OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent
	Sondra Aguilera, Chief Academic Officer
Board Meeting Date	October 13, 2021
Subject	2021-2022 School Plan for Student Achievement (SPSA) - Emerson Elementary School

Ask of the Board	Approval by the Board of Education of the 2021-2022 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	2021-2022 School Plan for Student Achievement (SPSA) for Emerson Elementary School

2021-2022 School Plan for Student Achievement (SPSA)

School:	**Emerson Elementary School**
CDS Code:	1612596001812
Principal:	Heather Palin
Date of this revision:	5/18/2021

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	**Telephone:**	510-654-7373
	Oakland, CA 94609	**Email:**	heather.palin@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/18/2021
The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI) [ ] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program (ASES) [ ] 21st Century Community Learning Centers
[X] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant [ ] Early Literacy Support Block Grant (ELSBG)
[ ] Targeted Support & Improvement (TSI)	[X] 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 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 and 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: 5/18/2021

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

[x] Flyers in students' home languages   [x] Announcement at a public meeting   [x] Other (notices, media announcements, etc.)

Signatures:

Heather Palin	*Heather Palin*	6/1/2021
Principal	Signature	Date
Courtney E. Martin	*Courtney Martin*	6/1/2021
SSC Chairperson	Signature	Date
Kathleen Arnold	*K. Arnold*	6/2/2021
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	6/4/21
Director, Strategic Resource Planning	Signature	Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/13/2020	School Site Council	Reviewed goals and values with School Site Council. Reviewed 20-21 budget, and began reflection on strengths / challenges of these budget expenditures.
2/8/2021	Positive Behavior Intervention Team	Reviewed goals and values with School Site Council. Reviewed 20-21 budget, and began reflection on strengths / challenges of these budget expenditures.
2/9/2021	Instructional Leadership Team	Reviewed goals and values with School Site Council. Reviewed 20-21 budget, and began reflection on strengths / challenges of these budget expenditures.
2/16/2021	School Site Council	Continued reflection on Budget for 20-21, and shared Data Analysis from Mid-Year Spring!
3/16/2021	School Site Council	Reviewed Budget, and Determined growth areas for 21-22.
4/15/2021	School Site Council Meeting	Got feedback from community regarding areas that we cannot currently fund, and ranked priorities after conversation.
5/17/2021	School Site Council Meeting	Approved Site Plan for 21-22.

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$94,300.00
Total Federal Funds Provided to the School from the LEA for CSI	$114,800.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$608,705.00

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)	$86,250.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$20,160.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$2,300.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$212,500.00	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)	$5,750.00	TBD	After School Education and Safety Program (ASES #6010)	$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$114,800.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$55,000.00	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:	**$209,100.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$399,605.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$608,705.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
College/Career Readiness	i-ready lower grade data shows 80% of students are currently reading at grade-level	SIPPS, EL Education strong curriculum components are implemented with levels of high efficacy

Focal Student Supports	SBAC data shows us that Math is a growth area for African American students. Need to focus more deeply here.	Focus on math instruction (aligned to standards) AND targetted intervention tools (like iready and ST math) during DL.
Student/Family Supports	Student Connectedness at 78% positive	Ongoing investment in SEL as a priority during DL and before, has created culture of belonging.
Staff Supports	Teacher Retention Data @ 95%	Ongoing investment in Adult Learning, Building Collaborative Culture, and Providing Coaching/Support for New Teachers.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
College/Career Readiness	45% of 5th graders reading multiple years below GL, according to SRI.	Students have missed instruction, as the text complexity increased and need access to higher levels of intervention/acceleration.
Focal Student Supports	AA students -160 DFS on Math SBAC	Lack of focus on Math Intervention
Student/Family Supports	1. Consultants for Parent Conferences 2. Stipends to pay for Childcare, so parents can engage in community meetings. 3. Extended Contracts for Teachers, to plan and facilitate Family Engagement meetings.	Need better alternative to suspension, for behavioral challenges.
Staff Supports	TBD based on teacher PD Data	TBD based on teacher PD Data

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:	75% of students are reading at or above grade-level, as evidence by i-ready reading diagnostic.

Instructional Focus Goal: *All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	Spring 2021 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	80.0%	100.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	50.0%	70.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	50.0%	70.0%

Instructional Focus Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts.				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-111 (Spring 2019)	n/a	-50 DFS
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	n/a	80%
I-ready Diagnostic	All Students	n/a	60.0%	70%	75%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	iready standards mastery	iready standards mastery	iready standards mastery
Instructional Focus Goal:	All students continuously grow towards meeting or exceeding standards in Math and Science.				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-60 DFS
i-ready Diagnostic	All Students	5%	n/a	40.0%	50.0%
CAST (Science) at or above Standard	All Students	n/a	2.2% (Spring 2019)	n/a	30.0%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	iready standards mastery	iready standards mastery	standards mastery

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

School Goal for May 2024:	African American students demonstrate +20 points growth on Standards Aligned Assignments (SBAC/i-ready Standards Mastery).				
Instructional Focus Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts.				
Measure	**Target Student Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-170.4 (Spring 2019)	-150.4	-100.4
SBAC ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	-100.4
IAB ELA Above Standard	Students with Disabilities	n/a	0.0%	-150.4%	-100.4
IAB ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	-100.4

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-161 (Spring 2019)	-140.0	-120.4
SBAC Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	-120.4
iready Diagnostic	Students with Disabilities	5%	n/a	40.0%	50.0%
IAB Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	50.0%

Instructional Focus Goal:	*English Learner students continuously develop their language, reaching English fluency in six years or less.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	14.3%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

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

School Goal for May 2024:	78% of students feel connected to school, based on CHKS data.

Instructional Focus Goal:	*All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target

Connectedness	All Students	+5pp	72.4%	n/a	78.0%
Suspensions	All Students	-2pp	2.0%	n/a	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	18.7%	n/a	33.0%
Chronic Absence	African-American Students	-2pp	22.5%	n/a	37.0%
UCP Complaints	All Students	n/a	n/a	tbd	tbd

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

School Goal for May 2024:	85% of staff are retained, and report high quality professional development.				
Measure	**Target Group**	**District Growth Targets**	**Spring 2020 Baseline**	**Spring 2021 Target**	**Spring 2022 Target**
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	tbd	tbd
Teacher Retention	All Teachers	n/a	73% (Fall 2020)	90.0%	95.0%

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.

School: Emerson Elementary School	**SPSA Year Reviewed:** 2020-21	**SPSA Link:** 20-21 SPSA

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority:	**Social Emotional Learning**
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 School Goal:	All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

During Distance Learning teachers are holding morning meetings daily, aligned to this SEL goal. This was a signature practice that we started the year with and showed high impact as evidence by increased attendance.

What evidence do you see that your practices are effective?

Evidence that these practices are effective include students that are engaged in Distance Learning, via attendance data. Chronic Absence has decreased for all studnets, and has decreased for African American students during DL.

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 did not make changes to this goal, although it's important to note that the Tier 2 behavioral needs were less (or less known) in the DL scenario, because students are at home and lack the opportunity to interact with peers or be observed by teachers. When we return we will pay close attention to students in Tier 2 and adjust accordingly.

20-21 Standards-Based Instruction Priority:	Math Curriculum Pilot
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 preformance on math assessments.
Related School Goal:	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.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We did not implement this component, because the Math Pilot was not made available to us as a result of the pandemic. Instead Emerson opted into the EL pilot. This meant that we put funds that were otherwise going to be used for PD (connected with writing), to support curriculum funding for EL (workbooks & texts). We also stipended both lead teams of teachers (PBIS & ILT) for Distance Learning related planning to support this goal!

What evidence do you see that your practices are effective?

Based on 2 EL Education Walk-Thru's and Principals regular observation cycle, EL Education is being implemented effectively (as measured by the rubric), throughout the school with few outliders. Teachers have attended PL hosted by EL, by Teacher-Leaders and co-planned by school sites to support the implementation and planning of this curriculum. Students are showing significant gains in reading (K-5), per i-ready and SRI - which is connected to the adoption of this curriculum.

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.

This goal will be moved to one of the Language & Literacy Goal, with a focus on EL Education and writing included.

20-21 Language & Literacy Priority:	Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students.
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 School Goal:	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.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We did not implement this component, because our teachers determined that writing focused PL was not the best use of time as we adjusted to the learning curve and needs of Distance Learning. Instead Emerson opted into the EL pilot. This meant that we put funds that were otherwise going to be used for PD (connected with Bay Area Writers Project), to support curriculum funding for EL (workbooks & texts). We also stipended both lead teams of teachers (PBIS & ILT) for Distance Learning related planning to support this goal! Finally, the cost of our Springboard Winter Reading Intervention Program exceeded the budget, so we drew from the funds intended for BAWP to support teacher stipends for Springboard.

What evidence do you see that your practices are effective?

The bulk of language and literacy focus in addition to EL Education Pilot, has been on the roll-out of i-ready. Although this has not required additional funds, it has required time for collaboration, and extensive time for professional learning. The emerging i-ready data shows gains for students in reading (around 20% growth / half year) towards increased proficiency.

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 will be conferencing as a staff about the next steps with EL Education, as it relates to moving forward with this. We'll also be gathering input around what Math will look like next year based on the Math Pilot currently.

20-21 Conditions for Adult Professional Learning Priority:	Teacher Development & Retention

Theory of Change:	If we continue to invest in high quality professional development, and create conditions for Adult Learning, then teachers will be increasingly supported to grow and learn together, and retention will also stabilize.
Related School Goal:	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.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Conditions of Adults Professional Learning Priority & Chronic Absence as a focus don't go together. We did focus on Chronic Absence as mentioned above, mostly thru implementation of Strong SEL practices, and insuring that every child had access to technology in the spring during Distance Leraning. In terms of conditions for adult learning, we focused on that alot! The spring was focused deeply on connectedness in the early stages of the Pandemic, working together to support each other with learning the various technologies, providing space to connect, and getting clear on the urgent needs of students and families. The the fall and winter teachers worked together regularly for collaboration time, and our PL was often flexed to meet the constantly changing needs of teachers (in the brand new scenario of Distance Learning: example, i-ready, tech tools).

What evidence do you see that your practices are effective?

The evidence that these practices are effective include, 95% teacher retention. This is a gradual increase in teacher retention over the past 6 years. It speaks to strong conditions for adult professional learning, as does the amount of time that teachers spend collaborating (in and out of PL).

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.

Chronic Absence has improved during distance learning. We will need to consider as a team, if this is the right place for this goal. Will likely shift to a goal around PLC's because we are piloting a new approach to PLC's.

20-21 Conditions for English Language Learners Priority:	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
Theory of Change:	If we spend time investing in PL for Integrated ELD, we will see student reclassfication rates go up.
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

ELD has been a challenge during distance learning, due to decreased instructional minutes. Integrated ELD has been happening, and our current curriculum EL has strong language components embedded to support ELL's.

What evidence do you see that your practices are effective?

We will need to continue to focus on this, next year. The evidence is still emerging but our ELL's (a significant percentage) have struggled during DL, to connect with students/teachers during DL.

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.
Will stay the course with this goal, as we weren't able to fully implement it.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET
Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?
-In our proposed budget we were contracted to work with BAWP. We did not go forward with this, due to shifting needs based on the pandemic. We did spend appoximately $10K on books and workbooks aligned to EL Education. This was not in our proposed budget (but a shift we made), in part due to distance learning. The new curriculum is rated highly and has a strong online component. We are paying 3 groups of teachers stipends (ILT, PBIS, Springboard), for intervention and leading team initiatives in the pandemic. We did not hire a 2nd STIP (proposed budget), b/c the person we had identified was no longer available, and the items that are listed above were higher priority to support students and teachers at Emerson reach our goals.
n/a

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Emerson Elementary School	**School ID:** 115

3: SCHOOL STRATEGIES & ACTIONS	

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

School Priority ("Big Rock"):	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 disproportionalityportionality 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(s):	All students build relationships to feel connected and engaged in learning. Reduce number of AA students: -In Special Education -Experiencing Chronic Absenteeism -Not "Feeling connected to peers and adults." Increase staff education related to anti-racism and implicit bias in the hopes of reducing disproportionality "
Students to be served by these actions:	African American students

#	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"	"Increase small groups and mentoring for disproportionality students using URF/Suspension and attendance data Master schedule with morning meetings and class meetings, PDs for SEL curriculum scheduled Information re: SEL curriculum is shared with parents/families: i.e., during coffee with the principal, flyers shared on Talking Points, sent out in weekly newsletters"		"Teaching practice: Tier 1 Small groups: Tier 2"

1-2	"Trauma informed practices based on UCSF Hearts Core Guiding Principals
	  --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"
		Increase all staff education related to bias and anti-racism work, including the Special Education team.
		Professional development on trauma and de-escalation
		Support staff self care and support with the stress of teaching studenteds impacted by trauma
			PD scope and sequence includes understanding of trauma and trauma-informed interventions
			Building strong school-family partnerships through home visits
			Calm down corners present in all classrooms and avaiable to all students as a preventative or supportive intervention
					Tier 1

1-3	"All classrooms should include evidence of: -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"	Provide professional development for classroom expectations, routines and acknowledgements in PD schedule. Culture & climate team creates visual supports and resources for teachers to use in the classroom (i.e., expectations posters, ticket templates, consequence sequences) Schedule classroom walkthroughs 2x/per year"	"Classroom walkthrough data Behavior expectations/routines posters Acknowledgement tickets and tracking Calm down spaces in every classroom"		Tier 1
1-4	"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"	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"	"Positive phone calls made to families Calendar includes school culture orientation, monthly coffee chats, and conferences"		Tier 1

1-5	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. Build classroom relationships bt implementing Tier 1 SEL standards and trauma informed PBIS practices. Integrate classwide/student attendance data in communications with families, and in parent conferences and other family engagement. Implement monthly Tier 1 school-wide attendance initiatives"	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.			
1-6			% of teachers submitting attendance # of teachers implementing the school-wide attendance Tier 1 strategies Increase in fidelity to Attendance Team RUBRIC MTSS Attendance Plan Weekly or biweekly Attendance Team Meetings w/ notes Consistency of Attendance Specialists daily procedures Weekly Chronic Absenteeism African American chronic absenteeism rates		Tier 1

					Tier 2
1-7	Teachers complete universal behavior screening (SRSS) 2x/year to identify students that may benefit from Tier 2 and 3 supports - 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"	"SRSS training and follow up sessions are added to PD calendar COS team reviews students identified with tier 2 and 3 needs and connects to interventions, monitors progress effectively COS team updates data in OUSDForce to reflect student interventions"	"SRSS spreadsheet data Progress monitoring tools for Tier 2 and 3 interventions OUSDForce"		

1-8	Individualized plans for students with symptoms related to trauma including based on the core guiding principals
	  --Understand trauma and stress
	  -Cultural Humility
	  -Resilience and SEL
	  -Safety and Predictability
	  -Compassion and Dependability
	  -Empowerment and Collaboration
	-Somatosensory breaaks scheduled for students with regulation challenges
	-Progress monitoring for students recieving tier 3 mental health serrvoces
		Somatosensory statioons available to all students in class and in communal spaces (hallway, office, playground)
		Cost team tracks progress monitoring				

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority ("Big Rock"):	Language Arts
School Theory of Change:	tbd

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
	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:	*All Students*			
2-1	Teachers will in engage in Math Professional Learning on a monthly basis.	ILT & TSA wil 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.	TBD based on teacher PD Data	Tier 1
2-2	Teachers us 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.	SBAC Math scores rise for all students, specifically GATE students.	AA students -160 DFS on Math SBAC	Tier 2
2-3	Targetted Intervention with Additional Staff Using Newly Adopted Curriculum	PD on running Small Groups in Math AND Hire More People with COVID dollars.	Growth in Math Diagnostic, for AA students.	AA students -160 DFS on Math SBAC	Tier 2

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	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 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:	*All students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

					Tier 1, 2, 3
3-1	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.	-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."	-Learning walk data documents fidelity of curriculum implementation. (e. g. Indicators monitored via use of SIPPS Site Implementation Tool) -Foundational skill assessment data (e.g. Letter Name ID, i-Ready Diagnostic, SIPPS Mastery Tests, PSF, LNF) that shows student progress -All teachers have foundational skills instruction on their weekly schedules.		
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.	-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/engagment/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	-Learning walk data to provide evidence of: --> Students engaged in academic discussions during reading and before writing -->Teachers' lesson plans utilizing the Before, During & After framework (Provided by curriculum or OUSD resource)		
3-3	Use curriculum formative assessments, universal screening, diagnostic assessments, and IAB data to monitor progress and adjust instruction	"-Support understanding and implementation of required assessments -Facilitate teacher data conferences -Utilize data analysis tools (e.g. i-Ready MOY Leaders Data Analysis Template)"	Observations, participation rates, data tracker, coaching cycles, PLC agendas		

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	-Schedules for interventionists; Monitor number of students and progress of students in intervention groups -COST tracker of focal students	
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	-% of students using online platform, passing lessons, and meeting growth goals	
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	"-Circulation numbers, number of books checked out by grade-level -Sora Check out Numbers -Library schedules and number of students reached/frequency -Library survey with students reporting reading interests and behaviors"	

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority ("Big Rock"):	Increase the number of students who feel their school is a safe and supportive environment and have strong positive adult relationships. Decrease the disproportionalityportionality of African American suspensions URFs, chronic absenteeism and special ed referrals.
School Theory of Change:	If adults feel their school is a safe and supportive environment for their learning, they will be supported in creating safe and supportive learning environments for students.
Related Goal(s):	All adults build relationships to feel connected and engaged in supporting student learning. Create the conditions for collective efficacy, relational trust, and a culture of learning. Increase staff education related to anti-racism and implicit bias in the hopes of reducing disproportionalityportionality. "

Students to be served by these actions:	All students				
#	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 commitee to organize adult gatherings to foster connection, a strong sense of belonging, and collective care.	Events for staff connection and community building. (link to sample)		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.	Feedback survey for professional learning. (link to Google Form Sample)		
4-3	Collaborate with buddy teacher to facilitate monthly cross-age buddies lessons.	Implement Caring School Community's Cross-Age Buddies program.	Schedule of cross-age buddies lessons, classroom observations of cross-age buddies lessons		
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.	Through an inquiry process implement culturally responsive practices, classroom observations and feedback.		
4-5	Share classroom data and instructional practices in services of all students at a grade level	Provide opportunities for teachers to share data as well as highlight instructional strategies that contribute to bright spots in the data	Inquiry Cycles		
4-6	Share teaching insights in a variety of ways	Provide professional learning in a variety of modalilties to increase teacher engagement. (art, video, circles, writing)	PD Calendar		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
School Priority ("Big Rock"):	tbd

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 Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*English Language Learners*

#	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	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 refering 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 engagment of learning at home.		

PROPOSED 2021-22 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
10-month TSA	$107,267	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7726	10-Month Classroom TSA	0.92	Goal 1: All students graduate college, career, and community ready.	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"	115-1
Early Literacy Support	TBD	Early Literacy Support Block (ELSB) Grant	TBD	Enter object code at left.	8329	Enter position number at left.	TBD	Goal 1: All students graduate college, career, and community ready.	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	115-2
Early Literacy Support	TBD	Early Literacy Support Block (ELSB) Grant	TBD	Enter object code at left.	8330	Enter position number at left.	TBD	Goal 1: All students graduate college, career, and community ready.	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	115-3
Supplies to support instruction	$15,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Overall support for school instruction.	115-4
Copier contract	$5,160	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Overall support for school instruction.	115-5

PROPOSED 2021-22 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
10-month TSA	$9,327	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7726	10-Month Classroom TSA	0.08	Goal 1: All students graduate college, career, and community ready.	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"	115-6
Recess Coach	$20,400	LCFF Supplemental	2205	Classified Support Salaries	7727	School Enrichment Recess Coach	0.60	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Explicit teaching of SEL curriculum, Caring School Community, that can be expanded upon by small group intervention leaders.	115-7
Community School Manager	$73,817	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7897	Program Mgr Community School	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	"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"	115-8

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
Attendance Specialist	$28,934	LCFF Supplemental	tbd	Enter object code at left.	3529	Attendance Specialist	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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. Build classroom relationships bt implementing Tier 1 SEL standards and trauma informed PBIS practices. Integrate classwide/student attendance data in communications with families, and in parent conferences and other family engagement. Implement monthly Tier 1 school-wide attendance initiatives"	115-9
To be allocated in Fall 2021.	$33,415	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	115-10
Library Technician	$47,466	Measure G: Library	2205	Classified Support Salaries	8570	Library Technician	0.80	Goal 1: All students graduate college, career, and community ready.	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	115-11
Books	$3,107	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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	115-12
STIP Teacher	$60,773	Title I: Basic	1105	Certificated Teachers' Salaries	6253	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	STIP sub is trained on implementing our adopted Designated ELD curriculum.	115-13
Extended Contracts	$2,940	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will in engage in Math Professional Learning on a monthly basis.	115-14
Funds to support high need students	$723	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will in engage in Math Professional Learning on a monthly basis.	115-15

PROPOSED 2021-22 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
Parent Participation: childcare provided for family engagement	$146	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	"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"	115-16
Parent Education	$1,000	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers lead parent engagement to build understanding around literacy practices to support all families.	115-17
Books	$5,000	Title IV: Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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	115-18
Support for STEM training	$750	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will in engage in Math Professional Learning on a monthly basis.	115-19

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 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 Site Council on September 15, 2020 and will be in effect for the period August 10, 2020 through May 31st, 2020.

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

Heather Palin
Name of Principal   **Signature of Principal**

09/15/2020

Date

![OAKLAND UNIFIED SCHOOL DISTRICT — Community Schools, Thriving Students]

School-Parent Compact
Emerson Elementary School
2020-21

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 2020-21 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 school 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 communications, 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)

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)

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 September 15, 2020, and will be in effect for the period of August 10, 2020, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30th, 2020.

Signature of Principal

Date

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

Emerson Elementary School
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Courtney Martin
Vice Chairperson:	Liz Gonzalez
Secretary:	Sydney Dexter

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member
Heather Palin	X			
Laura Aviles		X		
Sydney Dexter		X		
Hannah Galvin		X		
Peggy Lee				X
Courtney Martin				X
Liz Gonzalez				X
Jennifer Vetter			X	
Erika Macklin				X
Brandon Dawkins				X
Alan Pursell (Alternate)				X
Noura Chabil (Alternate)				X

SSC Meeting Schedule: (Day/Month/Time)	**Every 3rd Tuesday of the month at 5:30pm**

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