitates CC aligned Math and ELA instruction.
		Partner with CAL Build volunteers, to capitalize on 1:1 tutoring time.

**MAJOR IMPROVEMENT PRIORITY #2: Implement Multi-Tiered Systems of Support: Academic & Social-Emotional RTI Systems**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
-.6 reduction in Chronic Absence	African American students are 7% more chronically absent, than overall population.
4% reduction in student suspensions	African American Students are suspended more than any other racial group. Of 12 student suspensions, 10 were AA students.
Increase in overall teacher use of URF.	

**ROOT CAUSE ANALYSIS for Priority #2**

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

We have focused on reducing Chronic Absence, thru the onboarding of our Community Schools Manager, resulting in an increase in parent attendances in SART's, more meaningful family engagement meetings. I expect CA to go down. Suspensions this year were up, as the pendulum swung a little bit more to the middle, after a year of severely reducing suspensions. This year we are striking more a of a balance of a restorative process, that also has consequences. RJ is in it's first full year here, and there is still a lot of buy-in that we need from our parent community (and more in-class support in tier 1 for teachers), as well as systems growth to have a system and plan that moves away from suspensions altogether. Our goal was to reduce referral data for disrespect, and that has happened. However, we have an increase in referral data for disruption, as well as fighting. We have simultaneously created a more normed expectation that all teachers are using referrals (therefore it's difficult to tell if there are more incidences or we are tracking our data better). We have anecdotal feedback from Instructional Rounds that the climate feels better, but it's difficult to put a finger on that. Our PBIS implementation has focused on Be Safe, Be Respectful, Be Responsible - school-wide. This end of this year, and next year we will be drilling down to the classroom for implementation of The Emerson Way in the classroom.

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

Not having a strong Tier 1, resulted in continuous need to address Tier 2 and 3 behaviors, from RJ coach, CSM and Principal. The end of 15-16 will be spent devising a Tier 1 expectation/norms to begin the 16-17 year clear and strong. We anticipate that this will reduce the frequency with which students are referred out of the classroom (Tier 2).

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

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	100% of students will be served by the Multi-Tiered System of Support, inclusive of academic and social-emotional strategies. Staff will engage in monthly inquiry on the RTI model, to learn, implement and refine the system.	Suspensions	African- American Students	6.2%	3%	2%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals ( <i>optional</i> )	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	We will reduce suspension data by 3% according to Aeries, (baseline 3% suspensions, 4% AA boys)	Suspensions	African- American Students	6.2%	3%	2%	3: Students are reading at or above grade level.
Climate & Culture	We will reduce the chronic absence rate by 4 percentage points, to equal 13%.	Chronic Absence	African- American Students	18.4%	17.8%	17%	5: Students are engaged in school everyday.
Social/Emotional	Decrease in Office Referrals related to: Disruption ( 91), Disrespect (69), Physical Contact / Aggression (69), Fighting (65) as of April 1 2016	SEL	African- American Students	300	59.5%		3: Students are reading at or above grade level.

## MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

**Major Improvement Strategy for this priority:** *Implement Systems of Support: Academic & Social-Emotional RTI Systems*

### KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Use pre-referral intervention strategies (URF) to redirect student behavior.	Implement Community Schools Model, in partnership with Community Schools Manager	Organize regular cross-age or cross-school to provide leadership/mentoring experience for all students prior to making school-grade level transitions.
Co-Create Emerson Way Tier 1, responsible for agreed upon REP's (Routines, Expectations and Procedures).	Attendance Team Meetings: Meet with attendance team 1x/month, to implement comprehensive attendance plan.	RTI Framework: Use School Culture Team, PBIS team or COST team, to create a behavioral RTI pyramid that all staff implement. Refine as implementation informs practice.
Co-Create Emerson Way Tier 1, responsible for agreed upon SEP's (School-Wide Expectation and Procedures).	Hire Certified Art Therapist to meet with student groups 3 days/week, to support implementation of SEL RTI System (serving Tier 1,2,3 students).	Build Teacher Competencies on SEL supports, for specific student populations ( African-American males, EL's, and foster youth). Support Kindergarden transition with Open House activities and welcome.
Implement and Teach PBIS Behavioral Matrix Expectations, in the first 2 weeks of school, and again following Winter Break, and teaching strategies aligned to the Framework including 4:1. ASSEMBLIES?	1x/Month facilitate PD/PLC that is focused on building tool kit to support all students Social-Emotional Growth, as well as looking at discipline/behavioral data.	Fund FTE(1.0) Restorative Justice Coordinator and develop Tier 1, 2, and 3 RJ practices.
Make supportive calls to families, 2 hours per month to encourage attendance, set goals with students and incentivize improvement. How do we build this into the school day, so we don't use up 2 hours of parent time from contract?	Create STIP position, to support the implementation of MTSS, in main office, and supervise Lunch/Recess.	Provide On-Line Training, Ear-bud Coaching and School Culture Consultation with Classroom Management experts: No-Nonsense Nurture, PBIS.
Implement Mindfulness strategies 10 minutes each day, using Inter-Explorer Audio Program.	Create Additional FTE (.50) Attendance Clerk position to strategically work with attendance team to reduce chronic absence, make home visits, and partner with families.	Mills College Scholar Inquiry Program: Focus on Social Emotional Learning, 2 teacher participants, and principal is coached monthly, 1 teacher attends SEL monthly cohort meetings.
Implement Trauma-Informed Practices, in alignment with monthly PD from CLEAR team.	Meet weekly CSM and RJ coach, to plan roll-out and integration of SEL / Culture work in classrooms and school-wide.	Participate in Grant-Funded CLEAR Trauma Program (3 years), to become a trauma-informed school.

Plan in PLC's 1x/month with focus on Tier 1 Emerson Classroom Implementation.	Fund Mental Health Art Therapist (3 days/week).	Conduct regular communication about RTI Framework and progress monitoring to share with whole staff and families.
Implement Emerson Way, 1st 30 minutes of School: Morning Greeting, Morning Meeting, Mindfulness, Do Now		Schedule regular time with whole staff to build capacity to teach and reinforce core values and behavioral expectations, to revisit school culture goals
Fund After School Program, to extend the learning day for both academic and extracurricular activities.		Address issues of bias and race and build cultural competency to serve diverse students through on-going professional learning, coaching, workshops/conferences and dialogue for staff
		Engage staff and parents in dialogues about race, culture and experience
		Define Tiers 1,2,3 academic interventions and supports practices.
		Assign FTE to coordinate and facilitate COST to prioritize service referrals/case management for students outside sphere of success
		Assign/create FTE to coordinate SSTs and ensure appropriate supports and interventions and to conduct timely follow ups.
		Use FTE to coordinate and align effective Tier 2,3 interventions and Targeted Approach

**MAJOR IMPROVEMENT PRIORITY #3: Implement Systems of Support: Academic & Social-Emotional RTI Systems**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
	44% of 5th graders believe that the school helps all students to be successful in school, according to CHKS
	35% of students are reading at or above grade-level, according to Mid-Year 2016 SRI Data

**ROOT CAUSE ANALYSIS for Priority #3**

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

The data shows that we are not serving our families equitably, and that they do not feel equally engaged. This speaks to the lack of prioritizing around student and family engagement. Our scorecard from last year shows that we did not reach our parent participation goal in the CHKS survey.

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

I believe we need more systems, structures and events set up that draw on a more diverse group of our parents. We need to ask our families what it is that they want in their child's school, and we need to offer more diverse range of activities for parents to engage in. Our CHKS show that only 50% of our parents feel welcomed at our school. The true root cause is that we have not paid attention to engaging families, and invested time and resources in the process. In terms of our kids, while there are pockets and individuals practices of teachers that are skilled at engaging kids - we have not named students as a priority. Another piece is what are the mentorship opportunities that we are offering our students, to promote increased student engagement and relevance.

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

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Reduce chronic absence to 17%.	Chronic Absence	African- American Students	18.4%	17.4%	17%	6: Parents and families are engaged in school activities.
Goal Area	Related Sub-Goals ( <i>optional</i> )	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	85% of students will maintain positive attendance (baseline... 82.2% positive attendance/ 17.8% chronic absence). Kinder = 24.3% Chronic Absence Low-Income = 21.3% Chronic Absence"	Chronic Absence	African- American Students	18.4%	17.4%	17%	5: Students are engaged in school everyday.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3**

**Major Improvement Strategy for this priority:** *Create family alliance groups, increase parent engagement opportunities.*

**KEY PRACTICES FOR PRIORITY #3**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teacher co-plan and host workshops with families to share student progress with families and to teach and practice academic support strategies for use at home	Principal, ILT Engage Community through Student-Level Data: Host Data Night in Fall and Spring to provide families with student progress reports, SRI reports.	Use student goal setting templates school-wide. Students share goals with parents at Parent-Teacher Conferences.

Plan and execute positive phone calls home to build relationships with families prior to start of school year	Recruit for SSC in June	Add FTE for Community Schools Manager for family engagement staffing to implement activities aligned to school priorities including academics, goal setting, attendance, college/career, PreK/TK-K and MS/HS transition
Teachers hold periodic parent meetings, to share out important information to all families (stipends will be paid).	SPSA Input: Use of data analysis protocols with SSC, ELAC and Parent Leadership groups.	Community Schools Manager serves as ILT member to align family engagement work and priorities.
	Multi-Faceted Systems of Communication with Families: Text, Call, Letters.	Use parent advocate or leader to partner with families while attending SSTs.
	Facilitating Parent Data Party, 3x / year. This is an adult exchange between teachers/parents/leader.	Create opportunity and training for student leaders to learn to facilitate Restorative Justice Circles or serve as Conflict Mediators.
	Plan Family Reading Night (at least 2x/month).	Begin to network, with a family services coordinator - who can support with growing resources for our families, and networking/resourcing for and with families.
		We will create a Dad's club.
		We will create parent alliance groups.
		We will bring in 3 adult mentors (for upper grade students).
		Partnership with AAMA



Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	Fund After School Program	Fund After School Program, to extend the learning day for both academic and extracurricular activities.	A1.6: After School Programs	5825	n/a	n/a	n/a	115-1	115
\$37,500.00	General Purpose Discretionary	Fund .50 Restorative Justice Coach	Fund FTE(1.0) Restorative Justice Coordinator and develop Tier 1, 2, and 3 RJ practices.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736	n/a	n/a	n/a	115-2	115
\$19,375.00	General Purpose Discretionary	Supplies to support School Business.	Kinder-2nd grade focus on guided reading during centers/workshop time.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	4310	n/a	n/a	n/a	115-3	115
\$85,685.15	LCFF Supplemental	Support New Teachers in Implementing Standards-Aligned Instruction	Create TSA position, to support new teacher instruction (focused on standards-aligned instruction, and building MTSS in classroom).	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	1	115-4	115
\$5,861.80	LCFF Supplemental	STIP to Support TGDS, Standards-Aligned Instruction	Create Principal and CCTL schedule that include regular time to conduct observations.	A2.10: Extended Time for Teachers	n/a	TEACHER STIP	TCSTIP9999	0.12	115-5	115
\$10,000.00	LCFF Supplemental	Stipends to support PLC's	Create structure for grade-level PLC's to meet regularly to plan standards-aligned units and lessons.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	115-6	115
\$1,700.00	LCFF Supplemental	Purchase Culturally Relevant Books	Purchase Accelerated Reader, to be used in classrooms for targeted reading intervention.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	115-7	115
\$300.67	LCFF Supplemental	Materials Support Growth of Library	Facilitate small group instruction, aligned with RW 3-4 times/week.	A3.2: Reading Intervention	4310	n/a	n/a	n/a	115-8	115
\$12,000.00	LCFF Supplemental	Equipment Maintenance Agreement	Develop student-outcome SMARTER goals in grade-level team, and revisit progress 3x/year. Student goals, should reflect teacher goals, in parent-teacher conferences.	A5.3: School Facilities	5610	n/a	n/a	n/a	115-9	115
\$30,000.00	LCFF Supplemental	Fund Heroes	RTI Framework: Use School Culture Team, PBIS team or COST team, to create a behavioral RTI pyramid that all staff implement. Refine as implementation informs practice.	A5.2: Health and Wellness (Mental & Physical Health)	5825	n/a	n/a	n/a	115-10	115
\$2,600.00	LCFF Supplemental	Accelerated Reader	Purchase Accelerated Reader, to be used in classrooms for targeted reading intervention.	A3.2: Reading Intervention	5846	n/a	n/a	n/a	115-11	115
\$33,680.18	Measure G (School Libraries)	Library Technician	Hire Library Technician, to promote increased access to high-interest books for all students.	A3.4: Teacher Professional Development focused on Literacy	n/a	LIBRARY TECHNICIAN	LIBTEC9999	0.5	115-12	115
\$3,700.00	Measure G (School Libraries)	Culturally Relevant Texts	Purchase books with a focus on culturally relevant texts, to update school library collection.	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	115-13	115
\$2,019.82	Measure G (School Libraries)	Materials Support Growth of Library	Purchase tablets to be used by students in library, to support blended learning in library.	A3.2: Reading Intervention	4310	n/a	n/a	n/a	115-14	115
\$2,600.00	Measure G (School Libraries)	Technology to Support Curriculum Use, Library	Provide On-Line Training, Ear-bud Coaching and School Culture Consultation with Classroom Management experts: No-Nonsense Nurture, PBIS.	A3.1: Blended Learning	4420	n/a	n/a	n/a	115-15	115
\$26,866.57	Measure G (TGDS)	STIP to Support TGDS, Standards-Aligned Instruction	Implement and facilitate daily reader and writer workshop routines: shared reading, guided reading groups/literature circles and mini-lessons to gradually release responsibility for CC reading standards.	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.55	115-16	115
\$2,000.00	Measure G (TGDS)	Teacher Stipends, to Support PLC's	Create systems and structures for monitoring formative and summative student data, including data conferences, data walls, and student goal setting protocols.	A2.5: Teacher Professional Development for CCSS & NGSS	1120	n/a	n/a	n/a	115-17	115
\$30.43	Measure G (TGDS)	Supplies for Librarian	CCTL will conduct LLI (small group instruction) for FBB/B grade level.	A2.5: Teacher Professional Development for CCSS & NGSS	4310	n/a	n/a	n/a	115-18	115
\$16,119.94	Program Investment	STIP Sub	Create Additional FTE (.50) Attendance Clerk position to strategically work with attendance team to reduce chronic absence, make home visits, and partner with families.	A5.4: Root Causes of Chronic Absence	n/a	TEACHER STIP	TCSTIP9999	0.33	115-19	115
\$24,505.06	Program Investment	(This will be used to fund STIP or AAMA).	Create STIP position, to support the implementation of MTSS, in main office, and supervise Lunch/Recess.	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	115-20	115

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$30,246.34	Title I Basic	Community School Manager	Add FTE for Community Schools Manager for family engagement staffing to implement activities aligned to school priorities including academics, goal setting, attendance, college/career, PreK/TK-K and MS/HS transition	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	PROGRAM MANAGER COMMUNITY SCH	PRMGCS9999	0.25	115-21	115
\$35,908.86	Title I Basic	Fund Certified Art Therapist to work with Small Groups	Hire Certified Art Therapist to meet with student groups 3 days/week, to support implementation of SEL RTI System (serving Tier 1,2,3 students).	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	115-22	115
\$1,695.82	Title I Parent Participation	Supplies to Support Parent Engagement	Purchase books to support Family Literacy Clubs.	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	115-23	115

# Emerson Elementary School

## Student / Parent / Teacher Compact

### 2015-2016

*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

### 2015-2016

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 January 5th, 2016 and will be in effect for the period of the 2015-2016 school year. The school will distribute this policy to all parents of students participating in Title I programs.



Principal's Signature

1/5/16  
Date

## School Site Council Membership Roster – Elementary

School Name: Emerson

School Year: 2015-2016

<b>Chairperson :</b> Tomeika Johnson	<b>Vice Chairperson:</b> Stephen George
<b>Secretary:</b> Molly Brostrom	<b>*LCAP Parent Advisory Nominee:</b>
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

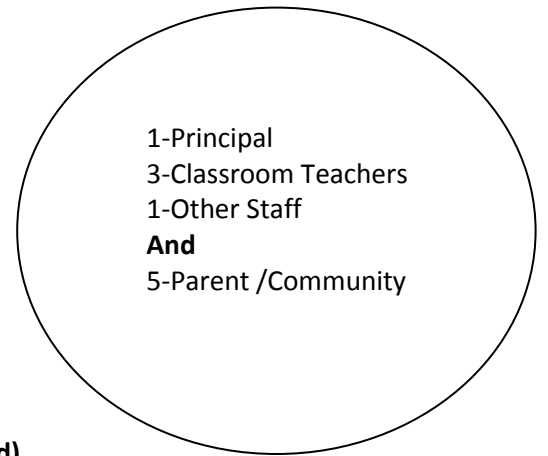
**Place "X" in Appropriate Members Column**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Heather Palin	X			
Zakiya Brooks		X		
Peter Limata		X		
Natalie Campos		X		
Stephen George				X
Molly Brostrom				X
Tomeika Johnson				X
Akenja Jones				X
Chione Flegal				X
Laverne Ka'hookele			X	

Meeting Schedule (day/month/time)	October 19th, 2015 @5pm
--------------------------------------	-------------------------

**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](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.