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

Board Cover Memorandum

To Board of Education

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

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Emerson Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Emerson Elementary School.

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

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

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

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

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Emerson Elementary School



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

2025-26 School Plan for Student Achievement (SPSA)

School: Emerson Elementary School
CDS Code: 1612596001812
Principal: Shawn Stibbins
Date of this revision: 5/20/25

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: Shawn Stibbins	Position: Principal
Address: 4803 Lawton Avenue Oakland, CA 94609	Telephone: 510-654-7373 Email: shawn.stibbins@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

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

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Emerson Elementary School

Site Number: 115

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

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

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

Date(s) plan was approved: 5/20/2025

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

- ☐ Flyers in students' home languages ☒ Announcement at a public meeting ☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Shawn Stibbins

Principal

Shawn Stibbins

Signature

5/21/2025

Date

Amber Brown

SSC Chairperson

Amber Brown

Signature

5/21/25

Date

SELLS Representative (optional)

Signature

Date

Sabrina Moore

Network Superintendent

Sabrina Moore

Signature

5/28/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/28/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/15/2024	SSC	Review of goals and strategies
11/19/2024	SSC	Review of goals and strategies
12/17/2024	SSC	Data Analysis and Reflection on strategies
1/21/2025	MTSS	Data Analysis and Reflection on strategies
2/4/2025	MTSS	Development of new goals and strategies

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

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

Early Literacy Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that 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.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$97,310.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$687,700.22

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$94,680
Title I, Part A Parent & Family Engagement (#3010)	\$2,630
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$97,310

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$687,700.22

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$27,300
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$225,000
Proposition 28 (Arts & Music in Schools #6770)	\$55,057
SUBTOTAL OF STATE & LOCAL FUNDING:	\$590,390

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School Name: Emerson Elementary School		School ID: 115
CDS Code: 1612596001812	SSC Approval Date:	Board Approval Date:
School Mission and Vision		
<p>Emerson Mission Statement</p> <p>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.</p> <p>Emerson Vision Statement</p> <p>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.</p>		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
<p>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.</p>		

School Demographics, 2023-24								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.4%	38.9%	16.2%	0.0%	20.1%	17.4%	74.3%	15.0%	0.6%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.0%	14.4%	4.5%	0.6%	0.3%	0.3%	71.6%	4.2%	80.5%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	34.1%	26.8%	not available until fall 2025	80.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	59.2%	34.6%	not available until fall 2025	80.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	52.2%	53.6%	not available until fall 2025	80.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
*SBAC & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	-19.2	-50.8	not available until fall 2025	0.0

SBAC ELA Participation	All Students	80.1%	80.6%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	57.7%	66.9%	not available until fall 2025	85.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-43.1	-55.5	not available until fall 2025	0.0
SBAC Math Participation	All Students	79.6%	79.6%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	23.4%	20.1%	not available until fall 2025	70.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	36.6%	18.8%	not available until fall 2025	70.0%
California Science Test (CAST) Participation	All Students	83.7%	81.4%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-96.6	-81.8	not available until fall 2025	0.0
SBAC ELA Distance from Standard Met	African American Students	-48.4	-71.5	not available until fall 2025	0.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	69.2%	50.0%	not available until fall 2025	40.0%
SBAC Math Distance from Standard Met	Special Education Students	-53.2	-48.8	not available until fall 2025	0.0
SBAC Math Distance from Standard Met	African American Students	-65.0	-73.1	not available until fall 2025	0.0
Reclassification Measures & Targets		*Reference Stages of ELD Data slides			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	8.6%	3.0%	not available until fall 2025	15.0%
LTEL Reclassification	Long-Term English Learners	100.0%		not available until fall 2025	100.0%

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

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	71.7%	73.5%	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	0.0%	0.7%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	1.3%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.9%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	68.7%	35.9%	not available until fall 2025	25.0%
Chronic Absenteeism	African American Students	71.4%	38.5%	not available until fall 2025	30.0%

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

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:	Specifically: <ul style="list-style-type: none"> - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential. 				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	71.8%	70.1%	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none">-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp	<p>EL hub school work and collaboration with Caroline, teaching EL with fidelity, teaching EM2 with fidelity, math tutoring (coming soon), SIPPS, targeted PD</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none">- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY	<p>In addition the the above strengths...AAMA/AAFE, Black Thriving TSA (coming soon)</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>Attendance team, attendance challenges and incentives, teachers reaching out to chronically absent families. Attendance clerk to be apart of the attendance team to work on chronic absenteeism and daily attendance rate.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Weekly professional development, EL hub school work, PLC</p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	Attendance, gaps in math fundamental skills
LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> <i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> <i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i> 	Consistency of AAMA and also funding for AAMA. Scholars on campus need mental health support. We don't have enough resources on campus to fill this need. Having Hope Reimagined on campus will fill some of the void but we still need more mental health support.

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>Consistently reaching families whose home language isn't English. Offering families workshops or trainings that are relevant to them. Having refreshments at parent meetings or events often gets parents/guardians in the door. We don't always have refreshments to offer.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>PLC structure and pay</p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Emerson Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

The RJ Facilitator is currently on leave so the responsibilities of the RJ facilitator have fallen on the teachers. Unable to hire an Academic Mentor so the support for our emerging bilingual scholars are not being met. Outside of the RJ Facilitator and the Academic mentor position everything has been implemented.

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

Open Literacy is happening and has been effective with the scholars that are attending school regularly. However, some of our scholars that need it the most suffer from chronic absenteeism. Our scholars that participate in African American Female Excellence program have shown improvement over the years as measured by academic and behavioral monitoring. Upward trends on iReady data.

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.

Adjusting the Master Schedule to make sure that there is time for Designated ELD. Some grade levels have time in the schedule but not all grades. African American Male Achievement has not been budgeted for 25-26SY. We are currently fundraising. RJ Facilitator position has been converted to a TSA position to ensure coverage and support when the facilitator is out.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
4399 Unallocated	Field trips	Student Connectedness to School	Field Trips help connect what is being learned in the classroom to the real world and bring the curriculum to life.	Student engagement on field trips. Increased attendance on field trip days. It supports with family connections. It also helps us to build connections and partnerships with community agencies.	No changes.

Teacher STIP	Classroom coverage for PLCs and collaboration. Support student interventions	Reading Inventory (RI) Growth of One Year or More	Support with Open Literacy & SIPPS. Works with teachers to cover classes for collaboration and PLC's.	Having the STIP support with interventions. Making sure the students are getting on with their Open Literacy tutor. Building relationships with staff and students on campus. Learning the curriculum so when coverage is needed the STIP can continue with the curriculum and the students stay on track.	As of right now we will not have a STIP dedicated to our campus next year.
4399 Unallocated	Parent Workshops	Student Connectedness to School	Parent workshops will support with educating our families on topics around child development, milestones etc.	As funds have not been expended, and activities have not been implemented, there is no data to assess what is working or not working at this time. Evaluation will occur following implementation.	No changes, continuations, or discontinuations can be determined until after program implementation and data collection. A full evaluation and subsequent decisions will be made at that time.

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

School:	Emerson Elementary School	SCHOOL ID:	115
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3: SCHOOL STRATEGIES & ACTIVITIES

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

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

School Goal:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Implementation of SIPPS	All Students	Academic	Tier 2 - Supplemental
1-2	GLAD Professional Development	All Students	Academic	Tier 1 - Universal
1-3	Designated ELD Academic Mentor	English Learner Students	Academic	Tier 2 - Supplemental
1-4	Implementation of Eureka Squared Math Curriculum	All Students	Academic	Tier 1 - Universal

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

School Goal:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	<ul style="list-style-type: none"> - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Open Literacy Tutoring	All Students	Academic	Tier 3 - Intensified
2-2	I-Ready Growth Challenge (Aug-Dec, Dec-May)	All Students	Academic	Tier 1 - Universal

2-3	AAMA and AAFE	African American Students	Behavioral	Tier 2 - Supplemental
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Community School Manager - Focus on SELLS and other family engagement opportunities as well as support with attendance	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Clubs during lunch/recess	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	TSA (PBIS Focus) - Facilitate student leadership group that will implement restorative practices on campus. Support restorative practices by helping teachers build community and holding circles to repair and restore the community after harm. Support classrooms and teachers with Social Emotional Learning. Hold social skills groups.	All Students	Behavioral	Tier 2 - Supplemental
3-4	Increasing transportation funds for families	Low Income Students	Academic	Tier 3 - Intensified
3-5	Afterschool programming, art instruction, and field trips to engage students (cheer, soccer etc.)	All Students	SEL / Mental Health	Tier 1 - Universal
3-6	Mental Health Supports (Hope Reimagined)	All Students	SEL / Mental Health	Tier 3 - Intensified

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

School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
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Identified Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Professional Development For Teachers	All Students	Academic	Tier 1 - Universal
4-2	Coaching for Teachers	All Students	Academic	Tier 1 - Universal
4-3	Implementation of Circles or Weekly Class Meetings	All Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS		<i>Instructions & resources</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Restorative Practices & Building Community on campus will support our African American Scholars. Restorative Practices will provide leadership opportunities for our scholars and create a space where they feel like they are a part of the community and a contributing member of the community.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	African American Female Excellence program will support our African American scholars by promoting positive self-image and self-esteem, teaching our scholars how to deal with stress and promoting self-care and teaching them how to set goals to prepare them for college and/or a career.	African American	SEL / Mental Health	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Academic Mentor to support Multilingual Scholars and implementation of Designated ELD	English Learner Students	Academic	Tier 3 - Intensified
6-2	Master Schedule aligned so English Language Learners/Multilingual Learners are getting Designated ELD at least 4 days a week.	English Learner Students	Academic	Tier 2 - Supplemental

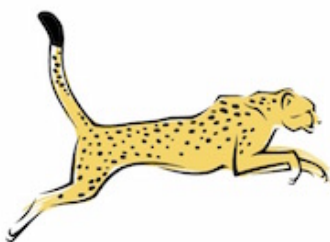
PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 115
School: Emerson Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
After School Agency - The agency will work with our scholars providing academic support, social emotional support and learning and providing enrichment for our scholars.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Afterschool programming, art instruction, and field trips to engage students (cheer, soccer etc.)	115-1
Enrichment and sports activities for our scholars that attend the after school program.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Afterschool programming, art instruction, and field trips to engage students (cheer, soccer etc.)	115-2
Adding and additional .2 to the Visual Arts teachers to support with supplemental art classes.	\$17,135	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10053	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			Clubs during lunch/recess	115-3
Supplies for the Visual Arts program so the scholars have a full arts experience.	\$17,922	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Clubs during lunch/recess	115-4
People's Conservatory - Consultant that work with 3rd-5th Grade scholars teaching them the foundations of Hip Hop. Scholars will create tracks and spoken word pieces to share with classmates.	\$20,000	Arts & Music in Schools (Proposition 28)	5825	Consultants	n/a	n/a	n/a			Clubs during lunch/recess	115-5
Certificated teacher to support with lunch/recess supervision, coverage for IEP's and facilitating student groups.	\$18,600	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	4314	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			Clubs during lunch/recess	115-6
The Teacher on Special Assignment will support classroom teachers with their implementation of Weekly Meetings or Circles. The TSA will be the point person for Restorative Practices and Social Emotional Learning. The TSA will facilitate small groups to teach social skills and will be the lead person for our student leaders.	\$141,933	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 04	10-Month Teacher on Special Assignment (TSA)	1.0			TSA (PBIS Focus) - Facilitate student leadership group that will implement restorative practices on campus. Support restorative practices by helping teachers build community and holding circles to repair and restore the community after harm. Support classrooms and teachers with Social Emotional Learning. Hold social skills groups.	115-7

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 115
School: Emerson Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
CSM - Community School Manager to support all incoming services for students including parent volunteers, high school interns. Assist with increasing family engagement and communication, address school wide initiatives to address attendance, social emotional learning, taking lead to facilitate culture and climate, COST and parent affinity groups and workshops.	\$57,394	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7897	11-Month Community School Manager	0.3			Community School Manager - Focus on SELLS and other family engagement opportunities as well as support with attendance	115-8
PBIS materials and incentives supplement the PBIS initiative by recognizing and reinforcing positive student engagement as well as encouraging daily attendance.	\$879	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			I-Ready Growth Challenge (Aug-Dec, Dec-May)	115-9
Refreshments for parent engagement meetings. Having refreshments will increase attendance at our meetings.	\$1,000	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a			Designated ELD Academic Mentor	115-10
These funds will go towards family education. This will help support teacher extended contracts or pay for consultants that will deliver adult/parent education.	\$1,500	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Clubs during lunch/recess	115-11
These funds will go towards transportation to increase daily attendance and decrease chronic absenteeism.	\$3,694	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a			Increasing transportation funds for families	115-12
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Afterschool programming, art instruction, and field trips to engage students (cheer, soccer etc.)	115-13
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Afterschool programming, art instruction, and field trips to engage students (cheer, soccer etc.)	115-14
These funds will support collaboration time and tutoring time for teachers. This will allow our teachers to be more organized for instruction and to be paid for working with our scholars outside of school hours.	\$7,300	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			Professional Development For Teachers	115-15

[illegible]



Title I, Part A School Parent and Family Engagement Policy

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

Emerson Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

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

ADOPTION

This policy was adopted by Emerson Elementary on August 29, 2024, and will be in effect for the period August 12, 2024 through May 31, 2025.

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

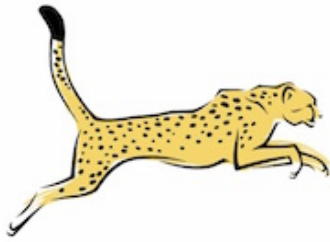
Name of Principal
Shawn Stibbins

Date
August 29, 2024

Signature of Principal



[CLICK HERE](#) for School-Parent Compact 2024 - 2025



SCHOOL-PARENT COMPACT

Emerson Elementary School

2024-2025

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 2024-2025 school year.

SCHOOL RESPONSIBILITIES

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

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

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

TEACHER RESPONSIBILITIES

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

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

PARENT RESPONSIBILITIES

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

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

STUDENT RESPONSIBILITIES

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

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

This Compact was adopted by Emerson Elementary School on August 29, 2024, and will be in effect for the period August 29, 2024, to May 31, 2025.

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
August 29, 2024

Signature of Principal



Strategic Resource Planning (SRP)



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

EMERSON ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Amber Brown
Vice Chairperson:	Shawna Reeves
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 checked="" 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 Andria Sellers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1 John Pabst	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
1 Shawna Reeves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Keisha Lockett	<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 Laura Costain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
10	<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 3rd Tuesday at 5:30 p.m.

SSC Legal Requirements (EC Sections 65000-65001):

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

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