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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Emerson Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Emerson Elementary School.

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

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

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

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

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Emerson Elementary School



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

2026-27 School Plan for Student Achievement (SPSA)

School: Emerson Elementary School
CDS Code: 1612596001812

Principal: Iris Castillo
Date of this revision: 5/7/26

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

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

Contact: Iris Castillo
Address: 4803 Lawton Avenue
Oakland, CA 94609

Position: Principal
Telephone: 510-654-7373
Email:

The School Site Council recommended this revision of the SPSA for Board approval on: 5/7/2026

The District Governing Board approved this revision of the SPSA on: 6/24/2026

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

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- Title I Schoolwide Program Comprehensive Support & Improvement (CSI) Grant Additional Targeted Support & Improvement
- Title I Targeted Assistance Program Local Control Funding Formula Equity Multiplier Targeted Support & Improvement

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

Date(s) plan was approved: 5/7/2026

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:

| | | |
|---|--|--------------------------------|
| Iris Castillo <hr/> <i>Principal</i> | <i>Iris Castillo</i> <hr/> Signature | <hr/> 5/8/2026 <hr/> Date |
| Shawna Reeves <hr/> <i>SSC Chairperson</i> | <i>Shawna Reeves</i> <hr/> Signature | <hr/> 5/8/26 <hr/> Date |
| <hr/> <i>SELLS Representative (optional)</i> | <hr/> Signature | <hr/> Date |
| Sabrina Moore <hr/> <i>Network Superintendent</i> | <i>Dr. Sabrina Moore</i> <hr/> Signature | <hr/> 05/08/2026 <hr/> Date |
| Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i> | <div style="border: 1px solid black; width: 100px; height: 20px; margin-bottom: 5px;"></div> <i>Lisa Spielman</i> <hr/> Signature | <hr/> 5/8/26 <hr/> Date |

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|------------|-------------------|--|
| 8/26/2025 | SELLS | Reviewed SPSA goals and strategies |
| 11/17/2025 | SELLS | Reviewed SPSA goals and strategies |
| 11/20/2025 | SSC | Discussed proposed expenditures and priorities |
| 1/29/2026 | SSC | Reviewed SPSA goals and strategies |
| 3/19/2026 | SSC | |
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ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

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

Early Literacy Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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

2026-27 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$141,680.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$743,620.01 |

Federal, State, and Local Funds

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

| Federal Programs | Allocation |
|--|------------------|
| Title I, Part A Schoolwide Program Resource 3010 | \$139,150 |
| Title I Parent & Family Engagement Resource 3010 | \$2,530 |
| 21st Century Community Learning Centers (Title IV, Part B) Resource 4124 | \$0 |
| Comprehensive Support & Improvement (CSI) Grant Resource 3182 | \$0 |
| | |
| SUBTOTAL OF FEDERAL FUNDING: | \$141,680 |

| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: |
|--|
| \$743,620.01 |

| State and Select Local Resources | Allocation |
|---|------------------|
| LCFF Supplemental Resource 0002 | \$26,700 |
| LCFF Equity Multiplier Resource 7399 | \$0 |
| Expanded Learning Opportunities Program (ELO-P) Resource 2600 | \$150,000 |
| After School Education & Safety (ASES) Resource 6010 | \$134,218 |
| Community Schools Grant (CCSPP) Resource 6332 | \$225,000 |
| Proposition 28 (Arts & Music in Schools) Resource 6770 | \$66,022 |
| | |
| | |
| SUBTOTAL OF STATE & LOCAL FUNDING: | \$601,940 |

2026-27 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: | Board Approval Date: 6/24/2026 |

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.

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, 2024-25

| % Male | % Black/African American | % Latino | % Pacific Islander | % White | % Students with Disabilities | % Unduplicated Pupil Percentage | % English Learners | % LTEL |
|----------|--------------------------|----------|--------------------|-----------------------------------|------------------------------|-----------------------------------|--------------------|-----------------------|
| 54.0% | 29.1% | 22.0% | 0.0% | 28.8% | 23.7% | 74.3% | 14.1% | 0.3% |
| % Female | % Multiracial | % Asian | % Filipino | % American Indian/ Alaskan Native | % Foster Youth | % Socioeconomically Disadvantaged | % Newcomers | School Stability Rate |
| 44.1% | 11.6% | 2.3% | 1.1% | 0.0% | 0.6% | 74.3% | 4.5% | 86.2% |

1B: GOALS & IDENTIFIED NEEDS

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

School Goal: By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:
 -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY
 -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY
 -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp

Identified School Need: Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
|---|----------------------|------------------|-----------------|-----------------|----------------|--------------------|
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten) | All Students | 34.1% | 26.8% | 39.3% | 45% | 50% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1) | All Students | 59.2% | 34.6% | 42.9% | 48% | 53% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2) | All Students | 52.2% | 53.6% | 56.9% | 62% | 67% |

English Language Arts Measures & Targets

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
|---|----------------------|------------------|-----------------|-----------------|----------------|--------------------|
| *SBAC & CAST data exclude participation penalty, if applicable. | | | | | | |
| SBAC ELA Distance from Standard Met | All Students | -19.2 | -50.8 | -15.2 | 0.00 | 10.0 |
| SBAC ELA Participation | All Students | 80.1% | 80.6% | 92.4% | 95.0% | 95.0% |
| Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5) | All Students | 57.7% | 66.9% | 45.1% | 52.8% | 58.0% |

| Mathematics/Science Measures & Targets | | | | | | |
|--|-----------------------------|-------------------------|------------------------|------------------------|-----------------------|---------------------------|
| Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small> | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
| SBAC Math Distance from Standard Met | All Students | -43.1 | -55.5 | -24.9 | 0.0 | 10.0 |
| SBAC Math Participation | All Students | 79.6% | 79.6% | 91.2% | 95.0% | 95.0% |
| California Science Test (CAST) Standard Met or Exceeded | All Students | 36.6% | 18.8% | 26.2% | 31.0% | 36.0% |
| California Science Test (CAST) Participation | All Students | 83.7% | 81.4% | 95.5% | 95.0% | 95.0% |

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

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|--------------------------------|---|
| School Goal: | By May of 2027 <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY |
| Identified School Need: | <ul style="list-style-type: none"> - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly |

| Academic Measures & Targets for Focal Student Groups | | | | | | |
|--|-----------------------------|-------------------------|------------------------|------------------------|-----------------------|---------------------------|
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
| SBAC ELA Distance from Standard Met | Special Education Students | -96.6 | -81.8 | -48.7 | 0.0 | 10.0 |
| SBAC ELA Distance from Standard Met | African American Students | -48.4 | -71.5 | -50.8 | 0.0 | 10.0 |
| Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5) | Special Education Students | 69.2% | 50.0% | 43.6% | 35% | 25% |
| SBAC Math Distance from Standard Met | Special Education Students | -53.2 | -48.8 | -53.3 | 0.0 | 10.0 |

| SBAC Math Distance from Standard Met | African American Students | -65.0 | -73.1 | -61.2 | 0.0 | 10.0 |
|--|----------------------------|------------------|-----------------|-----------------|----------------|--------------------|
| Reclassification Measures & Targets <i>*Reference ELL Progress Data</i> | | | | | | |
| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
| ELL Reclassification | English Learners | 8.6% | 3.0% | 18.6% | 15.0% | 20.0% |
| LTEL Reclassification | Long-Term English Learners | 100.0% | | 100.0% | 100.0% | 100.0% |

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

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| School Goal: | 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% |
| Identified School Need: | 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports. |

| Measure | Target Student Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
|---------------------------------|----------------------------|------------------|-----------------|-----------------|----------------|--------------------|
| Student Connectedness to School | All Students | 71.7% | 73.5% | 80.5% | 90.0% | 90.0% |
| Out-of-School Suspensions | All Students | 0.0% | 0.7% | 1.6% | 1.0% | 1.0% |
| Out-of-School Suspensions | African American Students | 0.0% | 1.3% | 2.5% | 0.5% | 0.0% |
| Out-of-School Suspensions | Special Education Students | 0.0% | 0.9% | 1.0% | 0.0% | 0.0% |
| Chronic Absenteeism | All Students | 68.7% | 35.9% | 31.1% | 25.0% | 20.0% |
| Chronic Absenteeism | African American Students | 71.4% | 38.5% | 38.5% | 30.0% | 20.0% |

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need: Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

| Measure | Target Staff Group | 2022-23 Baseline | 2023-24 Outcome | 2024-25 Outcome | 2025-26 Target | 2026-27 New Target |
|--|--------------------|------------------|-----------------|-----------------|----------------|--------------------|
| One-Year School Teacher Retention Rate | All Teachers | 71.8% | 70.1% | 75.5% | 90.0% | 90.0% |

1C: STRENGTHS & CHALLENGES

| Goal Area: | School Goal: | Priority Strengths |
|--------------|---|---|
| LCAP Goal 1: | By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp | Schoolwide professional learning is aligned to shared priorities, creating more consistent instructional practices across classrooms. Emerson uses i-Ready data analysis to identify student strengths and areas of need, inform targeted small-group instruction, guide intervention supports, and strengthen Tier 1 teaching practices across classrooms. Emerson’s behavior and SEL systems build student regulation, belonging, and engagement, which allows students to participate consistently in core (Tier 1) instruction, sustain focus during learning tasks, and access grade-level ELA and Math content. |

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| <p><i>LCAP Goal 2:</i></p> | <p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY | <p>Emerson is prioritizing placement of Black students in African American Female Excellence and African American Male Achievement affinity groups to strengthen belonging, identity affirmation, and engagement in school, which supports consistent participation in academic learning.</p> <p>The school provides ongoing professional development and collaboration time for Special Education staff, including SPED team meetings focused on instructional practices, service alignment, and improving access to grade-level ELA and Math content for students with IEPs.</p> <p>An Academic Mentor, under the direction of the Academic TSA, provides targeted support for newcomer and multilingual students to build foundational skills, academic confidence, and access to core instruction.</p> |
| <p><i>LCAP Goal 3:</i></p> | <ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% | <p>Consistent bi-weekly attendance meetings with key stakeholders (Community Schools Manager, Case Manager, Attendance Specialist, Principal, and Network partners) to monitor trends and coordinate supports.</p> <p>Regular use of Sown to Grow data to track student well-being, engagement, and risk indicators, with ongoing review to inform interventions.</p> <p>Expanded SART capacity through Case Manager support to the Community Schools Manager, allowing for more timely and frequent family meetings.</p> <p>Schoolwide focus on social skills groups to strengthen student regulation, belonging, and peer relationships as a proactive strategy to prevent suspension and increase school connection.</p> |

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| <i>LCAP Goal 4:</i> | By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data. | <p>Weekly professional development focused on strong Tier 1 instruction, social-emotional learning, and strategies that help students feel safe, supported, and ready to learn.</p> <p>Instructional Leadership Team (teacher-led) meets bi-weekly to review data and co-design staff professional learning.</p> <p>Teacher on Special Assignment for Social-Emotional Learning supports staff in building student belonging, regulation, and positive classroom culture.</p> <p>Teacher on Special Assignment for Instruction and Intervention supports professional learning in core instruction and targeted academic supports.</p> |
| Goal Area: | School Goal: | Priority Challenges |
| <i>LCAP Goal 1:</i> | <p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp | <p>Chronic absenteeism and inconsistent student attendance continue to interrupt access to core instruction and reduce continuity of learning.</p> <p>Many students who would benefit from Tier 2 and Tier 3 social-emotional supports are unable to fully access instruction due to behavioral and regulation barriers.</p> <p>Limited time and structures make it difficult to provide consistent coaching, peer feedback, and teacher leadership opportunities needed to strengthen instructional and student support practices.</p> |
| <i>LCAP Goal 2:</i> | <p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY | <p>Chronic absenteeism and inconsistent student attendance continue to interrupt access to core instruction and reduce continuity of learning.</p> <p>Limited time and structures make it difficult to provide consistent coaching, peer feedback, and teacher leadership opportunities needed to strengthen instructional and student support practices.</p> |

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| <p><i>LCAP Goal 3:</i></p> | <p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</p> | <p>Staff time is often pulled toward immediate behavior incidents, limiting capacity for proactive attendance and prevention work.</p> <p>Students needing Tier 2 and Tier 3 supports require more consistent social-emotional and behavioral interventions to remain engaged in instruction.</p> <p>Increased parent involvement needed to improve parent-school partnerships.</p> |
| <p><i>LCAP Goal 4:</i></p> | <p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p> | <p>New teachers are balancing high instructional expectations with complex student needs, which increases stress and need for support.</p> <p>Limited time for coaching, observation, and feedback cycles makes sustained growth more difficult.</p> <p>Coordinating PD, credentialing support, and wellness systems requires ongoing leadership capacity and structured follow-through.</p> |

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Emerson Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

SPSA strategies are being implemented through aligned professional learning, collaboration focused on student data, and strengthened behavior and SEL systems that protect instructional time. TSAs are playing a larger role in supporting instructional consistency and student support structures. Some staff roles have shifted to respond to attendance trends and increased academic and social-emotional needs.

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

Strategies are increasing coherence in instructional practice and strengthening teacher use of data to guide instruction. SEL and behavior systems are supporting student engagement, though attendance and subgroup gaps remain ongoing challenges. Continued coaching and structured collaboration time are needed to deepen impact.

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.

The school will increase focus on structured coaching, differentiation, and alignment of SPED and multilingual learner supports with core instruction. Additional emphasis will be placed on proactive attendance and SEL interventions. These refinements strengthen existing SPSA strategies in professional learning, MTSS, and engagement sections.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

| <p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p> | <p align="center">Target Addressed by Expenditure</p> | <p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p> | <p align="center">What is working/not working? Why?</p> <p align="center"><i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i></p> <p align="center">INCLUDE qualitative or quantitative data.</p> | <p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p> |
|--|--|--|---|---|
| <p>Translations for parent meetings outside of the instructional day.</p> | <p align="center">Student Connectedness to School</p> | <p align="center">Community School - Focus on SELLS and other family engagement opportunities as well as support with attendance</p> | <p>During our SELLS, SSC, and ILT meetings, verbal testimony recorded in meeting minutes highlighted the importance of translation services. Multilingual families consistently reported during these discussions that this support has been impactful in helping them access student achievement data, expressing a unanimous consensus that this resource remain available.</p> | <p align="center">We will continue this support based on family feedback.</p> |

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| Refreshments for parent engagement meetings. Having refreshments will increase attendance at our meetings. | Student Connectedness to School | Community School - Focus on SELLS and other family engagement opportunities as well as support with attendance | This has not been an effective expenditure. | We will not continue with this expenditure for next school year. |
| Funds for family education. This will help support teacher extended contracts or pay for consultants that will deliver adult/parent education. | Student Connectedness to School | Community School - Focus on SELLS and other family engagement opportunities as well as support with attendance | This has not been a well utilized support -- SSC team discussed using these funds with more intentionality. | Yes. SSC team will brainstorm ideas for parent education opportunities |
| Extended contracts will be used for teachers to provide extra instruction to our students. | Student Connectedness to School | Coaching for Teachers | Based on staff and parent feedback discussions, this long-standing expenditure is identified as essential for providing flexibility. Staff report that this time allows for data-driven instructional planning and targeted interventions, which has directly increased the frequency of differentiated learning opportunities for students needing extra support. | Yes, we will also plan to have a clearer focus and framework for this extended work |
| Our attendance clerk does not have enough time in the day to contact all of the families of the chronically absent students. These funds will help support her participation in and support of in the Attendance team so we can increase daily attendance and decrease chronic absenteeism. | Chronic Absenteeism | Community School - Focus on SELLS and other family engagement opportunities as well as support with attendance | Qualitative review of Attendance Team discussions indicate that the clerk's support has increased the team's capacity to standardize the SART process. Staff reports and outreach logs demonstrate that this direct family engagement has improved communication with chronically absent families, allowing the team to identify and address specific barriers to attendance more effectively. | Yes, the support and outreach by our attendance clerk has positively impacted attendance outcomes |
| Funds for mental health and social emotional support. Tier III support. | Student Connectedness to School | Mental Health Supports (Hope Reimagined) | Feedback from the COST team and clinical progress notes indicate that Hope Reimagined is a vital partner in Emerson's mental health framework. Staff reports highlight that their participation in COST meetings has streamlined the referral process, while qualitative student check-ins show that direct clinical services have improved students' emotional regulation and readiness to learn in the classroom | We will continue this support based on staff and student feedback and need for social emotional learning |

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

| | | | |
|----------------|---------------------------|-------------------|-----|
| School: | Emerson Elementary School | SCHOOL ID: | 115 |
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| 3: SCHOOL STRATEGIES & ACTIVITIES | Click here for guidance on SPSA practices |
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LCAP Goal 1: All students graduate college, career, and community ready.

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| School Goal: | <p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp |
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| Identified Need: | Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas." |
|-------------------------|--|

| # | STRATEGY/ACTIVITY | STUDENTS SERVED [1] | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2] | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3] |
|-----|---|---------------------|--|---|
| 1-1 | Provide daily foundational skills instruction and progress monitor using curriculum embedded assessments. | All Students | Academic | Tier 1 - Universal |
| 1-2 | Monitor and support core curriculum implementation through Instructional TSA-led coaching and site-based learning walks, using teacher practice data to drive improvement cycles around focal indicators. | All Students | Academic | Tier 1 - Universal |
| 1-3 | Build schoolwide supports that integrate academic and social-emotional learning, including direct instruction and consistent expectations for self-regulation, problem-solving, and relationships, led by the Principal in collaboration with the TSA team to ensure students stay engaged and access grade-level learning. | All Students | Academic | Tier 1 - Universal |
| 1-4 | Implement tiered literacy instruction for students below grade level, including structured small groups (SIPPS/Open Literacy/UFLI), targeted tutoring, and weekly progress monitoring using i-Ready Personalized Instruction reports and DIBELS benchmark assessments. | All Students | Academic | Tier 2 - Supplemental |
| 1-5 | Provide weekly collaboration time through PLCs and PD to deepen core curriculum implementation, analyze student data, and strengthen instructional practice. | All Students | Academic | Tier 1 - Universal |
| 1-6 | | | | |

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

| <p>School Goal:</p> | <p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY | | | |
|--------------------------------|---|---------------------------|--|---|
| <p>Identified Need:</p> | <ul style="list-style-type: none"> - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly | | | |
| # | 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 | Provide monthly professional development for staff focused on MTSS systems, including Special Education, COST (Coordination of Services Team), SST (Student Success Team), and 504 processes, to strengthen staff capacity to support a neurodiverse, multi-need student community and ensure students receive the right supports early. | All Students | Academic, SEL/Mental Health, and Behavioral | Tier 2 - Supplemental Tier 3 - Intensified |
| 2-2 | Implement a curriculum fidelity and progress-monitoring system in special education classrooms through instructional walkthroughs, aligned instructional materials, and regular reviews of student progress data. | Students with IEPs | Academic | Tier 1 - Universal |
| 2-4 | Ensure IEP service minute fidelity through strengthened scheduling systems, progress monitoring, and regular review of service delivery to support full implementation of student IEPs, led by the Principal in collaboration with the RSP team. | Students with IEPs | Academic, SEL/Mental Health, and Behavioral | Tier 2 - Supplemental Tier 3 - Intensified |
| 2-5 | Establish a Black Student Academic Leadership program where upper-grade students demonstrating academic excellence tutor and mentor younger students in reading and math, led by the TSA of Black Thriving and Principal. | African American Students | Academic | Tier 2 - Supplemental |
| 2-6 | Establish an academic enrichment club (e.g., Black Mathletes/STEM Scholars) to build academic identity through rigorous math, science, and problem-solving activities, led by the TSA of Black Thriving and the Principal in collaboration with the TSA of Instruction. | African American Students | Academic | Tier 2 - Supplemental |
| 2-7 | Increase structured student talk opportunities in core instruction to support language development and academic access for multilingual learners, developed and monitored through ILT in partnership with site leadership and informed by staff input. | English Learners | Academic | Tier 1 - Universal |
| 2-6 | Host a Multilingual Celebration that highlights students' home languages and cultures and promotes pride in multilingualism, led by the CSM in collaboration with the TSA of Instruction. | English Learners | Academic, SEL/Mental Health | Tier 1 - Universal |

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

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| School Goal: | 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% |
| Identified Need: | 1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports. |

| # | 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 | Implement COST-based SEL cycles with targeted, short-term support focused on conflict resolution, self-regulation, and prosocial skills to improve engagement and reduce behavior incidents, led by the principal in collaboration with TSA of SEL. | All Students | Behavioral | Tier 2 - Supplemental |
| 3-2 | Increase access to counseling services by partnering with Hope Reimagined to provide additional mental health support for students. | All Students | SEL/Mental Health | Tier 2 - Supplemental |
| 3-3 | Establish a clear SST (Student Success Team) system with defined meeting structures, goals, interventions, and ownership to ensure timely and coordinated student supports. | All Students | Academic, SEL/Mental Health, and Behavioral | Tier 2 - Supplemental |
| 3-4 | Implement restorative practices to build belonging, repair harm, and rebuild trust through re-entry meetings, student circles, and restorative conversations, with a focus on accountability and reflection. | All Students | SEL/Mental Health | Tier 2 - Supplemental Tier 3 - Intensified |
| 3-5 | Ensure consistent documentation of Universal Referral Forms (URFs) and regularly review URF data during professional development to identify patterns, strengthen discipline practices, and address potential bias. | All Students | Behavioral | Tier 2 - Supplemental |
| 3-6 | Provide Tier 2 and 3 attendance supports led by CSM and case manager for students experiencing chronic absenteeism, including regular check-ins, family outreach, goal setting, and connection to school or community resources. | Students with low attendance | Academic | Tier 2 - Supplemental Tier 3 - Intensified |
| 3-7 | School community will host monthly school wide celebrations and teacher led celebrations of learning, including but not limited to publishing parties and student of the month assemblies. | All Students | Academic | Tier 1 - Universal |
| 3-6 | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes during the school day and in the after school program. | Students in After School Programs (Available to All Students) | Academic | Tier 1 - Universal |

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified Need: Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

| # | 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 | Coaching will focus on core instructional practices, differentiated instruction, classroom management, explicit social-emotional learning strategies, and effective implementation of curriculum, with support provided by the TSA of SEL, TSA of Academic Instruction and instructional leadership team. | All Students | Academic | Tier 1 – Universal |
| 4-2 | Provide differentiated professional development aligned to teacher needs identified through observations, walkthrough data, and student outcomes, with a focus on literacy instruction, classroom culture and behavior systems, differentiation, and supporting multilingual learners and students with disabilities. | All Students | Academic | Tier 1 – Universal |
| 4-3 | Provide structured opportunities for teachers to learn from one another through vertical learning walks, where grade-level teams observe instruction in the grade above to better understand the progression of skills and expectations. | All Students | Academic | Tier 1 – Universal |
| 4-4 | Create opportunities for teachers to collaborate, celebrate successes, and build a strong professional community through staff appreciation, peer learning, and shared reflection on effective practices. | All Students | Academic, SEL/Mental Health | Tier 1 – Universal |

| CONDITIONS FOR BLACK STUDENTS | | | | |
|--------------------------------------|--|---------------------------|---|--|
| # | 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 | The Community Schools Manager and TSA of Black Thriving, in partnership with the Afterschool Program, will support belonging and engagement for Black students through sustained advisory-style spaces (e.g., Crew, AAMA, AAFE, lunch bunches) that center identity, connection, and community. | African American Students | SEL/Mental Health, Behavioral | Tier 2 - Supplemental |
| 5-2 | The Community Schools Manager and TSA of Black Thriving in partnership with school leadership and After School Program will provide schoolwide opportunities to celebrate Black history, culture, and student achievement through events, showcases, assemblies, and classroom learning experiences. | African American Students | Academic | Tier 2 - Supplemental |

| CONDITIONS FOR ENGLISH LANGUAGE LEARNERS | | <i>ELL Progress Data</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 | The TSA of Academic Instruction will help connect multilingual students with staff and peers who share their home language to strengthen belonging and communication. | English Learner Students | Academic | Tier 2 - Supplemental |
| 6-2 | The TSA of Academic Instruction will support the master schedule so English Language Learners/Multilingual Learners receive Designated ELD at least four days per week and provide teacher support on effective ELD instruction. | English Learner Students | Academic | Tier 1 - Universal |

PROPOSED 2026-27 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 |
|---|---------------|--|-------------|---------------------------------|-------|--------------------------------|------|-------------------|-----------------------------|---|----------------------|
| This funding will support academic intervention and enrichment programs through after school providers. Through this partnership, students will have access to caring adult mentors, structured activities, and opportunities that build self-esteem, resilience, and a sense of belonging. The program helps extend learning beyond the school day while supporting students' academic success and overall well-being. | \$109,218 | After School Education & Safety (ASES) | 5100 | Subagreements For Services | | | 0.00 | | | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes during the school day and in the after school program. | 115-1 |
| This funding will support academic intervention and enrichment programs through after school providers. Through this partnership, students will have access to caring adult mentors, structured activities, and opportunities that build self-esteem, resilience, and a sense of belonging. The program helps extend learning beyond the school day while supporting students' academic success and overall well-being. | \$25,000 | After School Education & Safety (ASES) | 5825 | Consultants | | | 0.00 | | | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes during the school day and in the after school program. | 115-2 |
| This funding is paying for partial FTE for our art teacher to provide enrichment classes during the school day to students and allowing prep time for teachers to engage in lesson planning, coaching, and collaboration. Specifically the additional FTE allows coverage for teachers to participate in student IEP team meetings. | \$17,383 | Arts & Music in Schools (Proposition 28) | 1105 | Certificated Teachers' Salaries | 10053 | Teacher Education Enhancement | 0.20 | | | Ensure IEP service minute fidelity through strengthened scheduling systems, progress monitoring, and regular review of service delivery to support full implementation of student IEPs. | 115-3 |
| Funding supports a 0.2 FTE increase for the Visual and Performing Arts teacher to provide supplemental arts programming during the school day. This expands students' access to creative learning experiences and supports engagement and belonging. The role also provides classroom coverage that allows teachers to attend IEP meetings and participate in professional learning and collaboration without interrupting instruction. All students benefit from expanded arts access and improved coordination of student supports. | \$27,831 | Arts & Music in Schools (Proposition 28) | 1105 | Certificated Teachers' Salaries | | Teacher Structured Eng Immersn | 0.20 | | | Ensure IEP service minute fidelity through strengthened scheduling systems, progress monitoring, and regular review of service delivery to support full implementation of student IEPs. | 115-4 |

PROPOSED 2026-27 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 |
|--|---------------|--|-------------|--|-------|------------------------------|------|-------------------|-----------------------------|--|----------------------|
| Funding supports extra compensation for teachers who facilitate arts enrichment, school celebrations, and creative programming outside of the regular school day. These activities provide additional opportunities for students to engage in the arts and build school connection through performances, projects, and cultural events. Expanded enrichment opportunities increase student engagement and strengthen school community. All students benefit from increased access to creative expression and schoolwide arts programming. | \$10,000 | Arts & Music in Schools (Proposition 28) | 1122 | Certificated Teachers' Salaries: Extra Compensation | | | 0.00 | | | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes during the school day and in the after school program. | 115-5 |
| Funding supports the purchase of art supplies and materials so students can participate in a variety of visual and performing arts activities during the school day. Access to materials allows teachers to implement hands-on arts instruction and integrate creative expression into learning. Arts participation supports student engagement, belonging, and opportunities to demonstrate learning through multiple modalities. All students benefit from expanded access to arts experiences. | \$10,808 | Arts & Music in Schools (Proposition 28) | 4310 | School Office Supplies | | | 0.00 | | | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes during the school day and in the after school program. | 115-6 |
| Funding supports a Teacher on Special Assignment focused on Social Emotional Learning and student support systems. The TSA provides targeted support for students with Tier 2 and Tier 3 behavioral needs through SEL instruction, conflict resolution support, and coordination with the COST team. This role strengthens schoolwide behavior systems and helps create safe, regulated learning environments. All students benefit from improved school climate, with particular impact for students with disabilities and students with elevated behavioral needs. | \$124,583 | California Community Schools Partnership Program | 1119 | Certificated Teachers on Special Assignment Salaries | 10643 | TSA 10Pay | 1.00 | | | Implement COST-based social-emotional learning cycles that provide short-term, targeted instruction for students frequently experiencing behavioral challenges. Focus areas include conflict resolution, self-regulation, and prosocial interactions to strengthen school engagement and reduce behavior incidents so students can be in class learning. | 115-7 |
| Funding supports a Community Schools Manager who coordinates partnerships, family engagement, and wraparound supports for students and families. The CSM helps connect students to community resources, supports family outreach, and collaborates with the COST team to address barriers to learning such as attendance, mental health, and basic needs. Strengthening these systems helps ensure students and families receive coordinated support that promotes engagement and well-being. | \$57,604 | California Community Schools Partnership Program | 2305 | Classified Supervisors' and Administrators' Salaries | 7897 | Prog Mgr Community Schools11 | 0.30 | | | Implement COST-based social-emotional learning cycles that provide short-term, targeted instruction for students frequently experiencing behavioral challenges. Focus areas include conflict resolution, self-regulation, and prosocial interactions to strengthen school engagement and reduce behavior incidents so students can be in class learning. | 115-8 |

PROPOSED 2026-27 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 |
|---|---------------|--|-------------|--|-------|-----------------|------|-------------------|-----------------------------|---|----------------------|
| Hope Reimagined will provide school-based therapeutic and behavioral health services that support students' social-emotional regulation, resilience, and engagement in learning through trauma-informed, culturally responsive practices. | \$42,813 | California Community Schools Partnership Program | 5825 | Consultants | | | 0.00 | | | Increase access to counseling services by partnering with Hope Reimagined to provide additional mental health support for students. | 115-9 |
| This funding will support academic intervention and enrichment programs through after school providers. Through this partnership, students will have access to caring adult mentors, structured activities, and opportunities that build self-esteem, resilience, and a sense of belonging. The program helps extend learning beyond the school day while supporting students' academic success and overall well-being. | \$125,000 | Expanded Learning Opportunities Program (ELO-P) | 5100 | Subagreements For Services | | | 0.00 | | | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes during the school day and in the after school program. | 115-10 |
| This funding will support academic intervention and enrichment programs through after school providers. Through this partnership, students will have access to caring adult mentors, structured activities, and opportunities that build self-esteem, resilience, and a sense of belonging. The program helps extend learning beyond the school day while supporting students' academic success and overall well-being. | \$25,000 | Expanded Learning Opportunities Program (ELO-P) | 5825 | Consultants | | | 0.00 | | | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes during the school day and in the after school program. | 115-11 |
| Extended educator contracts to provide additional time for teachers to engage in collaborative planning, data analysis, and instructional preparation to strengthen classroom instruction and improve student academic outcomes. | \$23,700 | LCFF Supplemental | 1122 | Certificated Teachers' Salaries: Extra Compensation | | | 0.00 | | | Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators. | 115-12 |
| Hope Reimagined will provide school-based therapeutic and behavioral health services that support students' social-emotional regulation, resilience, and engagement in learning through trauma-informed, culturally responsive practices. | \$3,000 | LCFF Supplemental | 5825 | Consultants | | | 0.00 | | | Increase access to counseling services by partnering with Hope Reimagined to provide additional mental health support for students. | 115-13 |
| Funding supports a Teacher on Special Assignment who provides instructional coaching and professional learning for teachers. The TSA supports differentiated professional development, classroom observations, coaching cycles, and vertical learning walks to strengthen instruction and curriculum implementation. This role helps teachers improve instructional practice and increase student access to grade-level learning. | \$138,248 | Learning Recovery Emergency Block Grant (LREBG) | 1119 | Certificated Teachers on Special Assignment Salaries | 10644 | TSA 11Mon 12Pay | 1.00 | | | Coaching will focus on core instructional practices, differentiated instruction, classroom management, explicit social-emotional learning strategies, and effective implementation of curriculum, with support provided by the TSA of SEL, TSA of Academic Instruction and instructional leadership team. | 115-14 |

PROPOSED 2026-27 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 |
|---|---------------|---|-------------|--|------|-------------------------------|------|-------------------|---------------------------------|--|----------------------|
| Funding supports a Community Schools Manager who coordinates partnerships, family engagement, and wraparound supports for students and families. The CSM helps connect students to community resources, supports family outreach, and collaborates with the COST team to address barriers to learning such as attendance, mental health, and basic needs. Strengthening these systems helps ensure students and families receive coordinated support that promotes engagement and well-being. | \$134,410 | Learning Recovery Emergency Block Grant (LREBG) | 2305 | Classified Supervisors' and Administrators' Salaries | 7897 | Prog Mgr Community Schools11 | 0.70 | | Student Connectedness to School | Implement COST-based social-emotional learning cycles that provide short-term, targeted instruction for students frequently experiencing behavioral challenges. Focus areas include conflict resolution, self-regulation, and prosocial interactions to strengthen school engagement and reduce behavior incidents so students can be in class learning. | 115-15 |
| Funding supports instructional aides serving as early literacy tutors who provide targeted reading intervention for students performing below grade level. Tutors deliver structured literacy instruction and progress monitoring to strengthen foundational reading skills and close early learning gaps. Providing additional literacy support helps students build confidence as readers and improves access to grade-level content. | \$46,032 | Measure AA (The Oakland Children's Initiative) | 2105 | Classified Instructional Aide Salaries | 8617 | Early Literacy Reading Tutor | 0.80 | | | Implement tiered literacy instruction for students below grade level, including structured small groups (SIPPS/Open Literacy/UFLI), targeted tutoring, and weekly progress monitoring using i-Ready Personalized Instruction reports. | 115-16 |
| Funding supports instructional aides serving as early literacy tutors who provide targeted reading intervention for students performing below grade level. Tutors deliver structured literacy instruction and progress monitoring to strengthen foundational reading skills and close early learning gaps. Providing additional literacy support helps students build confidence as readers and improves access to grade-level content. | \$46,032 | Measure AA (The Oakland Children's Initiative) | 2105 | Classified Instructional Aide Salaries | | Early Literacy Reading Tutor | 0.80 | | | Implement tiered literacy instruction for students below grade level, including structured small groups (SIPPS/Open Literacy/UFLI), targeted tutoring, and weekly progress monitoring using i-Ready Personalized Instruction reports. | 115-17 |
| Funds will be used to support the salary of a physical education (PE) teacher who will provide standards-aligned physical education instruction to all students. The PE teacher will deliver developmentally appropriate activities that promote physical fitness, motor skill development, teamwork, and healthy lifestyle habits through structured movement, games, and exercise. | \$103,167 | Measure G, Elementary Prep | 1105 | Certificated Teachers' Salaries | 4314 | Teacher Education Enhancement | 0.80 | | | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes during the school day and in the after school program. | 115-18 |

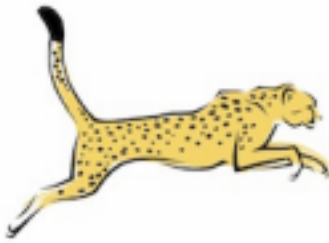
PROPOSED 2026-27 SCHOOL SITE BUDGET

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 |
|---|---------------|-------------------------------------|-------------|--|-------|-------------------------------|------|-------------------|-----------------------------|---|----------------------|
| Funds will be used to support the salary of a library teacher who will provide weekly library instruction to all students. The library teacher will deliver age-appropriate lessons that promote reading enjoyment, information literacy, research skills, and a lifelong interest in learning. Students will have scheduled opportunities to visit the library for instruction, book exploration, and literacy enrichment activities. | \$106,483 | Measure G, Library Support | 2205 | Classified Support Salaries | 8570 | Library Technician | 1.00 | | | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes during the school day and in the after school program. | 115-19 |
| Funds will be used to provide a full-time art teacher who will deliver enriching, standards-aligned visual arts instruction to all students. The art program will expose students to a variety of artistic techniques, materials, and forms of creative expression, including drawing, painting, sculpture, and mixed media. Instruction will support creativity, problem-solving, fine motor development, and student self-expression while fostering appreciation for the arts. | \$69,532 | Measure G, Visual & Performing Arts | 1105 | Certificated Teachers' Salaries | 10053 | Teacher Education Enhancement | 0.80 | | | Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes during the school day and in the after school program. | 115-20 |
| In addition to providing physical education instruction, the PE teacher will rotate through classrooms to provide coverage for teachers. This will allow classroom teachers dedicated time to participate in IEP meetings in collaboration with Special Education providers and families to support students' meeting their goals. | \$25,792 | PTA/PTO Donations | 1105 | Certificated Teachers' Salaries | 4314 | Teacher Education Enhancement | 0.20 | | | Ensure IEP service minute fidelity through strengthened scheduling systems, progress monitoring, and regular review of service delivery to support full implementation of student IEPs. | 115-21 |
| Funding supports instructional aides serving as early literacy tutors who provide targeted reading intervention for students performing below grade level. Tutors deliver structured literacy instruction and progress monitoring to strengthen foundational reading skills and close early learning gaps. Providing additional literacy support helps students build confidence as readers and improves access to grade-level content. | \$38,104 | PTA/PTO Donations | 2105 | Classified Instructional Aide Salaries | 11522 | Early Literacy Reading Tutor | 0.80 | | | Implement tiered literacy instruction for students below grade level, including structured small groups (SIPPS/Open Literacy/UFLI), targeted tutoring, and weekly progress monitoring using i-Ready Personalized Instruction reports. | 115-22 |
| Funding supports the purchase of classroom and instructional supplies that ensure students have access to the materials needed to fully participate in learning activities. These supplies support daily instruction, student projects, and enrichment opportunities across classrooms. Providing essential materials helps remove barriers to participation and ensures all students are prepared to engage in learning. | \$8,604 | PTA/PTO Donations | 4310 | School Office Supplies | | | 0.00 | | | Provide daily foundational skills instruction and progress monitor using curriculum embedded assessments | 115-23 |

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 26, 2025, and will be in effect for the period August 26, 2025 through May 31, 2026.

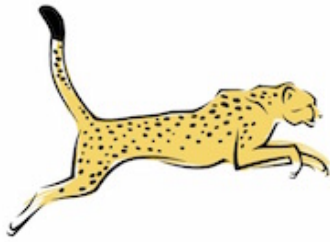
The school will distribute this policy to all parents on or before September 30, of the current school year.

Iris Castillo
Name of Principal

Iris Castillo
Signature of Principal

08/26/2025
Date

[CLICK HERE](#) for School-Parent Compact 2025 - 2026



SCHOOL-PARENT COMPACT

Emerson Elementary School

2025-2026

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 2025-2026 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 30 min. 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
- I will 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 26, 2025, and will be in effect for the period August 26, 2025, to May 31, 2026.

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

Iris Castillo

Iris Castillo

08/29/2025

Principal’s Name

Principal’s Signature

Date



Strategic Resource Planning (SRP)

EMERSON ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

| | |
|-------------------|---------------|
| Chairperson: | Shawna Reeves |
| Vice Chairperson: | Alisha Taylor |
| 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?) |
|------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------|
| Iris Castillo | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | -- |
| Justin Powell | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 |
| 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 |
| Sydney Dexter | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1 |
| Shawna Reeves | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2 |
| Channing Kennedy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2 |
| Alisha Taylor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |
| Lauren Mirov | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1 |
| Bret Moyer | <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 2nd Wednesday at 4:30 p.m. |
|---|----------------------------------|

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members