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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Emerson Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Emerson Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Emerson Elementary School

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/18/2023

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

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

Signatures:

Shawn Stibbins

Principal

Shawn Stibbins

Signature

5/10/2023

Date

Melanie Turner

SSC Chairperson

Melanie D. Turner

Signature

5/11/2023

Date

Kathleen Arnold

Network Superintendent

K. Arnold

Signature

5/17/23

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/17/23

Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/21/2023	School Site Council	SSC Met to review Site Wide Goals, and Budget Development Process
1/10/2023	Staff Meeting	Teachers give feedback on budget priorities (using Jamboard). Focus on areas of high impact for 21-22. What's effective and why?
	School Site Council	SSC reviews SPSA draft for 22-23, reflects on realities of site plan in the COVID context, and offers guidance to site leadership teams for 22-23 planning
4/27/2023	Parent Teacher Association Executive Board	Review budget plan w/ PTA exec board, and determine where there are funding gaps that PTA could support with.
4/10/2023	Instructional Leadership Team	ILT fleshes out teacher, leadership and organization practices aligned to school goals.
4/17/2023	School Site Council	Approves Plan.

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$94,710.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$439,771.43

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)	\$86,625	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$19,920	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,310	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$193,895	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$5,775	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$94,710	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$345,061	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$439,771
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
55.8%	43.9%	15.5%	4.7%	4.1%	0.0%	73.2%	16.1%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
41.0%	21.8%	14.5%	5.4%	1.0%	0.0%	0.3%	12.9%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: 85% of Emerson scholars will be reading at or above grade level by the end of 3rd Grade. 85% of Emerson scholars will be ready for middle school by the end of 5th grade as it relates to literacy skills.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	66.7%	69.8%	<i>not available until Fall 2023</i>	80.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	28.8%	35.6%	<i>not available until Fall 2023</i>	80.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	19.6%	17.8%	<i>not available until Fall 2023</i>	80.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-111	n/a	-39.2	<i>not available until Fall 2023</i>	-20.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	16.9%	25.0%	<i>not available until Fall 2023</i>	40.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-111.9	n/a	-61.4	<i>not available until Fall 2023</i>	-40.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	19.8%	<i>not available until Fall 2023</i>	50.0%

CAST (Science) at or above Standard	All Students	2.2%	n/a	16.3%	<i>not available until Fall 2023</i>	50.0%
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for African American scholars will increase their iReady and SBAC scores to Focal Student Groups: show accelerated growth to close achievement disparities.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-170.4	n/a	-91.6	<i>not available until Fall 2023</i>	-70.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-131.9	n/a	-73.3	<i>not available until Fall 2023</i>	-50.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	3.8%	9.5%	<i>not available until Fall 2023</i>	25.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-161	n/a	-86.6	<i>not available until Fall 2023</i>	-70.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-129	n/a	-95.1	<i>not available until Fall 2023</i>	-70.0

Reclassification Measures & Annual Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	7.9%	2.4%	8.3%	<i>not available until Fall 2023</i>	15.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	n/a	<i>not available until Fall 2023</i>	15.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family 100% of Emerson scholars and their families feel welcomed, safe and are Engagement: healthy and engaged in the learning community.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	78.5%	76.2%	63.3%	<i>not available until Fall 2023</i>	80.0%
Out-of-School Suspensions	All Students	0.3%	n/a	0.5%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	0.6%	n/a	0.5%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	n/a	0.5%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	18.7%	13.6%	40.1%	<i>not available until Fall 2023</i>	20.0%
Chronic Absenteeism	African American Students	22.5%	17.3%	42.6%	<i>not available until Fall 2023</i>	20.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff: 100% of teachers report improved instructional practices because of professional learning (PD, PLC's, Cycles of Inquiry)						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	81.0%	73.0%	74.0%	<i>not available until Fall 2023</i>	90.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Implementation of SIPPS, New math curriculum	SIPPS tutors at every grade level & classroom teachers are also teaching SIPPS.

<i>LCAP Goal 2: Focal Student Group Supports</i>	After School Tutoring, Continued work with AAFE and AAMA, Using data to inform instruction with inquiry cycles and focal groups (AA). ELL curriculum being taught.	Extended Contracts for tutoring and for AAFE
<i>LCAP Goal 3: Student & Family Engagement</i>	Student centered staff that are welcoming and help our families support their scholars. Strong Community School Manager to support with family engagement. Teacher retention.	Teacher/Staff retention. Designated time to reach out to families before the school year and during the school year.
<i>LCAP Goal 4: Staff Supports</i>	PLC implementation, PD and Cycles of Inquiry planning.	Teacher Retention, ILT structure with teachers from all grade levels represented, culture of collaboration
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Scholars starting below grade level by multiple years. Fitting all of the groups into one day (time). consistency with curriculum.	Not enough time for core instruction in the schedule. Master schedule.
<i>LCAP Goal 2: Focal Student Group Supports</i>	Limited availability for tutoring (number of tutors), limited in the number of scholar or scholars that may need tutoring may be unavailable, time to pull focal groups, attendance, Need more ELL support not from the classroom teacher, AAMA space	Not enough tutors. Invest in tutors for ASP.
<i>LCAP Goal 3: Student & Family Engagement</i>	On site support with health and safety concerns. Not as deep of relationships with new comer families.	Translations for families
<i>LCAP Goal 4: Staff Supports</i>	Time, changes in curriculum and/or focus on instructional practices. Differentiated PD	Time to plan and implement PD. Prep time during the day (common prep).

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Emerson Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Core instruction in literacy has been implemented. Classroom teachers and SIPPS tutors have implemented SIPPS and the classroom teachers are partnering with the SIPPS tutors to build foundational literacy skills. ELD has been implemented and teachers have had time to figure out a structure to teach ELD regularly. The math and literacy curriculum have been implemented throughout the campus. Teachers have had PD to strengthen their instructional practices with Eureka and EL Ed curriculum. PLC have been implemented to look at data and instructional practices on a monthly and/or bi-weekly basis. For Positive Climate and Culture we retained our counselor which has helped with relationships and continuity on the campus. African American Female Excellence and African American Male Achievement groups have been implemented for our black scholars. We have 2 STIPS on campus so classes aren't being split and they are also taking on other responsibilities which then can free up teachers to concentrate on their classrooms.

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

SIPPS scheduling and grade level assignments have led to increasedf implementation and growth for our scholars. Extended contracts for after school tutoring has shown student academic growth and confidence in the classroom. Scholars that have been working consistently with a counselor or mental health provider have shown growth social emotionally and academically.

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

Interventions and ELD will be done with another staff person possibly a SIPPS tutor instead of the STIP because position is not always able to teach because of other coverage that is needed on campus. SEL work will need to be implemented as a Tier I because we will have less Tier 2 & 3 offered on campus. Having SEL needs addressed in the classroom will help our scholars focus more on academics leading to improved academic scores.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure</p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i></p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Extended Contracts</p>	<p>i-Ready Math at or above Mid-Grade</p>	<p>After School Tutoring</p>	<p>SBAC focused tutoring for scholars who may be below grade level. (haven't taken SBAC yet)</p>	<p>A routine is not set-up with the after school program so the scholars have to be reminded when to go to tutoring.</p>
<p>Extended Contracts-Title 1 Parent</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Family engagement night about the SBAC</p>	<p>Teachers talked to 100% of families individually about what the SBACs are and it's importance. Built a home/school connection. Engaging families at the information night. Not all families attend. Most involved families attend and those scholars are usually at or above grade level.</p>	<p>The SBAC meeting could be done in person with child care. And it could be an option of in-person and virtual and the teachers could split up. Make the SBAC information into a video so families could view it when they want. Video could also be shown to the scholars.</p>
<p>Substitute Teacher Incentive Plan (STIP) Teacher</p>	<p>Reading Inventory (RI) Multiple Years Below Grade Level</p>	<p>Interventions provided to scholars who are below in grade level in literacy.</p>	<p>Time has not been dedicated to the STIP for this purpose. An increase of mentorship with a STIP on the campus. Principal has observed that there has been an increase teachers feeling of being able to leave quality lesson plans because they know that the STIP will continue the instruction where the teachers left off.</p>	<p>Discontinue the STIP as an intervention teacher.</p>

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Emerson Elementary School

School ID: 115

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Adoption and Implementation of New Math Curriculum (Eureka)

School Theory of Change: If we offer intentional planning time, and coaching around the new math curriculum, students will have access to common core aligned math and make growth accordingly.

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?
1-1	Teachers will engage in math professional learning for the first quarter.	ILT & TSA wil co-plan PL, intended to unpack math curriculum, and model demo lessons, with embedded planning time.	Emerson MATH PD Cycle 1 Plan		Tier 1
1-2	Teachers use small group instruction in math, with fidelity to support all students with math growth.	TSA & Principal observe and offer feedback on small group math instruction happening with fidelity.	All Block put into the Master Scedule. All Block will be used for Math small group instruction along with other small group instruction depending on student needs.		Tier 1
1-3	Targetted Intervention for kids in need, provided by Children Rising focusing on kids in Tier 2.	TSA & Principal reach out to organization in Spring, for a start in the fall. TSA & Principal will coordinate kids in need of this support.			Tier 2

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Priority:		Implementation of rigorous, systematic, research-based, and standards-aligned literacy instruction for all students.			
School Theory of Change:		If we provide all students systematic foundational skills instruction and explicitly and regularly engage students with complex texts and tasks in whole group Tier 1, Tier 2 small group instruction and Tier 3 intervention, all K-5 students will demonstrate growth toward becoming proficient readers.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	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.	<ul style="list-style-type: none"> -Establish expectation of implementation of Heggerty and SIPPS curriculum, including regular assessment. -Provide Professional development and learning for implementation of curriculum and strategies -Support & monitor use of foundational skills curriculum across classrooms and grade levels to ensure instructional alignment. -Partner with central coordinators to ensure all teachers have access to instructional materials and are trained in use of the curriculum ational skills curriculum across classrooms and grade levels to ensure instructional alignment." 	SIPPS data. Scholars who have entered SIPPS and then scholars who have taken the mastery tests and exited SIPPS. SIPPS tutor data is also evidence of implementation.		Tier 2

2-2	All teachers provide daily, explicit language and literacy instruction grounded in complex text sets, planning lessons and assigning tasks to ensure that students are reading for purpose, building knowledge of academic language and content over time, and writing and speaking grounded in evidence from the texts.	<ul style="list-style-type: none"> -Establish the expectation that teachers provide daily instruction grounded in complex text -Support & monitor instruction via learning walks and instructional coaching -Provide time in weekly grade level or grade span PLCs to analyze student work/engagement/progress data and plan for implementation of lessons built around complex text and task -As needed, partner with central content leads and/or PD leads focused on curriculum implementation to co-plan professional learning for teachers 	EL ED Walkthrough Data		Tier 1
2-3	Use curriculum formative assessments, universal screening, diagnostic assessments, and IAB data to monitor progress and adjust instruction	<ul style="list-style-type: none"> "-Support understanding and implementation of required assessments -Facilitate teacher data conferences -Utilize data analysis tools (e.g. i-Ready MOY Leaders Data Analysis Template)" 	Assessment data		Tier 1

2-4	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	SIPPS data. Scholars who have entered SIPPS and then scholars who have taken the mastery tests and exited SIPPS. SIPPS tutor data is also evidence of implementation.		Tier 2
2-5	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	iReady profiles will be created after the diagnostic and the profiles will inform the skills that each scholar needs to work on. All Block will be in the Master Schedule and this will be a time where scholars can work on iReady lessons based off of their needs.		Tier 1
2-6	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	Each class visits the library once a week for a lesson and to check out books.		Tier 1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	
School Priority:	Disproportionality of African American Students with URF's, Chronic Absenteeism and referrals to Special Education
School Theory of Change:	If AA students are over-identified for Special Education, Attendance, URFs then our school site will create culturally responsive ways to intentionally decrease this overrepresentation which can include an increase in supports for students and education for staff. If our own bias contributes to disproportionality of AA students in SpEd, URF, and Attendance, then we need to increase education for staff related to anti-racism and implicit bias."

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Explicit teaching of SEL curriculum, Caring School Community, that can be expanded upon by small group intervention leaders.	<p>Provide professional development time for all staff for support of SEL curriculum, including out of school time or small intervention group leaders</p> <p>Morning meeting added to master schedule</p> <p>Teachers encouraged to include weekly class meeting</p> <p>Hiring or utilizing staff to support disproportionality reduction:</p> <ul style="list-style-type: none"> -Culture and Climate TSA -Social Work Interns -P.E. or Recess Coaches" 	Professional Development on Art Therapy. Teachers will learn therapy strategies using Art that they will be able to use in their classrooms.	100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	Tier 1
3-2	AAFE and AAMA will be incorporated on the campus. Both programs work on Self-Esteem, Self- Worth and making good choices to name a few.	Provide a space and a sustainable schedule for the facilitators.	African American female and male scholars will meet at least once a week.	100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	Tier 2

3-3	<p>"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"</p>	<p>Provide professional development for classroom expectations, routines and acknowledgements in PD schedule.</p> <p>Culture & climate team creates visual supports and resources for teachers to use in the classroom (i.e., expectations posters, ticket templates, consequence sequences)</p> <p>Schedule classroom walkthroughs 2x/per year"</p>	<p>Creation of Matrix, PD on the matrix, schedule made during the first 3-4 weeks of school so teachers can teach the expectations in the different areas of the school</p>	<p>100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.</p>	<p>Tier 1</p>
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3-4	<p>"Build strong relationships with families through ongoing 2-way communication and contact -Provide flexible scheduling for families for conferences - Use Parent Square to communicate with families. -Monitor for opportunities for parents to provide feedback"</p>	<p>Complete school culture orientation with families at beginning of school year: review discipline matrix, behavioral expectations and PBIS systems (i.e., language to use at home, token economies to support behavior at home,) etc Teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled Monthly coffee chat with the principal, coordinate with network partners to provide relevant workshops for parents Provide opportunities for grade level teams to connect around family engagement Provide academic data (i.e., SRI, SBAC, EL snapshot) and standards in family-friendly language with actionable steps for support and improvement"</p>	<p>Decrease of the parents/guardians stating that they only hear from staff when it is something negative. Families will be asked informally about the communication that they are receiving and will identify if it is mostly positive, an even mix of positive and negative or mostly negative.</p>	<p>100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.</p>	Tier 1
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3-5	<p>Take accurate attendance daily Regularly highlight attendance in classroom meetings. Notice and welcome students back to class after absences, and celebrate students who show up. 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"</p>	<p>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.</p>	<p>Decrease in the amount of families needing corrections to their child's attendance.</p>		Tier 1
3-6	<p>Use Courageous Conversations about Race protocol to guide adult conversations on campus in committee meetings and during team meetings to keep race at the center of the conversation. This will build staff conscienciousness about the role that race plays on our campus.</p>		<p>Table tents with the protocol are used during meetings. Teachers refer to the protocol during meetings and outside of meetings.</p>	<p>100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.</p>	Tier 1

3-7	Create a common language around SEL so staff and students have tools to regulate themselves when they are dysregulated. This common language will also support our scholars in being able to identify how they are feeling and how it may be effecting their learning.	Identify a framework for the teachers and the scholars to use. Provide planning time and Professional Development for implementation.	You will hear scholars and staff using the common language on campus. Everyone will be able to state what the common language is when referring to SEL.	85% of Emerson scholars will be reading at or above grade level by the end of 3rd Grade. 85% of Emerson scholars will be ready for middle school by the end of 5th grade as it relates to literacy skills.	Tier 1
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Priority:		Conditions for Learning for Adults			
School Theory of Change:		Increase the number of students who feel their school is a safe and supportive environment and have strong positive adult relationships. Decrease the disproportionality of African American suspensions URFs, chronic absenteeism and special ed referrals.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers regularly check-in with an adult/teaching buddy.	Establish committee to organize adult gatherings to foster connection, a strong sense of belonging, and collective care.	Decrease in teachers absences due to mental health days. Increase in teacher attendance.	100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	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.	Walkthroughs	African American scholars will increase their iReady and SBAC scores to show accelerated growth to close achievement disparities.	Tier 1
4-3	Collaborate with buddy teacher to facilitate monthly cross-age buddies lessons.	Implement Caring School Community's Cross-Age Buddies program.	Calendar is created so grade level partners can meet with their buddy classes.	100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	Tier 1
4-4	Create a welcoming and supportive learning environment for all students through the use of culturally responsive practices.	Conduct a book study to explore anti-racism and anti-bias training for all adults.	Increase in student time on task. Decrease in student time out of class.	100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	Tier 1

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

School Priority:	Math Instruction
School Theory of Change:	If teachers implement conceptual mathematics instruction using culturally sustaining engagement strategies to interrupt deficit thinking, leverage students' linguistic and cultural assets, and nurture empowering narratives ...then Black students will have a positive math identity, and become the owners of mathematics.

Related Goals:		Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will evaluate their internal bias and how it contributes to disproportionality in their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	Surveys on Professional Development to get the staff to reflect on their practice.	100% of teachers report improved instructional practices because of professional learning (PD, PLC's, Cycles of Inquiry)	
5-2	Teachers progress monitor the learning of AA students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	PLC conversations and analysis of data.	African American scholars will increase their iReady and SBAC scores to show accelerated growth to close achievement disparities.	
5-3	AAMA & AAFE: Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled		Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS
Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Teachers will evaluate their internal bias and how it contributes to disproportionality their classroom settings	Provide professional development for staff related to anti-racism and implicit bias	Surveys on Professional Development to get the staff to reflect on their practice.	100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	Tier 1

6-2	Teachers progress monitor the learning of ELL students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	Schedule for progress monitoring and teaching ELD.	85% of Emerson scholars will be reading at or above grade level by the end of 3rd Grade. 85% of Emerson scholars will be ready for middle school by the end of 5th grade as it relates to literacy skills.	Tier 2
6-3	Teachers ensure ELL students are engaging and grappling with the text/task and are deepening their understanding of the skills identified in the learning target.	Provide professional development on high leverage teaching strategies.	ELD curriculum is being taught.	85% of Emerson scholars will be reading at or above grade level by the end of 3rd Grade. 85% of Emerson scholars will be ready for middle school by the end of 5th grade as it relates to literacy skills.	Tier 1

6-4	ELL: Teachers will build strong relationships with families through ongoing 2-way communication and contact	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	Communication Logs	100% of Emerson scholars and their families feel welcomed, safe and are healthy and engaged in the learning community.	Tier 1
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PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Subagreement over \$25K	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Create a welcoming and supportive learning environment for all students through the use of culturally responsive practices.	115-1
Consultant \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Create a welcoming and supportive learning environment for all students through the use of culturally responsive practices.	115-2
Consultant	\$15,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Create a welcoming and supportive learning environment for all students through the use of culturally responsive practices.	115-3
STIP Teacher	\$86,968	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	6253	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	All teachers provide daily, explicit language and literacy instruction grounded in complex text sets, planning lessons and assigning tasks to ensure that students are reading for purpose, building knowledge of academic language and content over time, and writing and speaking grounded in evidence from the texts.	115-4
Early Literacy Tutor	\$14,520	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8012	Early Literacy Tutor	0.35	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	-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."	115-5

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$16,156	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8012	Early Literacy Tutor	0.35	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	-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."	115-6
Early Literacy Tutor	\$29,547	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8013	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	115-7
Early Literacy Tutor	\$35,297	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8011	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	-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."	115-8

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
School Enrichment Recess Coach	\$7,268	LCFF Discretionary	2205	Classified Support Salaries	7727	School Enrichment Recess Coach	0.15	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Create a welcoming and supportive learning environment for all students through the use of culturally responsive practices.	115-9
Supplies	\$9,652	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Create a welcoming and supportive learning environment for all students through the use of culturally responsive practices.	115-10
Copier Maintenance	\$3,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Use curriculum formative assessments, universal screening, diagnostic assessments, and IAB data to monitor progress and adjust instruction	115-11
Facilitator Manhood Development Program	\$23,249	LCFF Supplemental	1105	Certificated Teachers' Salaries	8849	Facilitator Manhood Development Program	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	AAMA & AAFE: Teachers will build strong relationships with families through ongoing 2-way communication and contact	115-12
School Enrichment Recess Coach	\$21,803	LCFF Supplemental	2205	Classified Support Salaries	7727	School Enrichment Recess Coach	0.45	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Create a welcoming and supportive learning environment for all students through the use of culturally responsive practices.	115-13

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Attendance Specialist	\$35,835	LCFF Supplemental	2205	Classified Support Salaries	3529	Attendance Specialist	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Ensure Attendance team meetings occur at least 2x/month. Support the Development and Implementation of a site specific tiered attendance plan, including regular staff PD, data sharing, and reflection. Implement strong PBIS, RJ & SEL practices school wide. Ensure data is reviewed regularly and used as a key measurement in all site leadership teams. Share monthly Tier 1 theme and activities at Staff PD and integrate Attendance messaging in school communication and school events.	115-14
11-Month Community School Manager	\$113,813	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7897	11-Month Community School Manager	0.70	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	"Build strong relationships with families through ongoing 2-way communication and contact -Provide flexible scheduling for families for conferences - Use Parent Square to communicate with families. -Monitor for opportunities for parents to provide feedback"	115-15
Supplies	-\$805	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Targetted Intervention for kids in need, provided by Children Rising focusing on kids in Tier 2.	115-16
Library Technician	\$97,465	Measure G, Library Support	2205	Classified Support Salaries	8570	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Librarian cultivates a love for reading by supporting students check out "take home books" and engages students in culturally relevant, rich text tied to Content Units weekly	115-17

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 115

School: Emerson Elementary School

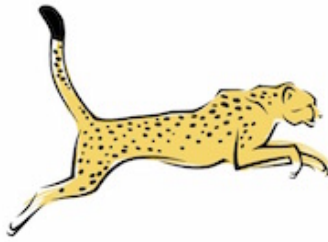
DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	\$2,074	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8012	Early Literacy Tutor	0.05	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	115-18
Early Literacy Tutor	\$2,308	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8012	Early Literacy Tutor	0.05	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	115-19
Early Literacy Tutor	\$4,221	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8013	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	115-20
Early Literacy Tutor	\$5,042	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8011	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	115-21
Early Literacy Tutor	\$22,224	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8617	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	115-22

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Extended contract plus benefits	\$2,310	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Use curriculum formative assessments, universal screening, diagnostic assessments, and IAB data to monitor progress and adjust instruction	115-23
STIP Teacher	\$83,421	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7593	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Create a welcoming and supportive learning environment for all students through the use of culturally responsive practices.	115-24
Extended contract plus benefits	\$3,204	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	AAMA & AAFE: Teachers will build strong relationships with families through ongoing 2-way communication and contact	115-25
Extended contract plus benefits	\$5,775	Title IV, Part A Student Support & Academic Enrichment	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	AAMA & AAFE: Teachers will build strong relationships with families through ongoing 2-way communication and contact	115-26
Early Literacy Tutor	\$22,224	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	8617	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Implement progress monitoring and differentiated small group reading intervention for K-2 students targeting tier 2/3 students based on data and utilizing support staff (e.g. early lit tutors, stip subs) to provide foundational skills instruction in small groups daily	115-27



Title I, Part A School Parent and Family Engagement Policy

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

Emerson Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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


ADOPTION

This policy was adopted by Emerson Elementary on September 7, 2022, and will be in effect for the period August 8, 2022 through May 27, 2023.

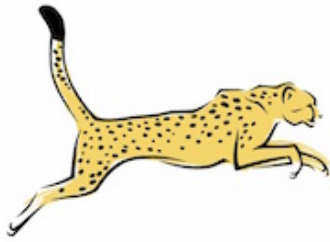
The school will distribute this policy to all parents on or before September 30th of the current school year.

Name of Principal
Shawn Stibbins

Date
September 7, 2022

Signature of Principal


[CLICK HERE](#) for School-Parent Compact 2022 - 2023



SCHOOL-PARENT COMPACT

Emerson Elementary School

2022-2023

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 2022-2023 school year.

SCHOOL RESPONSIBILITIES

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

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

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

TEACHER RESPONSIBILITIES

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

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

PARENT RESPONSIBILITIES

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

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

STUDENT RESPONSIBILITIES

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


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

This Compact was adopted by Emerson Elementary School on September 7, 2022, and will be in effect for the period August 8, 2021, to May 27, 2023.

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

Principal's Name
Shawn Stibbins

Date
September 7, 2022

Signature of Principal




Strategic Resource Planning (SRP)

EMERSON ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Melanie Turner
Vice Chairperson:	Edward Frank
Secretary:	Sydney Dexter

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
1 Shawn Stibbins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
1 Sydney Dexter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1 Josie Sommer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1 Annabelle Nash	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1 Jalyn Crum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
1 Edward Frank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1 Melanie Turner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1 Amber Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Mikayla Logan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Treeana Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	Every 2nd Tuesday at 5:30 p.m.
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SSC Legal Requirements (EC Sections 65000-65001):

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

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