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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Emerson Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Emerson Elementary School

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Emerson Elementary School **Site Number:** 115

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 EDC § 6500.
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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school’s School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/21/2024

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, ParentSquare blasts, etc.)

Signatures:

Shawn Stibbins <i>Principal</i>	<u>Shawn Stibbins</u> Signature	<u>5/21/2024</u> Date
Amber Brown <i>SSC Chairperson</i>	<u>Amber Brown</u> Signature	<u>5/21/24</u> Date
Sabrina Moore <i>Network Superintendent</i>	<u>Dr. Sabrina Moore</u> Signature	<u>5/22/24</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<u>Lisa Spielman</u> Signature	<u>5/22/24</u> Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/9/2024	School Site Council	Reviewed the current years School Plan for Student Achievement
1/16/2024	School Site Council	Reviewed budget priorities and how it will support the our scholars. The rationale in the School Plan for Student Achievement
2/12/2024	ILT	ILT session to flesh out teacher, leadership, and organization practices aligned to school goals.
2/20/2024	School Site Council	Feedback session and input from community on the goals, strengths and areas of growth as written so far.
3/19/2024	School Site Council	Reviewed LCAP Goal 4 and identified the need and priority actions in alignment with the goal, as well as challenges.
4/15/2024	ILT	Reviewed SPSA and gather feedback.
4/16/2024	School Site Council	Reviewed SPSA and gather feedback.

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

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

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

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

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$95,590.00
Total Federal Funds Provided to the School from the LEA for CSI	see FTE award
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$828,324.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$87,120	LCFF Discretionary (General Purpose Discretionary #0000)	\$16,850
Title I, Part A Parent & Family Engagement (Title I #3010)	\$2,420	LCFF Supplemental (LCFF Supplemental #0002)	\$171,450
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$6,050	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	see FTE award	California Community Schools Partnership Program (CCSPP #6332)	\$356,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$55,951
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$95,590		\$732,734

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$828,324.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Emerson Elementary School

School ID: 115

CDS Code: 1612596001812

SSC Approval Date: 5/21/2024

Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: to be populated once CSI list is released

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

Students have increasingly experienced teachers, with staff retention around 85%. Students this year have access to increased funding, as a result of the \$113K CSI grant - which will hopefully result in additional teacher support for coaching and PLC's with a TSA. Students have limited access to targeted intervention, due to inconsistent support staffing. There are consistently inequities across our district and state, in the different funds that PTA's are able to fundraise. Currently, ours raises about \$50K per year, that goes to support enrichment. Major issues that we need to address are more rigorous professional development for teachers, more targeted intervention for students reading multiple grade levels below, including ELL's, kids with IEP's and African American students. We also need to engage families more, to understand the demands of the common core, and how to support kids at home.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.4%	38.9%	16.2%	0.0%	20.1%	17.4%	74.3%	15.0%	0.6%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.0%	14.4%	4.5%	0.6%	0.3%	0.3%	71.6%	4.2%	80.5%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Strong K-2 literacy support through intervention (SIPPS) and consistent progress monitoring, as well as strong designated ELD implementation through GLAD to support vocabulary development. Vocabulary and background knowledge will be built for our multilingual learners with support from an Academic Coach.
Identified School Need:	85% of Emerson scholars will be reading at or above grade level by the end of 3rd Grade. 85% of Emerson scholars will be ready for middle school by the end of 5th grade as it relates to literacy skills. 85% of Emerson 5th grade Scholars will be Middle School ready for Mathematics. Scholars will be Math literate with foundational skills that have prepared them for algebra.

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	34.1%	not available until fall 2024	not available until fall 2025	80.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	59.2%	not available until fall 2024	not available until fall 2025	80.0%

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	52.2%	not available until fall 2024	not available until fall 2025	80.0%
English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-19.2	not available until fall 2024	not available until fall 2025	0.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	57.7%	not available until fall 2024	not available until fall 2025	85.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-43.1	not available until fall 2024	not available until fall 2025	0.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	23.4%	not available until fall 2024	not available until fall 2025	70.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	36.6%	not available until fall 2024	not available until fall 2025	70.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	Provide tiered support to our scholars with literacy tutors, classroom instruction and interventions in reading and math. This work will start with the scholars that are multiple grades below their current grade level. to our scholars below grade level.
Identified School Need:	African American scholars will increase their iReady and SBAC scores to show accelerated growth to close achievement disparities.

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-96.6	not available until fall 2024	not available until fall 2025	-50.0
SBAC ELA Distance from Standard Met	African American Students	-48.4	not available until fall 2024	not available until fall 2025	0.0

Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	69.2%	not available until fall 2024	not available until fall 2025	40.0%
SBAC Math Distance from Standard Met	Special Education Students	-53.2	not available until fall 2024	not available until fall 2025	-15.0
SBAC Math Distance from Standard Met	African American Students	-65.0	not available until fall 2024	not available until fall 2025	0.0
Reclassification Measures & Targets *Complete Part 1 of ELD Reflection					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	8.6%	not available until fall 2024	not available until fall 2025	15.0%
LTEL Reclassification	Long-Term English Learners	100.0%	not available until fall 2024	not available until fall 2025	100.0%

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

School Goal:	Engage families that are unhoused or facing life challenges outside of school that are preventing their scholars from being at school on a consistent basis. Build relationships with these families so we can support them and their scholar with the real needs they have outside of our campus. Support scholars with basic needs (hygeine products, clothes, food etc.). Continued implentation of Restorative Practices including building community in every classroom and on campus as a whole.				
Identified School Need:	100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	71.7%	not available until fall 2024	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%

Chronic Absenteeism	All Students	68.7%	not available until fall 2024	not available until fall 2025	25.0%
Chronic Absenteeism	African American Students	71.4%	not available until fall 2024	not available until fall 2025	30.0%

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

School Goal:	100% of teachers report improved practices with building community in the classroom, establishing routines and maintaining classroom routines and social emotional & academic instruction because of professional learning (PD, PLC's, Cycles of Inquiry) and ongoing coaching.
Identified School Need:	Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year with consistent coaching. - Increase the number/percent of early career teachers who make timely progress toward a clear California credential. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	71.8%	not available until fall 2024	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	85% of Emerson scholars will be reading at or above grade level by the end of 3rd Grade. 85% of Emerson scholars will be ready for middle school by the end of 5th grade as it relates to literacy skills. 85% of Emerson 5th grade Scholars will be Middle School ready for Mathematics. Scholars will be Math literate with foundational skills that have prepared them for algebra.	Consistent implementation and prioritization of SIPPS instruction in order to help students build foundational literacy skills.

LCAP Goal 2:	<i>African American scholars will increase their iReady and SBAC scores to show accelerated growth to close achievement disparities.</i>	<i>AAFE and AAMA groups have met consistently and helped build stronger student academic identities and confidence as scholars. Teachers are practicing Data-Driven inquiry cycles including using data to develop next steps for instruction and selecting focal students to monitor if strategies are helping students improve academic outcomes.</i>
LCAP Goal 3:	<i>100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.</i>	<i>Student centered staff that are welcoming and help our families support thier scholars. Supportive and strong community outside of the campus that promotes postive interactions and advocacy for a inclusive learning environment. Family members have someone they can go to on campus who they can trust and who will support them and their scholar when there is an issue.</i>
LCAP Goal 4:	<i>100% of teachers report improved practices with building community in the classroom, establishing routines and maintaining classroom routines and social emotional & academic instruction because of professional learning (PD, PLC's, Cycles of Inquiry) and ongoing coaching.</i>	<i>PLC implementation, PD and Cycles of Inquiry planning. Peer support/coaching.</i>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>85% of Emerson scholars will be reading at or above grade level by the end of 3rd Grade. 85% of Emerson scholars will be ready for middle school by the end of 5th grade as it relates to literacy skills. 85% of Emerson 5th grade Scholars will be Middle School ready for Mathematics. Scholars will be Math literate with foundational skills that have prepared them for algebra.</i>	<i>Many students are coming into grades performing multiple years behind, which makes acceleration of learning all the more important but also challenging as students enter upper grades farther behind. Fitting in all SIPPS groups into a daily schedule that does not takeaway from Tier 1 instruction. Understanding percentage of newcomers and better support of students with IEPs. Having a consistent STIP that can build relationships with students and teachers will allow for collaboration and consistency of instruction as well as aligned intervention for students performing below grade level. STIP's will also allow for teachers to plan and look at data. The STIP will be available to cover classes so teachers can collaborate.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>African American scholars will increase their iReady and SBAC scores to show accelerated growth to close achievement disparities.</i></p>	<p><i>Not enough tutors to support Tier 2 needs of struggling readers. While the schedule for SIPPS tutoring has improved, it still needs to be tweaked in order to see all groups in a day.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.</i></p>	<p><i>On site support with health and safety concerns. Not as deep of relationships with newcomer families.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>100% of teachers report improved practices with building community in the classroom, establishing routines and maintaining classroom routines and social emotional & academic instruction because of professional learning (PD, PLC's, Cycles of Inquiry) and ongoing coaching.</i></p>	<p>Teacher Retention, ILT structure with teachers from all grade levels represented, culture of collaboration</p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Emerson Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

LCAP Goal 1: TSA facilitated two math focused PDs in September with a focus on CEA's. Teachers are utilizing CEA's in their classroom to collect data around math and use during PLCs with principal and TSA. Partnership with Children Rising did not happen due to scheduling. LCAP Goal 2 is happening sitewide, but we're not using IABs. District moved to CEA's and I-Ready. LCAP 3: CSC, AAMA, AAFE, behavioral expectations, positive reinforcement, schoolwide systems, syrong realastion. Goal 4: no adult buddies, cross grade level buddies are happening, not enough feedback from staff about PD, didnt conduct a book study. Goal 5: not pulling out dada specific about AA Students. Goal 6: Not all grade levels are doing ELD due to scheduling.

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

Utilizing CEA's for math data has been an effective way of understanding what our students know and need continued practice on in math. PLCs have been consistent and effective this year. AAMA & AAFE have met consistently and have shown positive outcomes for AA students. Started the year strong with CSC & Sown to Grow and have strong foundations for SEL practices.

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

There will be more of a focus on data driven PLC's. This will ensure that grade level teams are aligned in their instruction and assessments. There will also be a focus on new teacher support. There will be several new classroom teachers that will need guidance with creating an environment for learning, classroom managment, building classroom routines and learning the curriculum.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Extended contract plus benefits	SBAC ELA Distance from Standard Met	Teachers will tutor scholars that are furtherest from the Distance from Standard Met after school.	Backwards planning and data driven PLC's are working. This allows the teachers to see what the scholars need to be able do at the end of each module and unit. This allows for the teachers to plan how they can support scholars who are not making progress or will not meet the learning objectives by the end of the module. 100% of the 4th grade scholars that were identified for extra support made the expected growth by the end of the data cycle. 30 scholars in grades 3-5 will be given extra support after school to support their growth in Literacy. SBAC and iReady data will be used to measure growth.	We will continue to have PLC's. We will continue to use the work that is done in PLC's to identify the scholars that need more support and would qualify for tutoring after school.
STIP Teacher	Staff Participation in Foundational Professional Learning	Cover classes so teachers can meet for PLC. Works with individual students on social emotional and academics.	Both duties are working because it is providing time for our teachers to engage in data driven instructional planning during the school day. There has also been growth in our scholars who are working with the STIP social emotional and academically. Our STIP worked with 10 scholars and there has been an increased amount of time in the classroom and the time it has taken some of the scholars to de-escalate has decreased.	There will be a focus of more scholar receiving more academic support during the day. Our STIP will work with scholars learning foundational reading skills (phonics, phonemic awareness and sight words). Less time will be used for PLC coverage because there will be 2 full time prep teachers.

Extended contract plus benefits	i-Ready Reading at or above Mid-Grade	Parent engagement to inform families of student data.	Teachers were able to share student academic data with families and discuss student goals based on beginning of year data. On average teachers were able to meet with 90% of their students' families at the beginning of the year. Something that could improve is having these conversations throughout the year in order to update families on specific student progress from the beginning of the year.	We are going to continue with these family meetings in order to have time to share student goals. The SBAC meeting could be done in person with child care. And it could be an option of in-person and virtual and the teachers could split up. Make the SBAC information into a video so families could view it when they want. Video could also be shown to the scholars.
Extended contract plus benefits	SBAC Math Distance from Standard Met	Collaborative planning for effective instruction and responding to student data.	Teachers had time to meet in order to unpacking the curriculum, talk about student scaffolds and effectively prepare for upcoming modules and lessons. A challenge is not every grade level has a strong instructional leader for the facilitation of the meetings. Teachers were able to consistently meet monthly, so approximately 9 meetings throughout the year.	We will continue to provide extended contracts for planning in order to give teachers additional time for unpacking modules and analyzing data. Such time is necessary for effective planning and in order to respond to data.

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Emerson Elementary School	SCHOOL ID: 115
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal: Strong K-2 literacy support through intervention (SIPPS) and consistent progress monitoring, as well as strong designated ELD implementation through GLAD to support vocabulary development. Vocabulary and background knowledge will be built for our multilingual learners with support from an Academic Coach.

Identified Need: 85% of Emerson scholars will be reading at or above grade level by the end of 3rd Grade. 85% of Emerson scholars will be ready for middle school by the end of 5th grade as it relates to literacy skills. 85% of Emerson 5th grade Scholars will be Middle School ready for Mathematics. Scholars will be Math literate with foundational skills that have prepared them for algebra.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Implementation of SIPPS	All Students	Academic	Tier 2 - Supplemental
1-2	GLAD Professional Development	All Students	Academic	Tier 1 - Universal
1-3	Designated ELD Academic Mentor	English Learner Students	Academic	Tier 2 - Supplemental
1-4	Implementation of Eureka Squared Math Curriculum	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		Provide tiered support to our scholars with literacy tutors, classroom instruction and interventions in reading and math. This work will start with the scholars that are multiple grades below their current grade level. to our scholars below grade level.		
Identified Need:		African American scholars will increase their iReady and SBAC scores to show accelerated growth to close achievement disparities.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Open Literacy Tutoring	All Students	Academic	Tier 3 - Intensified
2-2	I-Ready Growth Challenge (Aug-Dec, Dec-May)	All Students	Academic	Tier 1 - Universal
2-3	AAMA and AAFE	African American Students	Behavioral	Tier 2 - Supplemental

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

School Goal:		Engage families that are unhoused or facing life challenges outside of school that are preventing their scholars from being at school on a consistent basis. Build relationships with these families so we can support them and their scholar with the real needs they have outside of our campus. Support scholars with basic needs (hygeine products, clothes, food etc.). Continued implentation of Restorative Practices including building community in every classroom and on campus as a whole.		
Identified Need:		100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Community School Manager - Focus on SELLS and other family engagement opportunities as well as support with attendance	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Clubs during lunch/recess	All Students	SEL / Mental Health	Tier 1 - Universal

3-3	RJ facilitator - Facilitate student leadership group that will implement restorative practices on campus. Support restorative practices by helping teachers build community and holding circles to repair and restore the community after harm.	All Students	Behavioral	Tier 2 - Supplemental
3-4	Increasing transportation funds for families	Low Income Students	Academic	Tier 3 - Intensified
3-5	Afterschool programming, art instruction, and field trips to engage students (cheer, soccer etc.)	All Students	SEL / Mental Health	Tier 1 - Universal
3-6	Mental Health Supports (Hope Reimagined)	All Students	SEL / Mental Health	Tier 3 - Intensified

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

School Goal:	100% of teachers report improved practices with building community in the classroom, establishing routines and maintaining classroom routines and social emotional & academic instruction because of professional learning (PD, PLC's, Cycles of Inquiry) and ongoing coaching.
Identified Need:	Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year with consistent coaching. - Increase the number/percent of early career teachers who make timely progress toward a clear California credential. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Professional Development For Teachers	All Students	Academic	Tier 1 - Universal
4-2	Coaching for Teachers	All Students	Academic	Tier 1 - Universal
4-3	Implementation of Circles or Weekly Class Meetings	All Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS <i>Instructions & resources</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Restorative Practices & Building Community on campus will support our African American Scholars. Restorative Paractices will provide leadership opportunities for our scholars and create a space where they feel like they are a part of the community and a contributing member of the community.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	African American Female Excellence and our African American Male Achievement program will support our African American scholars by promoting positive self-image and self-esteem, teaching our scholars how to deal with stress and promoting self-care and teaching them how to set goals to prepare them for college and/or a career.	African American	SEL / Mental Health	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Academic Mentor to support Multilingual Scholars and implementation of Designated ELD	English Learner Students	Academic	Tier 3 - Intensified
6-2	Master Schedule aligned so English Language Learners/Multilingual Learners are getting Designated ELD at least 4 days a week.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 115

School: Emerson Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$3,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Identified Student Need - LCAP Goal 1	Implementation of Eureka Squared Math Curriculum	115-1
Facilitator, Manhood Dev Prgm	\$5,430	LCFF Discretionary	1105	Certificated Teachers' Salaries	8849	Facilitator Manhood Development Program	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	AAMA and AAFE	115-2
4310 - Materials and Supplies	\$8,420	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	I-Ready Growth Challenge (Aug-Dec, Dec-May)	115-3
4310 supplies	\$1,444	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Reading Inventory (RI) Growth of One Year or More	Open Literacy Tutoring	115-4
Teacher STIP	\$9,175	LCFF Supplemental	1105	Certificated Teachers' Salaries	7593	STIP Teacher	0.1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	i-Ready Reading at or above Mid-Grade	Implementation of SIPPS	115-5
Attendance Specialist	\$37,730	LCFF Supplemental	2205	Classified Support Salaries	3529	Attendance Specialist	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Increasing transportation funds for families	115-6

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 115

School: Emerson Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Facilitator, Manhood Dev Prgm	\$48,868	LCFF Supplemental	1105	Certificated Teachers' Salaries	8849	Facilitator Manhood Development Program	0.45	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	AAMA and AAFE	115-7
Prog Mgr Community Schools11	\$74,234	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7897	11-Month Community School Manager	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Community School Manager	115-8
4399 Unallocated	\$4,545	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	SBAC Math Distance from Standard Met	I-Ready Growth Challenge (Aug-Dec, Dec-May)	115-9
Teacher STIP	\$82,575	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7593	STIP Teacher	0.9	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Implementation of SIPPS	115-10
4399 Unallocated	\$2,420	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	Chronic Absenteeism	Increasing transportation funds for families	115-11
4399 Unallocated	\$6,050	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	SBAC ELA Distance from Standard Met	Afterschool programming to engage students (cheer, soccer etc.)	115-12
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Afterschool programming to engage students (cheer, soccer etc.)	115-13
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Afterschool programming to engage students (cheer, soccer etc.)	115-14

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 115

School: Emerson Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
1122 extended contracts	\$15,000	Educator Effectiveness Grant	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Implementation of SIPPS	115-15
School Enrichment Recess Coach	\$31,146	California Community Schools Partnership Program	2205	Classified Support Salaries	7727	School Enrichment Recess Coach	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Clubs during lunch/recess	115-16
Teacher Education Enhancement	\$4,900	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	4314	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.05	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Clubs during lunch/recess	115-17
Noon Supervisor	\$14,846	California Community Schools Partnership Program	2905	Other Classified Salaries	4335	Noon Supervisor	0.33	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Clubs during lunch/recess	115-18
5826 Contracted services	\$15,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Afterschool programming, art instruction, and field trips to engage students (cheer, soccer etc.)	115-19
4310 supplies	\$21,560	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	SBAC Math Distance from Standard Met	Clubs during lunch/recess	115-20
2928 - Academic Mentor	\$45,000	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	ELL Reclassification	Designated ELD Academic Mentor	115-21

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 115

School: Emerson Elementary School

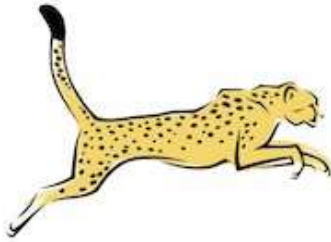
DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Prog Mgr Community Schools11	\$55,675	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7897	11-Month Community School Manager	0.3	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Chronic Absenteeism	Community School Manager - Focus on SELLS and other family engagement opportunities as well as support with attendance	115-22
5825 - Consultants	\$60,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Restorative Practices & Building Community on campus will support our African American Scholars. Restorative Practices will provide leadership opportunities for our scholars and create a space where they feel like they are a part of the community and a contributing member of the community.	115-23
Restorative Justice Facilitator	\$139,018	California Community Schools Partnership Program	2205	Classified Support Salaries	New	Restorative Justice Facilitator	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	RJ facilitator	115-24
4310 supplies	\$4,972	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Reading Inventory (RI) Growth of One Year or More	Implementation of SIPPS	115-25
Teacher Education Enhancement	\$25,489	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Professional Development For Teachers	115-26
Teacher Education Enhancement	\$25,489	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Afterschool programming, art instruction, and field trips to engage students (cheer, soccer etc.)	115-27

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 115

School: Emerson Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Afterschool programming, art instruction, and field trips to engage students (cheer, soccer etc.)	115-28
TSA Classroom 10Mos	\$137,451	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Coaching for Teachers	115-29
Library Technician	\$107,447	Measure G, Library Support	2205	Classified Support Salaries	8570	Library Technician	1	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	I-Ready Growth Challenge (Aug-Dec, Dec-May)	115-30



Title I, Part A School Parent and Family Engagement Policy

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

Emerson Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Holding Back to School Night and explaining standards/curriculum and achievement.
- Hosting Parent Teacher Conferences 3x/Year to discuss student achievement.
- Encouraging all families to attend School Site Council to participate in the goal development and growth of the school.

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

- Hosting Teacher-Led Parent Engagement nights.
- Hosting community building and educational events, like Back to School Night, Family Literacy Night, Coffee Chat with the Principal, Black History Celebration

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

- Hosting Title 1 Annual Meeting and Sub-Committee for English Language Learners.

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

- Hosting School Site Council meetings monthly to discuss goals, progress, and academic programs.
- Hosting Parent Teacher Conferences 3x/Year to discuss student achievement.

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

- Distributing Family Newsletter regularly, with translation integrated via text, email, and social media. Includes information about upcoming events, programmatic opportunities, and updates on school performance.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as regular volunteers and audiences at the school or in other locations to support students and school programs once cleared by The Oakland Ed Fund School Volunteer process.

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

- Encouraging volunteering at Back to School Night, via Newsletter in classrooms, on school committees, field trips, and other community events once cleared through The Oakland Education Fund School Volunteer process.

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Hosting Parent Teacher Conferences 3x/Year to discuss student achievement.
- Teachers send regular communication to parents, with guidance on supporting at-home learning.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Discussing and integrating family engagement strategies in Professional Learning.
- Partnering with families regularly and in parent conferences to support the child.

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

- Multiple options for participating: volunteering, School Site Council, parent conferences, Parent Teacher Association, etc.

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

- Discussing Title 1 Annual plan early in the year, and revisiting Title 1 programs and impact throughout the year.

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

- Providing translation whenever available at School Site Council Meetings.
- Convening Sub-Committee for English Language Learners.

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

- Bringing these suggestions to the School Site Council or Parent Teacher Association to integrate ideas and activities accordingly.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- Encouraging families to participate in the School Site Council regularly, in multiple ways.

If a Title I Schoolwide Plan is not satisfactory to parents, a parent can submit any comments on the plan (SPSA) to the Strategic Resource Planning Office

ADOPTION

This policy was adopted by Emerson Elementary on August 30, 2023, and will be in effect for the period August 7, 2023 through May 31, 2024.

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

Name of Principal

Shawn Stibbins

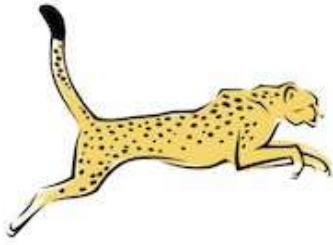
Date

August 30, 2023

Signature of Principal



[CLICK HERE](#) for School-Parent Compact 2023 - 2024



SCHOOL-PARENT COMPACT

Emerson Elementary School

2023-2024

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2023-2024 school year.

SCHOOL RESPONSIBILITIES

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
 - a) Emerson implements a standards-aligned curriculum in all core subject areas.
 - b) Teachers have weekly professional learning and collaboration to build practices that serve all students and students served under Title 1.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a) This happens 3x/year, teachers report on the progress of students, and parents have opportunities to engage with questions.
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards and assessments and how to monitor and improve their children's achievement.
 - a) The school hosts parent-teacher conferences multiple times a year.
 - b) Teachers host parent education nights multiple times/year.
- 4) Provide parents with reasonable access to staff.
 - a) The school hosts parent-teacher conferences multiple times a year.

- b) Teachers communicate weekly with families regarding goals and schedules for the week.
 - c) Teachers host weekly office hours for parents to drop in with questions.
 - d) Principal hosts a monthly coffee chat.
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class and observe classroom activities.
- a) All families are encouraged to volunteer regularly in a variety of capacities once cleared through The Oakland Education Fund School Volunteer process: serving on School Site Council, supporting in-class activities, field trips, PTA activities, and supporting outdoor play and recess time
- 6) Provide parents with materials and training to help them improve their children's academic achievement.
- a) Regular newsletters/communications via email and text are shared with families for updates on students' progress and tips for engaging students in learning at home.
- 7) Educate staff members on the value of parent and family member contributions and on how to work with parents and family members as equal partners.
- a) As a staff, we engage in professional learning about best practices for engaging family members as equal partners.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- a) Using ParentSquare as our main point of communication, teachers and school staff send regular updates about learning. Texts are translated into the preferred family language. This is a two-way form of communication, and families and teachers use this regularly.
 - b) Weekly Office Hours also allow for regular time for teachers and staff to have meaningful communication.

TEACHER RESPONSIBILITIES

- Be an advocate for everyone at Emerson and in our surrounding community
- Communicate with families about student progress through family conferences
- Encourage students to be independent readers, writers, mathematicians, historians, and scientists
- Embed positive behavior systems and instructional support into all aspects of the Learning environment in order to ensure physical and emotional safety for all students
- Provide rigorous instruction for all learners while also supporting their individual needs
- Provide resources to parents and teachers that will assist in the improvement of student

- achievement
- Support and encourage family involvement by offering family activities
- Provide time and routines for students to check out books in order to complete 30min. of daily reading and a daily reading log

PARENT RESPONSIBILITIES

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

- Volunteer in my child’s classroom if possible.
- Promote positive use of my child’s extracurricular time.
- Remember that I am my child’s first and most important teacher
- ensure that my child attends school on time every day and gets adequate sleep (8-10 hrs.)
- Listen and discuss with my child events of the school day
- Make an effort to attend school activities and volunteer at school
- Make positive use of extracurricular time
- Participate, as appropriate, in decisions related to the education of my children
- Provide a quiet place to learn at home
- Support my child to read 20-30 minutes a day at home and sign their reading log
- Do my best to take my child to the public library to check out high-interest books.
- Support the school in its efforts to help my child learn to resolve conflicts positively and understand the consequences of their actions
- Know the school and classroom rules and ensure that my child complies with them

STUDENT RESPONSIBILITIES

As a student, I agree to carry out the following responsibilities to the best of my ability:

- Allow all those around me the right to learn.
- Always do my personal best and use active listening
- Come to school rested, on time, and ready to learn
- Follow all behavior expectations; be safe, respectful, and responsible
- Know and follow school and class rules
- Read at home for 30 min. daily and complete my reading log
- Work independently

This Compact was adopted by Emerson Elementary School on August 30, 2023, and will be in effect for the period August 7, 2023, to May 31, 2024.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30th of the current year.

Principal’s Name
Shawn Stibbins

Date
August 30, 2023

Signature of Principal





Strategic Resource Planning (SRP)

EMERSON ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Amber Brown
Vice Chairperson:	Mikayla Logan
Secretary:	Sydney Dexter

SSC - Members

(Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Shawn Stibbins	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Sydney Dexter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Josie Sommer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Andria Sellers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
John Pabst	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Sumood Aldhaheeri	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Keisha Lockett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Amber Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Mikayla Logan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Sarah Hall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Every 3rd Tuesday at 5:30 p.m.
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SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members