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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Emerson Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Emerson Elementary School
CDS Code: 1612596001812
Principal: Heather Palin
Date of this revision: 5/19/2020

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
Address: 4803 Lawton Avenue
Oakland, CA 94609

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/19/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and 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 (ASES)	<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"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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 Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/19/20

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, media announcements, etc.)
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Signatures:

Heather Palin

HP

5/19/2020

Principal

Signature

Date

Constance E. Arnold

SSC Chairperson

Signature

5/19/2020

Date

Kathleen Arnold

June 30, 2020

Network Superintendent

Signature

Date

Lisa Spielman

7/1/2020

Director, Strategic Resource Planning

Signature

Date

Jody London

8/27/2020

Kyla Johnson-Trammell
Superintendent and
Secretary, Board of Education

8/27/2020

Jody London
President, Board of Education

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/16/2020	Instructional Leadership Team	Reviewed last year's budget and priorities and gathered feedback on progress.
1/21/2020	School Site Council	Reviewed last year's budget and priorities and gathered feedback on progress.
2/12/2020	Staff Meeting	Reviewed last year's budget, current data, and discussed implications for planning for 20-21.
2/27/2020	Instructional Leadership Team	Drafted 20-21 priorities, based on feedback from staff and SSC.
3/10/2020	School Site Council	Reviewed SPSA priorities, gathered feedback, and shared budget proposal. SSC voted on and approved Title 1 & 4 budget items.
3/24/2020	School Site Council	Presented finalized budget, received feedback and gathered input, and voted to Carryover Title 1 & 4 remaining budgeted items to 20-21.
4/21/2020	School Site Council	Review Site Plan, and Offer Feedback on Parts 2 & 3
5/19/2020	School Site Council	Approve SPSA

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$198,930.00
Total Federal Funds Provided to the School from the LEA for CSI	\$113,050.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$552,012.00

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)	\$84,072.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$20,183.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,808.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$218,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$113,050.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	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:	\$198,930.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$353,082.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$552,012.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**Focus Area:****Priority Strengths****Root Causes of Strengths**

<i>College/Career Readiness</i>	Mid-Year ELA IAB data (19-20), compared to 18-19 has improved significantly.	Consistent teachers, from lower grades up, and into the upper grades, as well as increased collaboration and targetted intervention.
<i>Focal Student Supports</i>	Teacher PLC's identify focal students, and provide supports and monitors through-out the year.	Teacher retention has increased, collaboration is stronger, and intervention is more targeted with SIPPS implementation.
<i>Student/Family Supports</i>	Social Emotional Learning has been a focus for 2 years consisently. CHKS data shows positive improvement for both students and families.	Slow growth in climate and culture, with support of CSM, social emotional curriculum, counselling, PBIS & RJ.
<i>Staff Supports</i>	Staff reports collaboration as valuable, and request more focused PD.	Building relational trust among teachers and staff has resulted in collecitive belief in mission/vision.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Students are performing significantly below standard on SBAC.	We do not consistently provide targeted pull-out intervention for low-performing students.
<i>Focal Student Supports</i>	ELL's & Newcomer students performing multiple grade-levels below on SRI & SBAC & F&P. We lack support for small group instruction to happen successfully. We lack additional targetted intervention under-performing readers. By funding academic mentors to support small group instruction we will address this challenge. By funding Writer's Express to offer Teacher PD with a focus on writing, we will address the challeng of writing for ELL's. By funding Springboard Intervention we will provided targetted after-school intervention for our ELL's.	We do not consistently provide integrated ELD, or systematic ELD for newcomers.
<i>Student/Family Supports</i>	Chronic Absence continues to be high for students that are below grade-level. We need more targetted engagement (like workshops) with parents, to support understanding of the demands of common core.	We have inconsistently positively incentivized attendance. In addition, not having consistent intervention (wrap-around services) for families via CSM prevents improvement. We will prioritize parent workshops to build parent capacity, in order to address this root cause.

<i>Staff Supports</i>	Lack of consistent and rigorous Professional Learning for teachers, including PLC's. Mid-Year we started a partnership with Bay Area Writers Project for teacher PL. But need to continue with this, in order to see evidence of learning with students.	Not investing in TSA, or PD contracts earlier was a mistake. Teachers are eager for meaningful and relevant academic PD.
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1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	All students will continuously grow toward meeting or exceeding standards, as demonstrated by an increase in the number of Kinder, 1st, and 2nd grade students reading at or above benchmark and a decrease in distance from standard for SBAC ELA and Math.
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***Instructional Focus Goal:** All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	49.0%	n/a	62.90%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	51.9%	n/a	58.4%

***Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-111.0	n/a	-38.7
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	27.0%	n/a	68.40%

***Instructional Focus Goal:** All students continuously grow towards meeting or exceeding standards in Math and Science.*

SBAC Math	All Students	+15 points DF3	-111.9	n/a	-56.1
CAST (Science)	All Students	TBD	2.2%	n/a	15.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:		All English Language Learners and African-American students will demonstrated exceledated growth resulting in a decrease in distance from standard for the ELA and Math SBAC.			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-170.4	n/a	-82.1
SBAC ELA	African-American Students	+20 points DF3	-131.9	n/a	-60.1
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	61.9%	n/a	56%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-161.0	n/a	-83.6
SBAC Math	African-American Students	+20 points DF3	-129.0	n/a	-99.0
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 25%	14.3%	n/a	23.0%
LTEL Reclassification	Long-Term English Learners	+5pp	0.0%	n/a	27%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		Families and students will feel welcomed, safe, healthy, and engaged in school learning, which will result in increased connectedness and decreased chronic absence.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	72.4%	n/a	77.0%
Suspensions	All Students	-2pp	2.0%	n/a	0.0%

Suspensions	African-American Students	-2pp	4.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	2.8%	n/a	0.0%
Chronic Absence	All Students	-2pp	35.8%	n/a	16.0%
Chronic Absence	African-American Students	-2pp	39.0%	n/a	16.0%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023: All staff will provide high quality, optimal service to our students, families.

Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
GLAD Training	All Teachers	n/a	37.0%	50.0%	62%
Teacher Retention	All Teachers	n/a	68.2%	73.2%	78.20%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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 Latinx 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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Emerson Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Writing across Content Areas	
Theory of Change:	If we provide professional development on writing across content areas (ELA, Math, Science, Social Studies) students will demonstrate increased proficiency in writing.
Related School Goal:	By EOY 19-20, 3rd-5th grade students will reach -43.7 DF3 on SBAC ELA.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We continued to focus on Balanced Literacy as a focus for Learning Walks, and feedback on observations especially for new teachers. Small group instruction, specifically during Reading Instruction remained our focus during PLC's for the 3rd year in a row. Mid-year we adjusted our plan, to focus on writing from a Professional Learning standpoint. We will shift to a writing focus for next year.	
What evidence do you see that your practices are effective?	
Observation data shows that teachers are consistently implementing the components of BAL, and that small group instruction, although varied across classrooms, is present in each class. PLC's have identified focal students that are multiple grades below reading level, and work together to plan for targeted intervention and monitor progress. Evidence of effective practice is especially clear in the upper grades where students have shown clear growth on Admin 2 of ELA IAB.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Because our focus has been on BAL and small group instruction, the Leadership Team has determined that we are positioned to shift our focus to Writing Across Content Areas. We began this work in February 2020 with the Bay Area's Writer's Project, and plan to continue it into 20-21. We identified writing as a need, based on teacher feedback about needing additional PL on writing, and also due to SBAC scores indicating 0% of students scored proficient on the writing portion of the SBAC.	
19-20 Standards-Based Instruction Priority: Math	
Theory of Change:	If we make math a focus area for Professional Learning, utilizing the OUSD Math Foci, over the course of the year, then math instructional practices will improve and students will increase engagement and performance on math assessments.
Related School Goal:	By EOY 19-20, 3rd-5th grade students will reach -61.1 DF3 on SBAC Math.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Although this was intended as a year long focus, in actuality our math focus will be a Mini-Cycle of 3-4 PL sessions. This was due to limited capacity without a TSA, or time to free up our Math Teacher Leader.	
What evidence do you see that your practices are effective?	

We are about to launch the cycle next week, so it's too early to measure the impact. We will also be shifting our PLC focus, and focal student focus to students that are performing below grade level on Math.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We left the metrics the same. A shift we are considering for next year, will be participating in the math pilot. Teachers across the board, report that Math Expressions does not meet the needs of diverse learners, and diverse math levels. They have been supplementing the OUSD curriculum, and Math Expressions extensively - and are eager to learn about the pilot.	
19-20 Conditions for Student & Adult Learning Priority: Multi Tiered Systems of Support	
Theory of Change:	If we increase engagement of students in classrooms, and family in the community, and monitor attendance and celebrate positive and improved attendance - then chronic absence will decrease.
Related School Goal:	Social Emotional Learning
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We have continued to focus on Social Emotional Learning as a school-wide focus, and continue to see increased engagement from students. Although our attendance increased at the beginning of the year, it has recently declined again. Our CSM has been out on leave for most of the year, making it challenging to impact the Chronic Absence data positively.	
What evidence do you see that your practices are effective?	
The evidence that we point to is increased CHKS student survey data positively improving, decreased office referrals, and teachers reporting improved climate over multiple years. Family engagement has also increased this year. We have successfully established a SELLS, and by the end of the year will have convened at least 4 gatherings of ELL families (this is a first for Emerson). We have also established language-specific PTA Meetings, for our Spanish and Arabic speaking families - in order to better hear from diverse families. In addition, the representation of families of color at our PTA has increased significantly, drawing out more voices and perspectives to contribute to and support the broader community.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We have not adjusted the metrics. Although our attendance increased at the beginning of the year, it has recently declined again. Our CSM has been out on leave for most of the year, making it challenging to impact the Chronic Absence data positively.	
19-20 Conditions for English Language Learners Priority: Small Group Instruction for ELL's and Newcomers	
Theory of Change:	If we use systematic ELD as our primary curriculum for push-in support, and do pull-out for newcomers, then our ELL's will making increased growth.
Related School Goal:	By 19-20, ELL Reclassification rates will reach 21% according to ELPAC for all ELL's.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	

The implementation of pull-out support for our Newcomers was inconsistent. I budgeted for a STIP sub at the beginning of the year, and the position didn't actualize until October. The STIP sub then left mid-year, and our Prep teacher picked it up again. Then our other STIP sub, had to take-over a 2nd Grade classroom, requiring our Prep teacher to cover all Preps - instead of doing intervention. Altogether, our Newcomer students may have gotten 2 months of pull-out support. On a positive note, 4 of our classroom teachers are now GLAD trained. On a negative note, systematic ELD is still not happening through out classrooms, due to a lack of professional development.

What evidence do you see that your practices are effective?

See above... we have not successfully implemented this plan.

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

We are keeping the goal the same. Moving forward, we are working to protect the time and job fidelity of the person who provides pull-out support to our Newcomers.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

Due to staffing constraints with credential requirements - I had to move my Prep teacher, into a STIP sub position, and then stipended her the difference in salary to retain her. This required an additional \$6,000.00. In addition, we had large sums of mid-year adjustments come in. We added 2 classrooms, and were able to stipend teachers to do targeted after-school intervention, as well as pay for a contract with Bay Area Writers Project.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
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 ("Big Rock"):	Social Emotional Learning			
School Theory of Change:	If we continue to teach Social Emotional Learning via Caring School Community Curriculum students will build relationships, feel increasingly connected and engaged in learning. If we provide Tier 2 Behavioral Interventions (Lunch Bunches, Check-In Check-Out, and group counseling), students in Tier 2 will have fewer behavioral challenges (which can lead to lost learning or feeling a lack of safety). If we provide professional development on social emotional learning, adults will have time and space to reflect and plan for SEL-aligned instruction.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teachers hold morning circles daily, to support Tier 1, and students SEL.	Leaders embed time in PL for teachers to plan for and implement Tier 1 practices at key times of the school year.	Tier 1 implementation increases according to TFI, and classroom observations.	
1-2	Teachers implement PBIS Tier 1 practices, across classrooms and school common areas. These include: lining up, coming to carpet, hand signals for quiet, bathroom, group work norms, whole class norms, walking thru building, getting materials, etc.	Positive Behavior Intervention Supports (PBIS) team roles out Emerson Way (August, January, April).	According to TFI, Tier 1 Increases. We will use the classroom walk-thru tool to self-assess, and monitor Tier 1 3 times a year.	

1-3	Teachers review Emerson Way for all common areas, and utilize 4:1 and positive incentive system accordingly.	PBIS Team & Recess Coach implements Playground Supervision system that is aligned to PBIS model, and supervision is reviewed in PL structure to ensure fidelity with Tier 1 systems.	URF's decrease, and suspensions decrease, and there will be fewer injuries on playground as well. According to TFI, Tier 1 Increases.	
1-4	Teachers refer students needing more academic and behavioral support to COST. This strategy supports Foster, Homeless and ELL's.	COST meets weekly, facilitated by CSM - and refer students to SST if necessary, or related services according to MTSS model, including Tier 2 or 3 interventions: LLI reading intervention, counselling with Children's Hospital or EBAC, After School Program Support (BACR), Reading Partners, Art Therapy, Check-In-Check-Out, Today's Future Sound Therapeutic Beat Making, McKinney Vinto Services, Positively incentivize Attendance SART/SARB.	Improved attendance, increased SRI scores, improved CHKS data, increase SMI scores.	
1-5	Teachers will use the Emerson discipline flowchart to determine next steps for student behavior. Teachers will screen their students for at-risk behaviors using the Student Risk Screening Scale (SRSS) 3 times during the year.	Emerson discipline flowchart will be reviewed by staff at beginning of school year, SRSS and URF data will support building COST referrals for students, Tier 2 and 3 interventions developed by COS team and School Social Worker. SSTs run by School Social worker and scheduled for students who we are having concerns about academics, mental health, and/or behavior.	There will be consistency across the school in regards to consequences and dealing with behavior as tracked through URF and discipline data. The SRSS school-wide data will reflect positive overall trends when comparing scores from fall to spring.	

1-6	School Recess Coach provides structured recess at lunch, to create safety and belonging for students.	After School Program provides wrap-around services for students from 3-6, including time for homework, enrichment, healthy snacks, safe after school program and strong adult relationships with students.	Students have more access to diverse group of games, and structured activity at recess. Will result in fewer injuries, and conflicts (URF's) during recess.	
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Math Curriculum Implementation (Pilot Contingent)			
School Theory of Change:	If we make math a focus area for professional learning, then math instructional practices will improve and students will increase engagement and performance on math assessments.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Teachers will utilize 3 reads strategy in ongoing math practice with complex word problems.	Work with Central Office & ITL's to lead math professional learning that is CCSS aligned. PL & PLC's for collaboration, planning and reflection on 3 reads.	Classroom Observation Data will show implementation of 3 reads. Student math data, will show increased proficiency of math problems, as a result of 3 reads.	
2-2	Teachers will include Number Talks in math lessons multiple times/week.	Work with Central Office & ITL's to lead math professional learning that is CCSS aligned. PL & PLC's for collaboration, planning and reflection on number talks.	Numbers talks will happen multiple times in a week, as evidenced by classroom observation data. Students will show increased performance on math formative and summative data as a result of number talks.	

2-3	Teachers will engage in Math Professional Learning on a monthly basis.	ILT & TSA will co-plan PL, intended to unpack math curriculum, and model demo lessons, with embedded planning time.	Evidence of new curriculum implementation in lesson plans, classroom observations, and student work.	
2-4	Teachers use small groups to provide math centers, to differentiate math centers with a focus on GATE students.	PL continues to focus on strong small group strategies, and teachers embed this as a daily practice during math time. Hire Academic Mentors to support with small group instruction.	SBAC Math scores rise for all students, specifically GATE students.	
2-5	Teachers lead Math Focused Parent Workshops to build understanding of common core math.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	Parents attendance at workshops, parent feedback about workshops, and students increased engagement in math.	Students are performing significantly below standard on SBAC.

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum				
School Priority ("Big Rock"):	Writing Across Content Areas			
School Theory of Change:	If we provide professional development on writing across content areas (ELA, Math, Science, Social Studies) students will demonstrate increased proficiency in writing.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

3-1	Teachers will attend 6 Professional Learning Sessions with Bay Area Writer's Project over the course of the year, with a focus on writing about reading.	ILT will work with BAWP, to embed cross-curricular writing focus in Math, Science & Social Studies into PL, and provide monthly trends to teachers to support growth.	Improved writing, as measured by IAB, and Lucy Caulkins baseline assessments.	Students are performing significantly below standard on SBAC.
3-2	Teaching practice will integrate key strategies into writing instruction: stop & jot, journaling, culturally relevant prompts, etc.	TSA designs professional learning, with writing as a thru line, and give teachers consistent feedback for improvement.	Student work, observation walk-thrus and feedback to teachers with a writing focus.	
3-3	Teachers will utilize science journals with students on a weekly basis.	PL for teachers with a science focus, at least 5 times through-out the year, in partnership with the Science department.	Science journals are used, and teachers have time to assess writing (with rubric) in PL & PLC's.	
3-4	Teachers plan in Professional Learning Communities, with writing as a focus - and identify 3-5 focal students.	TSA coaches teachers on strategies to increase efficacy in writing about reading, through-out content areas.	Students make growth in writing as measured by IAB and Lucy Caulkins baseline assessments.	
3-5	Teachers analyze data, to refer students that are not progressing in reading and math to COST for intervention.	STIP sub provides targetted support in literacy and math (using LLI for literacy, and math intervention program) in 4x/week pull-out groups. Students reading 1-2 reading levels below (not 5th graders), or referred to Spring Board After-School Intervention in Fall for 10-week program.	Students make incremental growth on reading & math assessments (F&P/SRI, Math SMI).	Students are performing significantly below standard on SBAC.
3-6	Academic Mentors support facilitation of small reading groups.	Fund Academic Mentors to support differenatiated push-in reading groups.	Reading growth, measured by SRI & i-ready.	

District Strategy: Building CONDITIONS FOR STUDENT & ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Chronic Absence
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School Theory of Change:		If we increase engagement of students in classrooms, and family in the community, and monitor attendance and celebrate positive and improved attendance - then chronic absence will decrease.		
Related Goal(s):		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Monthly assemblies celebrate student performance, perfect attendance and improved attendance. This strategy supports low income students, in addition to all student.	Leadership celebrates students in monthly assemblies, and posts students names on bulletins by main office.	Student attendance improves, as measured by Weekly Chronic Absence Data.	
4-2	The school will partner with community organizations already providing services to low-income families to develop strategies to support attendance.	CSM & Principal meet weekly to review families in need of additional support, to ensure students/families with chronic absence have Tier 2 & 3 supports as needed, and then match the appropriate support/community organization.	Attendance improves, as measured by Weekly Chronic Absence Data.	

4-3	Teachers refer students needing more academic and behavioral support to COST. This strategy supports Foster, Homeless and ELL's.	COST meets weekly, facilitated by CSM - and refer students to SST if necessary, or related services according to MTSS model, including Tier 2 or 3 interventions: LLI reading intervention, counselling with Children's Hospital or EBAC, After School Program Support (BACR), Experience Corps or Faith Network reading tutoring, Check-In-Check-Out, Today's Future Sound Therapeutic Beat Making, McKinney Vinto Services, Attendance SART/SARB.	Improved attendance, increased SRI scores, improved CHKS data, increase SMI scores.	
4-4	TSA facilitates COST, and embeds attendance data analysis into COST meetings. This structure supports Foster and Homeless youth.	COST reviews attendance data bi-weekly. Makes plans to support.	Attendance improves, as measured by Weekly Chronic Absence Data.	
4-5	Attendance Clerk makes daily calls home to family to clear absences.	Principal monitors and supports with completion.	Cleared attendance data, and better knowledge of students that are chronically absence.	
4-6	Attendance Clerk & CSM hold SART's and SARBs (for identified students).	Principal monitors, and supports with coordination of SARTS/SARBS.	Improved attendance, and increased supports to families to access school.	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	All ELL Students will receive quality Integrated ELD through the implementation of GLAD strategies across all content areas throughout the school day plus 30 minutes of quality daily Designated ELD
School Theory of Change:	
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.

Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	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.	ELPAC Growth	
5-2	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).	Reading Growth per F&P, SRI, ELPAC	
5-3	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.	URF referrals will decrease, and students will note increase healthiness per CHKS.	
5-4	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.	GLAD strategies are evident in classroom instruction, evidenced by walk-thrus	

5-5	Teachers facilitate Integrated ELD, across content areas.	SELLS works in partnership with SSC to analyze data focused on ELL's and align program supports to accelerate reading growth. Professional Development on Integrated ELD (and GLAD) are embedded in PL map.	Reading Growth per F&P, SRI, ELPAC	
5-6	Teachers lead parent engagement to build understanding around literacy practices to support all families.	Fund stipends for teachers leaders to prepare and facilitate parent Info Nights. Provide refreshments and childcare.	Parent attendance at engagements, increased student engagement of learning at home.	ELL's & Newcomer students performing multiple grade-levels below on SRI & SBAC & F&P. We lack support for small group instruction to happen successfully. We lack additional targeted intervention under-performing readers.

PROPOSED 2020-21 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 ACTION	BUDGET ACTION NUMBER
Fund ASES to provide After School Program, which will grow strong student relationships, support after school reading intervention, specifically for African American and Latino students.	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	After School Program provides wrap-around services for students from 3-6, including time for homework, enrichment, healthy snacks, safe after school program and strong adult relationships with students.	115-1
Fund TSA to coach teachers, and facilitate Professional Development. This will enhance support for new teachers specifically, improve teacher retention, and improve practice in writing instruction specifically for African American and Latino Students.	\$80,346	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7726	10-Month Classroom TSA	0.92	Draft LCAP Goal 1: All students graduate college, career, and community ready.	ILT & TSA will co-plan PL, intended to unpack math curriculum, and model demo lessons, with embedded planning time.	115-2
Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	\$10,399	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	115-3
Fund an equipment maintenance agreement to insure the copier is functional all year, to support all students with having the resources needed to learn.	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	115-4
Fund .50 Attendance Specialist, to improve chronic absence rates by calling families daily, and determining resources needed to improve attendance at school, specific focus on African American students.	\$33,052	LCFF Supplemental	2205	Classified Support Salaries	3529	Attendance Specialist	0.50	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Attendance Clerk makes daily calls home to family to clear absences.	115-5
Fund STIP Sub to provide pull out intervention in Math and ELA, to accelerate learning outcomes for K-2nd Graders.	\$59,092	LCFF Supplemental	1105	Certificated Teachers' Salaries	6253	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	STIP sub provides targeted support in literacy and math (using LLI for literacy, and math intervention program) in 4x/week pull-out groups. Students reading 1-2 reading levels below (not 5th graders), or referred to Spring Board After-School Intervention in Fall for 10-week program.	115-6
Fund .30 TSA	\$17,030	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7726	10-Month Classroom TSA	0.08	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	TSA designs professional learning, with writing as a thru line, and give teachers consistent feedback for improvement.	115-7

Fund TSA to coach teachers, and facilitate Professional Development. This will enhance support for new teachers specifically, improve teacher retention, and improve practice in writing instruction specifically for African American and Latino Students.	\$31,976	LCFF Supplemental	2205	Classified Support Salaries	7727	School Enrichment Recess Coach	0.60	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	School Recess Coach provides structured recess at lunch, to create safety and belonging for students.	115-8
Fund CSM to support facilitation of COST, to identify students in need of additional supports, increase Tier 2 & 3 interventions provided, specifically targetting Special Education students and African American students.	\$31,917	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7897	Program Mgr Community School	0.20	Draft LCAP Goal 1: All students graduate college, career, and community ready.	COST meets weekly, facilitated by CSM - and refer students to SST if necessary, or related services according to MTSS model, including Tier 2 or 3 interventions: LLI reading intervention, counselling with Children's Hospital or EBAC, After School Program Support (BACR), Experience Corps or Faith Network reading tutoring, Check-In-Check-Out, Today's Future Sound Therapeutic Beat Making, McKinney Vinto Services, Attendance SART/SARB.	115-9
Fund refreshments for parent meetings, to increase parent attendance at meetings, to support parent engagement at Emerson.	\$37	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund stipends for teachers leaders to prepare and facilitate parent Info Nights. Provide refreshments and childcare.	115-10
Fund Mental Health Consultance, to support Tier 2 & 3 studnets in 1:1 and small group counselling, with a focus on foster and homeless youth.	\$40,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	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
Fund STIP sub to provide targetted intervention using ELD curriculum to students scoring 2 and 3 on ELPAC, specific focus on ELL's.	\$65,247	Title I: Basic	1105	Certificated Teachers' Salaries	7593	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	STIP sub is trained on implementing our adopted Designated ELD curriculum.	115-12
Fund contract with Bay Area Writers Project to facilitate teacher professional development on writing, to improve writing out comes for studnets in grades 3-5 on SBAC.	\$26,556	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	ILT will work with BAWP, to embed cross-curricular writing focus in Math, Science & Social Studies into PL, and provide monthly trends to teachers to support growth.	115-13
Fund teacher stipends so that teachers can plan and lead parent informational sessions, to build understanding of literacy. This will result in increased literacy growth, focus on African American and Latinx parents.	\$1,763	Title I: Parent Participation	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers lead parent engagement to build understanding around literacy practices to support all families.	115-14

Fund refreshments for parent meetings, to increase parent attendance at meetings, to support parent engagement at Emerson.	\$45	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Fund stipends for teachers leaders to prepare and facilitate parent Info Nights. Provide refreshments and childcare.	115-15
Fund Academic Mentors to support with small group reading instruction in the classroom. This will group reading growth rates, per i-read, specifically for Kinder-2nd Graders.	\$5,414	Title IV: Student Support & Academic Enrichment	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Small Group Instruction, with homogeneous reading groups (ELL Focused). All teachers identify ELL focus students, that are monitored in PLC's using COI model.	115-16
The SSC will decide how to use this funding for the 2020-2021 school year.	\$236	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Academic Mentors support facilitation of small reading groups.	115-17



EMERSON ELEMENTARY

Title I, Part A School Parent and Family Engagement Policy

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

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:

- Providing information during an annual fall meeting and through quarterly progress notices distributed through school newsletter.

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:

- Providing opportunities for collaboration and education during parent training and family education nights which are planned each year based on the school needs.

OUSD Family Engagement Standard 2:

Communication with Parents and Caregivers

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.
- Holding quarterly Title 1 meetings, parent-school compact distribution, parent teacher conferences & parent-teacher meetings which are scheduled at any time, as requested by parents.

The school communicates to families about the school's Title I, Part A programs 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 curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Holding quarterly Title 1 meetings, parent-school compact distribution, parent teacher conferences & parent-teacher meetings which are scheduled at any time, as requested by parents.

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:

- We do outreach and encourage participation and involvement through personal invitation and via email, newsletter, weekly Robo-Call, and backpacked messages.



OUSD Family Engagement Standard 3:

Parent Volunteering Program

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

- Coordinating parent involvement activities with other initiatives including after-school programs and we do outreach via email, newsletter, weekly Robo-Call, and backpacked messages.

OUSD Family Engagement Standard 4:

Learning at Home

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

- Holding various family education and involvement events which include Family Literacy Night, Back to School Night, Parent-Teacher Conferences, parent training, family education nights, etc. We do outreach via email, newsletter, weekly Robo-Call, and backpacked messages.

OUSD Family Engagement Standard 5:

Shared Power and Decision Making

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:

- Providing material and resources to staff members and providing professional development opportunities.

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:

- Holding parent-teacher conferences and parent-teacher meetings which are scheduled at any time as requested by parent, and we do outreach via email, newsletter, weekly Robo-Call, and backpacked messages.

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:

- By holding regular SSC meetings to review and monitor progress, and we do outreach via email, newsletter, weekly Robo-Call, and backpacked messages.

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 families with information and school reports, in the family's home language. Emerson has a handicap accessible entrance and exit. We offer translation services, when it is necessary in meetings, whole school functions, and at anytime where families need to access information about their child's education.

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



**OAKLAND UNIFIED
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Community Schools, Thriving Students

- Title 1 parents are encouraged to participate in our regularly scheduled SSC Meetings to provide an opportunity to become more involved, and we do outreach via email, newsletter, weekly Robo-Call, and backpacked messages.

**OUSD Family Engagement Standard 6:
Community Collaboration and Resources**

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:

- Providing information on a family information bulletin board located in the front entrance of the school.

ADOPTION

This policy was adopted by the Emerson Elementary School Site Council on February 4, 2020 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Heather Palm

Name of Principal

[Signature]

Signature of Principal

02/04/2020

Date

Please attach the School-Parent Compact to this document.



EMERSON ELEMENTARY SCHOOL

School-Parent Compact

2019-2020

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 2019-20 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.
 - Implement a Common Core standards aligned curriculum to give access to grade level complex texts to all students.
 - Implement a Common Core standards aligned math curriculum.
 - Implement the Next Generation Science Standards curriculum for science.
 - Implement Designated and Integrated ELD.
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - Parent-Teacher conferences will be held at the end of the first trimester and in the spring at the end of the 2nd trimester.
 - Teachers will schedule other conferences as necessary.
- 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.
 - Parents will receive progress reports after each trimester.
 - The SST (Student Success Team) process will provide support to students with special needs.
- 4) Provide parents reasonable access to staff.
 - Teachers will send communication through calls, texts or letters.
 - Principal will make appointments to meet with parents as necessary.
- 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.
 - Parents can observe their child's classroom by contacting the teacher in advance.
 - Parents may volunteer to supervise learning activities in the classroom after fulfilling volunteer requirements (e.g. negative TB tests)
 - Parents may volunteer to go on student field trips.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
 - During Parent-Teacher conferences, teachers will provide parents guidance (and material when warranted) on how to work with Children.
 - Holding various family education and involvement events which include Family Literacy Night, Back to School Night, Parent-Teacher Conferences, parent training, family education nights, etc. We do outreach via email, newsletter, weekly Robo-Call, and backpacked messages.
- 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.
 - Teachers will have opportunities for training and workshops during our regularly scheduled PD's.
 - Resources and materials will be made available to teachers and staff.
- 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.
 - Providing families with information and school reports, in the family's home language. We offer translation services, when it is necessary in meetings, whole school functions, and at anytime where families need to access information about their child's education.

Teacher Responsibilities

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

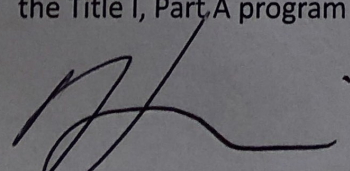
Parent Responsibilities

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

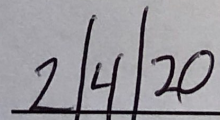
- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Provide a quiet place at home for my child to do homework.
- Attend as many parent involvement and education opportunities as possible throughout the year.

This Compact was adopted by EMERSON ELEMENTARY SCHOOL on February 4th, 2020 and will be in effect for the period of August 12, 2019 to May 28, 2020.

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 February 4th, 2020.



Signature of Principal



Date



**EMERSON ELEMENTARY SCHOOL
School Site Council Membership Roster
(2019-2020)**

Chairperson : COURTNEY MARTIN
Vice Chairperson: JEREMY GROMLEY
Secretary: JESSICA SLIWERSKI

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
HEATHER PALIN	X			
MARI REYES		X		
PETER LIMATA		X		
JOSEPH SOMMER		X		
JENNIFER VETTER			X	
JUSTIN LIMONGES				X
JEREMY GROMLEY				X
COURTNEY MARTIN				X
JESSICA SLIWERSKI				X
PEGGY LEE				X

Meeting Schedule (day/month/time)	EVERY 3RD THURSDAY OF THE MONTH AT 5:30 PM
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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.

