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Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Emerson Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 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)

- 2022-2023 School Plan for Student Achievement (SPSA) for Emerson Elementary School



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

2022-2023 School Plan for Student Achievement (SPSA)

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

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

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

Contact: Heather Palin

Position: Principal

Address: 4803 Lawton Avenue
Oakland, CA 94609

Telephone: 510-654-7373

Email: heather.palin@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/19/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 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 (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control 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: 4/19/2022

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

- | | | |
|---|--|--|
| <input type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|--|--|

Signatures:

Heather Palin

Principal

Heather Palin

Signature

4/19/2022

Date

Melanie Turner

SSC Chairperson

Melanie Turner

Signature

5/25/22

Date

Kathleen Arnold

Network Superintendent

Kathleen Arnold

Signature

5.27.2022

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/27/2022

Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/21/2021	School Site Council	SSC Met to review Site Wide Goals, and Budget Development Process
1/5/22	Teacher Professional Learning	Teachers give feedback on budget priorities (using Jamboard). Focus on areas of high impact for 21-22. What's effective and why?
1/6/22	School Site Council	SSC Met to review proposed budget, and reflect on Site Priorities from 20-21 to give feedback. SSC approves Title funding for 22-23
2/10/2022	Parent Teacher Association Exec. Board	Review budget plan w/ PTA exec board, and determine where there are funding gaps that PTA could support with.
2/15/2022	SSC	SSC reviews SPSA draft for 22-23, reflects on realities of site plan in the COVID context, and offers guidance to site leadership teams for 22-23 planning
2/24/2022	Instructional Leadership Team	ILT fleshes out teacher, leadership and organization practices aligned to school goals.
3/15/2022	School Site Council	Reviews revised strategies and actions, and offers feedback for improvement. Reviews enrollment plan, and offers feedback for improvement.
4/19/2022	School Site Council	Approves Plan.

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. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

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.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$92,250.00
Total Federal Funds Provided to the School from the LEA for CSI	\$15,800.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$518,913.77

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$84,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$19,320.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,250.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$188,400.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$5,625.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$15,800.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$108,050.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$410,863.77	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$518,913.77
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Emerson Elementary School

School ID: 115

School Description

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

Emerson currently enrolls 338 students. 71% of our students qualify for free and reduced lunch, 20% of Emerson students receive Special Education services, and 18% of Emerson students are English Language Learners. Languages that are spoken at Emerson include: Spanish, Arabic, Amharic, Rigrinya, Pashta, Mam, Khmer, And Japanese. Emerson has a diverse ethnic community of students, including: 50% African-American, 16% Latino, 12% White, 9% Asian, 2% Filipino.

School Mission and Vision

Emerson Mission Statement

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

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

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

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

Emerson Vision Statement

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

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	67%	<i>not available until Fall 2022</i>	80%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	29%	<i>not available until Fall 2022</i>	80%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	20%	<i>not available until Fall 2022</i>	80%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-111	n/a	<i>not available until Fall 2022</i>	-0.60
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	17%	<i>not available until Fall 2022</i>	40%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-112	n/a	<i>not available until Fall 2022</i>	-0.60
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	0
CAST (Science) at or above Standard	All Students	0	n/a	<i>not available until Fall 2022</i>	0

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-170	n/a	<i>not available until Fall 2022</i>	-70
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-132	n/a	<i>not available until Fall 2022</i>	-70
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0	<i>not available until Fall 2022</i>	0

SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-161	n/a	<i>not available until Fall 2022</i>	-70
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-129	n/a	<i>not available until Fall 2022</i>	-70
Reclassification Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	8%	2%	<i>not available until Fall 2022</i>	15%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	15%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	79%	76%	<i>not available until Fall 2022</i>	80%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	1%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	19%	14%	<i>not available until Fall 2022</i>	20%
Chronic Absenteeism	African American Students	23%	17%	<i>not available until Fall 2022</i>	20%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%
Staff Retention	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	80% of Kinders are reading at or above grade-level.	Instruction is aligned to common core (explicit phonics). Pre-K supports for many students were evident.
<i>LCAP Goal 2: Focal Student Supports</i>	English Language Development is now embedded in teachers small group time.	Prioritized ELD in scheduling, and teachers have access to an actual curriculum.
<i>LCAP Goal 3: Student/Family Supports</i>	Student Connectedness to School consistently in 80% range.	Many SEL supports/practices in place to support students feeling connected. Teachers embed this regularly.
<i>LCAP Goal 4: Staff Supports</i>	Staff Retention at 90%	Strong culture, many supports in place for staff.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	16.9% of 3rd-5th graders reading at grade-level.	Students fell further behind comprehension, b/c many needed more targeted phonics instruction (prior to us having SIPPS in upper grades).
<i>LCAP Goal 2: Focal Student Supports</i>	ELL reclassification rates declined in 20-21.	Many ELLs missed out on targeted instruction during DL (lack of access to zoom, or not enough targeted time in small groups).
<i>LCAP Goal 3: Student/Family Supports</i>	Chronic Absences is incredibly high.	Circumstances connected to COVID (illness, quarantine, safety) has meant many students are chronically absent.
<i>LCAP Goal 4: Staff Supports</i>	Staff PL feedback & PL has been inconsistent.	COVID testing, absences, has created many challenges disrupting regular schedules.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

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.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Emerson Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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.

We've been successful with the bulk of the SPSA strategies. One part that's been less successful is the Math Pilot section. In the spring we'd planned for participation in a math pilot, but it didn't actually happen. However, we have the plan for that for the pilot for 22-23. Additionally, we hired 2 STIP subs for the first time, with the intention of 1 STIP sub being able to do designated ELD. However because of the sub shortages, that STIP was used every day to cover classes, and teachers took on the role of teaching ELD themselves.

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

Our goal around the implementation of SIPPS has been quite effective. We have supports in place, PD in place, and high quality tutors and teachers implementing to make this successful.

Our goal to implement MTSS supports, to reduce the referral of AA students has also been effective. The years that we have invested in SEL and mental health services, and PBIS have laid a strong framework for reducing the disproportionate referral of black kids to the office, increasing engagement and performance in school overall.

Our goal to implement the Math pilot did not happen, because the math pilot was not made available. We are ready to implement this in 22-23, pending the adoption of either IM or Eureka.

Our goal to improve Designated ELD has happened, but in a different way than planned. Because our STIP was pulled daily to sub for classes (due to lack of centralized sub support), teachers embedded Designated ELD into their Literacy Centers or All Block period.

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.

We received additional CSI dollars in order to support a Spring intervention program for targetted instruction in both reading and math. These changes can be seen in both goals that are oriented around Literacy and Standards Based Instruction.

We also were able to partner with African American Female Excellence, in service of multiple goals and accelerating growth for AA females. We allocated additional CSI dollars, in addition to donations to fund this program. The changes can be seen in goal connected to standards-based instruction, and improving conditions for learning.

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?
STIP Teacher	ELL Reclassification	This person was not able to support ELD instruction, but did cover classes.	Working: covers as sub b/c jobs rarely got picked up. Working: ELPAC coordinator. Not Working: providing ELD instruction, b/c had to sub for class.	We will continue with the STIP role, and hope that next year subs take jobs, and this role can support ELD (intended).
Extended Contracts	SBAC ELA Distance from Standard Met	Funds Summer Leadership Team to plan for return to in-person instruction.	Working: This was essential for a well-planned return to school to support all students. Depending on COVID it may be used differently next year. Will continue to fund leadership team planning.	Yes, based on previous account. Supports thoughtful beginning of the year planning.
Funds to support high need students	Reading Inventory (RI) Multiple Years Below Grade Level	Funds 2 literacy tutors to provide targetted instruction for students grades 3-5 reading below grade level.	This is working great! Students are receiving SIPPS instruction, during the All Block time from a trained tutor.	Will continue!
Parent Participation: childcare provided for family engagement	SBAC Math Distance from Standard Met	Fund childcare for parents to be able to attend workshops.	We have not been able to do this succesfully yet due to COVID.	We are attempting to do this at the end of the year.
Parent Education	SBAC Math Distance from Standard Met	Fund teacher stipends, to facilitate parent workshops.	We have not been able to do this succesfully yet due to COVID.	We are attempting to do this at the end of the year.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Emerson Elementary School

School ID: 115

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:	Disproportionality of African American Students with URF's, Chronic Absenteeism and referrals to Special Education
School Theory of Change:	If AA students are over-identified for Special Education, Attendance, URFs then our school site will create culturally responsive ways to intentionally decrease this overrepresentation which can include an increase in supports for students and education for staff. If our own bias contributes to disproportionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias."
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Explicit teaching of SEL curriculum, Caring School Community, that can be expanded upon by small group intervention leaders.	Provide professional development time for all staff for support of SEL curriculum, including out of school time or small intervention group leaders Morning meeting added to master schedule Teachers encouraged to include weekly class meeting Hiring or utilizing staff to support disproportionality reduction: -Culture and Climate TSA -Social Work Interns -P.E. or Recess Coaches"	Master schedule Morning meeting walkthrough data Student feedback survey		Tier 1

1-2	<p>"Trauma informed practices based on UCSF Hearts Core Guiding Principals</p> <ul style="list-style-type: none"> --Understand trauma and stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration -Calm down corner provided for all students -Routines and rituals consistently practiced" 	<p>Increase all staff education related to bias and anti-racism work, including the Special Education team.</p> <p>Professional development on trauma and de-escalation</p> <p>Support staff self care and support with the stress of teaching studenteds impacted by trauma</p>	<p>Master schedule</p> <p>Staff feedback surveys</p> <p>Classroom walkthrough data</p>		Tier 1
1-3	<p>"All classrooms should include evidence of:</p> <ul style="list-style-type: none"> -3-5 positively stated behavioral expectations -positive reinforcement procedures/use of school wide acknowledgement system -daily (visual) schedule -Calm down space to be used as a preventative practice" 	<p>Provide professional development for classroom expectations, routines and acknowledgements in PD schedule.</p> <p>Culture & climate team creates visual supports and resources for teachers to use in the classroom (i.e., expectations posters, ticket templates, consequence sequences)</p> <p>Schedule classroom walkthroughs 2x/per year"</p>	Classroom walkthrough data		Tier 1

1-4	<p>"Build strong relationships with families through ongoing 2-way communication and contact -Provide flexible scheduling for families for conferences -Use Talking Points for communication -Monitor for opportunities for parents to provide feedback"</p>	<p>Complete school culture orientation with families at beginning of school year: review discipline matrix, behavioral expectations and PBIS systems (i.e., language to use at home, token economies to support behavior at home,) etc Teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled Monthly coffee chat with the principal, coordinate with network partners to provide relevant workshops for parents Provide opportunities for grade level teams to connect around family engagement Provide academic data (i.e., SRI, SBAC, EL snapshot) and standards in family-friendly language with actionable steps for support and improvement"</p>	<p>Master schedule Tiered Fidelity Inventory PD agendas and feedback</p>		Tier 1
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1-5	<p>Take accurate attendance daily Regularly highlight attendance in classroom meetings. Notice and welcome students back to class after absences, and celebrate students who show up.</p> <p>Build classroom relationships bt implementing Tier 1 SEL standards and trauma informed PBIS practices.</p> <p>Integrate classwide/student attendance data in communications with families, and in parent conferences and other family engagement.</p> <p>Implement monthly Tier 1 school-wide attendance initiatives"</p>	<p>Ensure Attendance team meetings occur at least 2x/month.</p> <p>Support the Development and Implementation of a site specific tiered attendance plan, including regular staff PD, data sharing, and reflection.</p> <p>Implement strong PBIS, RJ & SEL practices school wide.</p> <p>Ensure data is reviewed regularly and used as a key measurement in all site leadership teams.</p> <p>Share monthly Tier 1 theme and activities at Staff PD and integrate Attendance messaging in school communication and school events.</p>	<p>Master schedule</p> <p>Attendance team agendas/notes</p> <p>Attendance data reports</p>	Chronic Absences is incredibly high.	Tier 1
1-7	<p>Teachers complete universal behavior screening (SRSS) 2x/year to identify students that may benefit from Tier 2 and 3 supports</p> <p>- Following screening, teachers collaborate with grade level partners to determine how Tier 1 classroom practices can be adjusted to attend to wider grade level needs"</p>	<p>"SRSS training and follow up sessions are added to PD calendar</p> <p>COS team reviews students identified with tier 2 and 3 needs and connects to interventions, monitors progress effectively</p> <p>COS team updates data in OUSDForce to reflect student interventions"</p>	<p>SRSS screener data</p> <p>Master schedule</p> <p>OUSDForce</p>		Tier 2

1-8	<p>Individualized plans for students with symptoms related to trauma including based on the core guiding principals</p> <ul style="list-style-type: none"> --Understand trauma and stress -Cultural Humility -Resilience and SEL -Safety and Predictability -Compassion and Dependability -Empowerment and Collaboration -Somatosensory breaks scheduled for students with regulation challenges -Progress monitoring for students receiving tier 3 mental health services 	<p>Somatosensory stations available to all students in class and in communal spaces (hallway, office, playground)</p> <p>Cost team tracks progress monitoring</p>	<p>COST team notes</p> <p>Individual behavior plans</p>		Tier 3
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION					
School Priority:		Adoption and Implementation of New Math Curriculum (Eureka)			
School Theory of Change:		If we offer intentional planning time, and coaching around the new math curriculum, students will have access to common core aligned math and make growth accordingly.			
Related Goal(s):		All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	TEachers will engage in math professional learning for the first quarter.	ILT & TSA wil co-plan PL, intended to unpack math curriculum, and model demo lessons, with embedded planning time.	Teacher engage in collaborative planning and use the curriculum during math instruction.		Tier 1
2-2	Teachers use small group instruction in math, with fidelity to support all students with math growth.	TSA & Principal observe and offer feedback on small group math instruction happening with fidelity.	More student demonstrate mastery in math. Classroom observation cycles in math happens regularly with a focus on small group instruction.		Tier 1
2-3	Targetted Intervention for kids in need, provided by Children Rising focusing on kids in Tier 2.	TSA & Principal reach out to organization in Spring, for a start in the fall. TSA & Principal will coordinate kids in need of this support.	Students are being pulled out 2X/week working with tutors one on one or in small groups.		Tier 2

<i>District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum</i>					
School Priority:	Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students.				
School Theory of Change:	If we provide all students systematic foundational skills instruction and explicitly and regularly engage students with complex texts and tasks in whole group Tier 1, Tier 2 small group instruction and Tier 3 intervention, all K-5 students will demonstrate growth toward becoming proficient readers.				
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	<p>K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.</p>	<ul style="list-style-type: none"> -Establish expectation of implementation of Heggerty and SIPPS curriculum, including regular assessment. -Provide Professional development and learning for implementation of curriculum and strategies -Support & monitor use of foundational skills curriculum across classrooms and grade levels to ensure instructional alignment. -Partner with central coordinators to ensure all teachers have access to instructional materials and are trained in use of the curriculum ational skills curriculum across classrooms and grade levels to ensure instructional alignment." 	<p>Walk-thru feedback, SIPPS assessment, student growth in SIPPS</p>		<p>Tier 1</p>
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3-2	All teachers provide daily, explicit language and literacy instruction grounded in complex text sets, planning lessons and assigning tasks to ensure that students are reading for purpose, building knowledge of academic language and content over time, and writing and speaking grounded in evidence from the texts.	<ul style="list-style-type: none"> -Establish the expectation that teachers provide daily instruction grounded in complex text -Support & monitor instruction via learning walks and instructional coaching -Provide time in weekly grade level or grade span PLCs to analyze student work/engagement/progress data and plan for implementation of lessons built around complex text and task -As needed, partner with central content leads and/or PD leads focused on curriculum implementation to co-plan professional learning for teachers 	Walk-thru feedback, Lesson Plans.		Tier 1
3-3	Use curriculum formative assessments, universal screening, diagnostic assessments, and IAB data to monitor progress and adjust instruction	<ul style="list-style-type: none"> "-Support understanding and implementation of required assessments -Facilitate teacher data conferences -Utilize data analysis tools (e.g. i-Ready MOY Leaders Data Analysis Template)" 	Assessment Data		Tier 1

3-4	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	-Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports -Support interventionists (early lit tutors) and support staff (Stip Sub) teach small group SIPPS and track progress of all students but specifically focal students determined by MTSS structures	COST Referrals, Students receiving services as evidence by OUSD Force,		
3-5	Use tech to complement synchronous or in person instruction with adaptive literacy learning through the i-Ready MyPath adaptive learning platform	-Attend/provide professional development on adaptive literacy learning platform -Provide time for teachers and PLCs to analyze progress and choose focal students	PLC Notes, PD feedback		Tier 1
3-6	Librarian cultivates a love for reading by supporting students check out "take home books" and engages students in culturally relevant, rich text tied to Content Units weekly	-Ensure schedule for students to receive library time and opportunity to check out books -Support collaboration space for librarian to meet with teachers to connect foci of read alouds	Students check books out weekly.		Tier 1
3-7	STIP Sub provides targeted intervention to students in grades 3-5, below grade-level.	-Ensure STIP has time to plan -ILT analyzes reading data, to select students for small group instruction. -STIP gets time to learn intervention curriculum.	Data analysis templates, i-ready data, SIPPS data.	16.9% of 3rd-5th graders reading at grade-level.	Tier 2

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority:	Conditions for Learning for Adults				
School Theory of Change:	Increase the number of students who feel their school is a safe and supportive environment and have strong positive adult relationships. Decrease the disproportionality of African American suspensions URFs, chronic absenteeism and special ed referrals.				
Related Goal(s):	Our staff are high quality, and reflective of Oakland's rich diversity.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers regularly check-in with an adult/teaching buddy.	Establish committee to organize adult gatherings to foster connection, a strong sense of belonging, and collective care.	PD Team for Check-Ins		Tier 1
4-2	Engage students in opportunities to provide feedback using the model provided in adult professional learning spaces.	In PDs, provide opportunities for teachers to provide feedback on the conditions for their learning centered on engagement and connection.	Quarterly Culture/Climate Feedback Survey from students.		Tier 1
4-3	Collaborate with buddy teacher to facilitate monthly cross-age buddies lessons.	Implement Caring School Community's Cross-Age Buddies program.	Buddy Lessons		Tier 1
4-4	Create a welcoming and supportive learning environment for all students through the use of culturally responsive practices.	Conduct a book study to explore anti-racism and anti-bias training for all adults.	Learning Walk Feedback		Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Math Instruction
School Theory of Change:	If teachers implement conceptual mathematics instruction using culturally sustaining engagement strategies to interrupt deficit thinking, leverage students’ linguistic and cultural assets, and nurture empowering narratives ...then Black students will have a positive math identity, and become the owners of mathematics.
Related Goals:	Increase in i-Ready Standards Mastery and Diagnostic Proficiency, and Math SBAC Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	Observations Participate in central PD Reading fluency for AA students Proficiency rates on local and state assessments		Tier 1
5-2	Teachers progress monitor the learning of AA students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	Task of focal AA students Informal or Formal Learning Walk Data PD		Tier 2
5-3	Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	Task of focal AA students Informal or Formal Learning Walk Data Coaching cycle		Tier 1

5-4	AAMA & AAFE: Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	Task of focal AA students Informal or Formal Learning Walk Data Coaching cycle		Tier 1
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	Provide consistent Designated ELD to all ELL's
School Theory of Change:	If we spend time investing in PL for Integrated ELD, and additional investment in support for Designated ELD, our students will reclassify at higher rates.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Maintain a consistent schedule so that all ELL's that score (2 or 3 on ELPAC) will be in daily designated ELD classes 3-4 times/week for at least 30 minutes.	STIP sub is trained on implementing our adopted Designated ELD curriculum.	Intervention schedule, ELPAC data, SIPPS growth		Tier 2
6-2	Small Group Instruction, with homogeneous reading groups (ELL Focused). All teachers identify ELL focus students, that are monitored in PLC's using COI model.	In partnership with Michael Ray, and ELL department, teacher leaders and principal facilitate PL on Small Group Instruction, Guided Reading Focus. Academic Mentors will support with Systematic ELD for K-2 ELL's (Tier 2 Intervention).	ELL lessons, ELL intervention schedule, PLC minutes		Tier 2

6-3	Provide mental health services and extended learning services to students that might have had difficult transitions, challenge accessing classroom space or traumatic life events, such as newcomers who transitioned to the U.S., foster youth or homeless youth.	Partner with County Mental Health providers to provide 1:1 and group support to students, using COST as a referring vehicle.	COST tracker, URF data, attendance		Tier 2
6-4	3-4 Teacher leaders and principal attend summer GLAD institute. GLAD strategies are implemented in all classrooms regularly.	Teacher Leaders and Principal attend GLAD training, and work with Instructional Leadership team to plan and facilitate PL that includes GLAD strategies in PL.	Teachers signed up for GLAD		Tier 1

PROPOSED 2022-23 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	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$124,613	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7726	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	All teachers provide daily, explicit language and literacy instruction grounded in complex text sets, planning lessons and assigning tasks to ensure that students are reading for purpose, building knowledge of academic language and content over time, and writing and speaking grounded in evidence from the texts.	115-1
Attendance Specialist	\$30,956	LCFF Supplemental	2205	Classified Support Salaries	3529	Attendance Specialist	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	ILT & TSA will co-plan PL, intended to unpack math curriculum, and model demo lessons, with embedded planning time.	115-2
Classified Instructional Aide salaries	\$16,710	LCFF Supplemental	2105	Classified Instructional Aide Salaries	8330	n/a	0.40	Goal 1: All students graduate college, career, and community ready.	n/a	n/a	115-3
Classified Supervisor's and Administrators' Salaries	\$134,905	One-Time COVID Funding	2305	Classified Supervisors' and Administrators' Salaries	7897	n/a	0.25	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Create a welcoming and supportive learning environment for all students through the use of culturally responsive practices.	115-4
Classified Supervisor's and Administrators' Salaries	\$26,981	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7897	n/a	0.20	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	"Build strong relationships with families through ongoing 2-way communication and contact -Provide flexible scheduling for families for conferences -Use Talking Points for communication -Monitor for opportunities for parents to provide feedback"	115-5
Classified support salaries	\$22,687	LCFF Supplemental	2205	Classified Support Salaries	7727	School Enrichment Recess Coach	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Math at or above Mid-Grade	Targetted Intervention for kids in need, provided by Children Rising focusing on kids in Tier 2.	115-6

PROPOSED 2022-23 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	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Consultants-Supp	\$20,000	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	-Set up strong MTSS systems and COST processes to analyze data, determine focal students, and check on Tier 1 instruction, Tier 2/3 supports -Support interventionists (early lit tutors) and support staff (Stip Sub) teach small group SIPPS and track progress of all students but specifically focal students determined by MTSS structures	115-7
Early Lit Tutor	\$15,757	Comprehensive Support & Improvement (CSI) Grant	2105	Classified Instructional Aide Salaries	8333	Early Lit Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.	115-8
Equipment Maintenance	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Ensure Attendance team meetings occur at least 2x/month. Support the Development and Implementation of a site specific tiered attendance plan, including regular staff PD, data sharing, and reflection. Implement strong PBIS, RJ & SEL practices school wide. Ensure data is reviewed regularly and used as a key measurement in all site leadership teams. Share monthly Tier 1 theme and activities at Staff PD and integrate Attendance messaging in school communication and school events.	115-9
Extended Contracts	\$4,320	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Create a welcoming and supportive learning environment for all students through the use of culturally responsive practices.	115-10
Extended Contracts	\$7,997	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Provide mental health services and extended learning services to students that might have had difficult transitions, challenge accessing classroom space or traumatic life events, such as newcomers who transitioned to the U.S., foster youth or homeless youth.	115-11

PROPOSED 2022-23 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	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Extended Contracts-Title 1 Parent	\$2,250	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	115-12
Extended Contracts-Title 4	\$5,625	Title IV: Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Chronic Absenteeism	"Build strong relationships with families through ongoing 2-way communication and contact -Provide flexible scheduling for families for conferences -Use Talking Points for communication -Monitor for opportunities for parents to provide feedback"	115-13
Library Technician	\$53,327	Measure G: Library	2205	Classified Support Salaries	8570	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Librarian cultivates a love for reading by supporting students check out "take home books" and engages students in culturally relevant, rich text tied to Content Units weekly	115-14
Manhood Development Facilitator	\$0	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8849	Facilitator Manhood Development Program	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassification	Maintain a consistent schedule so that all ELL's that score (2 or 3 on ELPAC) will be in daily designated ELD classes 3-4 times/week for at least 30 minutes.	115-15
Substitute Teacher Incentive Plan (STIP) Teacher	\$66,078	LCFF Supplemental	1105	Certificated Teachers' Salaries	7593	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Partner with County Mental Health providers to provide 1:1 and group support to students, using COST as a referring vehicle.	115-16
Substitute Teacher Incentive Plan (STIP) Teacher	\$76,378	Title I: Basic	1105	Certificated Teachers' Salaries	6253	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Librarian cultivates a love for reading by supporting students check out "take home books" and engages students in culturally relevant, rich text tied to Content Units weekly	115-17
Supplies	\$10,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Use curriculum formative assessments, universal screening, diagnostic assessments, and IAB data to monitor progress and adjust instruction	115-18

PROPOSED 2022-23 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	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Unallocated	\$43	Comprehensive Support & Improvement (CSI) Grant	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Use curriculum formative assessments, universal screening, diagnostic assessments, and IAB data to monitor progress and adjust instruction	115-19
Unallocated	\$4,988	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	K-2 Teachers provide regular, systematic, differentiated foundational skills instruction. These skills (e.g. phonemic awareness, phonics, and sight word skills) are taught sequentially until they are mastered by each student.	115-20
Unallocated	\$18,673	Measure G: Library	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Engage students in opportunities to provide feedback using the model provided in adult professional learning spaces.	115-21
Unallocated ELO Funding	\$19,000	One-Time COVID Funding	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	<ul style="list-style-type: none"> -Establish the expectation that teachers provide daily instruction grounded in complex text -Support & monitor instruction via learning walks and instructional coaching -Provide time in weekly grade level or grade span PLCs to analyze student work/engagement/progress data and plan for implementation of lessons built around complex text and task -As needed, partner with central content leads and/or PD leads focused on curriculum implementation to co-plan professional learning for teachers 	115-22



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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 the achievement of their children 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, social media. Includes information about upcoming events, programmatic opportunities, updates on school performance.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

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.

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 in the value of parent contributions, and in 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 the education of their children 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 through-out 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 plan (SPSA) to the Strategic Resource Planning Office

Adoption

This policy was adopted by the Emerson School on December 14, 2021, and will be in effect for the period December 14, 2021 through May 31st, 2022.

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

Name of Principal
Heather Palin

Signature of Principal
Heather Palin

Date *12/14/21*

Please attach the School-Parent Compact to this document.



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

School-Parent Compact

Emerson Elementary School

2021-2022

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 2021-2022 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their 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 standards aligned curriculum, in all core subject areas.
 - b) Teachers have weekly professional learning and collaboration to build practices that are in service of all students and students that are 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 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, assessments, and how to monitor and improve the achievement of their children.**
 - a) The schools hosts parent teacher conferences multiple times a year.
 - b) Teachers host parent education nights, multiple times/year.
- 4) Provide parents 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 with the principal.

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 to observe classroom activities.

- a) All families are encouraged to volunteer in a variety of capacities: serving on School Site Council, supporting in class activities, field trips, PTA activities, supporting outdoor play and recess time.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

- 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 in the value of parent and family member contributions, and in 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 talking points 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 (Optional Section)

Examples:

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.

- Promote positive use of my child's extracurricular time. [*—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.*]

Student Responsibilities (Optional Section)

Examples:

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the Emerson Elementary School on 12/14/2021 and will be in effect for the period of 12/14/2021, 2021 to May 28, 2022.

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 1/1/2022.

Heather Palin

Signature of Principal

12/14/2021

Date



EMERSON ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	Melanie Turner
Vice Chairperson:	Edward Frank
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?)
Heather Palin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Hannah Galvin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Sydney Dexter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Laura Aviles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Antoinette Holland	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Edward Frank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Melanie Turner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Tree Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Brandon Dawkins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Erica Macklin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
	<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 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