

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for PLACE @ Prescott School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)
- 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for PLACE @ Prescott School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: PLACE @ Prescott (Preparatory Literary Academy of Cultural Excellence)
CDS Code: 1612596002125
Principal: Enomwoyi Booker
Date of this revision: 6/6/2017

The Single 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: Enomwoyi Booker
Address: 920 Campbell Street
Oakland, CA 94607

Position: Principal
Telephone: 510-874-3333
Email: enomwoyi.booker@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site:

PLACE @ Prescott (Preparatory Literary Academy of Cultural Excellence)

Site Number: 183

- | | |
|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| | <input checked="" type="checkbox"/> 21st Century |
| | <input type="checkbox"/> School Improvement Grant (SIG) |

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

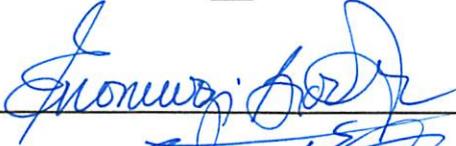
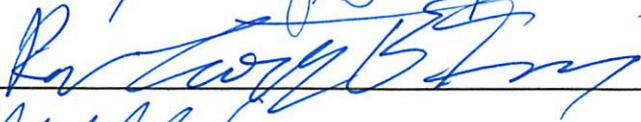
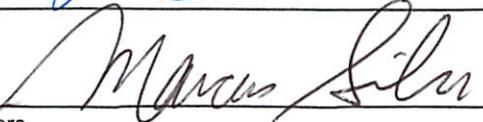
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/10/2017

6. 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, media announcements, etc.)

Signatures:

Enomwoyi Booker		5/10/2017
School Principal	Signature	Date
Rev. Curtis Flemming		5/10/2017
Print name of SSC Chairperson	Signature	Date
Ron Smith		5/16/17
Network Superintendent	Signature	Date
Marcus Silvi		5/25/17
Coordinator, Office of Accountability Partners	Signature	Date

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: PLACE @ Prescott (Preparatory Literary Academy of Cultural Excellence)

Site Number: 183

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
	PFT - Prescott Family Team	meets to plan fundraisers, volunteers, to organize around new school design and problem solve around issues pertaining to the school;
	Faculty and SSC combined	Shares rationale and overview of site plan and budget training;
	Instructional Leadership Team	Conducted ILT work sessions to flesh out teacher, leadership, and organizational practices aligned to school goals;
	Family Holiday Brunch	Family support of student presentations; Sharing of any important dates and events.
	Annual Title I meeting & Back to School Night	Title 1 program review; school-wide focus @ Prescott; parent participation opportunities; budget review of LCAP; staffing changes etc.
	Wednesday Morning Circle	Weekly school gathering where the school affirmation & important announcements are shared to the community;

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$36,225.00	TBD

Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$176,152.23	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$100,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,389.85	TBD
TOTAL:	\$417,767.08	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$35,342.61	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,183.58	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$47,755.24	TBD
TOTAL:	\$84,281.43	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Our mission at PLACE @ Prescott is to provide students with an orderly, trusting and caring environment, focused on STEAM (Science/ Technology/ Engineering/ Arts/ Math), where high-quality teaching and experiential learning occur. Our students will be both challenged and guided as they develop the responsibility they need to become leaders in social activism while also contributing to the improvement of their local and global communities. Through equitable and engaging access to a rigorous curriculum aligned to the Common Core Content Standards, we seek to produce inspired students who are healthy in body, mind and soul while embracing linguistic diversity and utilizing a lens of Culturally Relevant Pedagogy (CRP). We strive to ensure that our students will be academically successful; will develop and/or maintain cultural competence; and will develop a critical consciousness through which they challenge the status quo of the current social order for the betterment of their communities. As part of the Elevation Network, PLACE @ Prescott will be developing a proposal for school re-design in 2016-2017. We envision a gradual expansion of our educational program to include PreK-8th grade by 2019-2020. Our re-design plan will have a STEAM focus, while embracing multilingualism for all students, culturally relevant pedagogy and blended/personalized learning opportunities.

School Mission and Vision

Our VISION is to transform PLACE @ Prescott into an effective "Full-Service Community School" that not only produces major gains in student achievement, but also helps prepare students for the world of STEAM-related (Science/ Technology/ Engineering/ Arts/ Math) pathways and opportunities.

MISSION: Our school strives to maintain an orderly, trusting, and caring environment where high-quality teaching and experiential learning occur, and where students are assisted as they develop responsibility to become leaders in social activism while contributing to the improvement of their local and global communities.

Through equitable and engaging access to a rigorous curriculum aligned to the Common Core Content Standards (CCCS), we seek to produce engaged students who are healthy in body, mind and spirit while embracing linguistic diversity and utilizing a lens of Culturally Relevant Pedagogy (CRP).

As we ascribe to the principles of STEAM and CRP, we strive to ensure that our students will be academically successful, will develop and/or maintain cultural competence, and will develop a critical consciousness through which they challenge the status quo of the current social order for the betterment of their local and global communities.

Students from PLACE @ Prescott will be prepared for future access to highly skilled, college preparatory and real-world learning opportunities.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

By 2017-2018, 20% of students will be at or above grade level as measured by SBAC assessment.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	11.88%	15.94%	20.00%

Other Leading Indicators for Literacy:

SRI; F&P;

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
<p>Student Performance Strengths -</p> <ul style="list-style-type: none"> 1) Students K-5 are reading at their independent levels; 2) TK Students are engaged in pre-reading activities; 3) Increase in academic growth (SRI) for Students in lowest level; 4) Some student participation in small reading groups; 5) created Data Wall and updated after each benchmark period; 6) Teachers developed Data Binders to organize focal students, student goals by month, intervention groups, & intervention strategies; 	<p>Staff Performance Challenges:</p> <ul style="list-style-type: none"> 1) Staff are in the Developing Stage of Bal Lit and are continuing to familiarize themselves with the transition to CCSS; 2) Implementing multiple, brand new curriculum with brand new standards makes it challenging to be thorough with any one thing; 3) Teachers integrating Blended Learning continues to be a challenge; 4) Teachers are developing understanding of the new CCS Math standards and the classroom pedagogy needed to implement them. <p>Student Performance Challenges -</p> <ul style="list-style-type: none"> 1) many students are below level in reading and writing; 2) low reading and writing skills impact student's ability to show what they know; 3) Student chronic absences and tardies interrupt opportunity to build consistency of instruction & learning; 4) Many students are not participating in small reading groups

ROOT CAUSE ANALYSIS

1. Observation and feedback about implementation of Readers & Writers WORKSHOP varies among classes; some classes require more Bal Lit support to more fully implement the parts within Reading & Writing Workshop;
2. Observation and feedback about implementation of ANCHOR CHARTS is evident in classes; next steps include expanding these charts to be more developmental and deeper;
3. Observation and feedback about development of LEARNING GOALS for students needs to increase; continue to develop increased number of students' ability to discuss their goals;
4. Staff have struggled less this year with the implementation of Bal Lit due to the continuance of an onsite Bal Lit Coach; Staff continued to attend central and site workshops which have helped to increase teacher understanding and student improvement; need to strategically incorporate writing workshop with support;
5. Observation and feedback about conferencing shows that teachers need to document their conferences.

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

By 2017-2018, 25% of students will be at or above grade level as measured by SBAC assessment.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	13.86%	19.43%	25.00%

Other Leading Indicators for Mathematics:

SMI; CEOU;

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
<ol style="list-style-type: none">1. Some Teachers participate in collaborative unit-planning on Saturdays & during school breaks with curriculum coaches, teachers from own site & other sites;2. Teachers met in grade-level clusters to analyze data after each Benchmark assessment;3. Increase in Students ability to show their math work on performance tasks;	<ol style="list-style-type: none">1. Teachers do not consistently provide students feedback for mathematics;2. Teacher's weekly Preps & PLCs lack multiple teachers at same grade level;3. Additional common planning needed during the week to collaborate on stated math and science content area;4. Lack of well-prepared differentiated lessons; Teachers struggle with fully implementing math curriculum5. Not all students understand their strengths and challenges in relationship to their data and goals.6. Students struggle with number sense, fluency, and automaticity;

ROOT CAUSE ANALYSIS

1. Adjustment was made to master schedule which gave teachers additional planning time but due to inconsistent staffing and sub coverage demands, we needed to return to one prep per week during the school day. 2. Paid opportunities for teachers to collaborate with grade-a-like teachers on Saturdays with support. 3. Teachers seek out expert curriculum coaches to co-plan and collaborate. 4. Teachers spend a bulk of their planning time learning and understanding standards and pedagogical methods; this takes focus away from specific lesson planning, confident delivery and deep differentiation and personalization. 5. Observation & feedback indicated that teachers need support in developing DIFFERENTIATED STRATEGIES that will help students to be more successful when responding to Constructed Responses in Math;

CULTURE & CLIMATE PRIORITY: Attendance**SCHOOL GOAL for Attendance:**

By June 2018, 96% of Students will maintain Positive Attendance as a result of building and strengthening existing schoolwide systems and practices and developing partnerships with community agencies;

SCHOOL TARGETS for Attendance:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Attendance Rate	All Students	92.54%	94.27%	96.00%

Other Leading Indicators for Attendance:

Data from Chronic absences, tardies & tardies +30 mins; SART summary; KPI - Weekly Engagement Report & Analysis;

NEEDS ASSESSMENT for Attendance:

STRENGTHS	CHALLENGES
1. Partnered with West Oakland Initiative and OHA; 2. effective attendance clerk which provides consistency with attendance expectations for parents and teachers; 3. effective SART process; 4. West Oakland Initiative has provided on-site support for students & families with attendance concerns - academic mentors, parent workshops, family incentives, and wrap-around services provided; 5. include attendance data at SSTs, P/T conferences, IEPs;	1. Lack designated SART coordinator who can devote majority of time with this area; 2. Difficult to contact parents/ families due to inconsistent/ incorrect contact information and lack of follow through from the home to connect with the school; 3. Parents continue to send to school sick and/ or children who lack enough sleep (and fall asleep in class);

ROOT CAUSE ANALYSIS
1. Large number of our families experience chronic trauma & illness especially high numbers of asthma; transitional housing; poverty; transportation;

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement
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SCHOOL GOAL for Family Engagement:

Parental participation rate on the CHKS will increase by 5% annually.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent CHKS Participation Rate	All Parents	41.40%	46.40%	51.40%

Other Leading Indicators for Family Engagement:

Parental participation in class & school events; parent participation with CHKS; SPF, KPI indicators; Continued participation of parents in School Site Council. Continue and increase parent participation in Prescott Family Team (PFT) w/potlucks, speaker series, sharing recipies, food for mtgs; Continue partnership with West Oakland Initiative

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
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<p>1. PFT formalized and applied for 501c3 status; successfully fund-raised to pay toward Art Consultant, Playworks;</p> <p>3. System in place for parent/family volunteers to support in class, office and on the yard;</p> <p>5. intensive TK intake at beginning of year and TK/K orientation at end of school year;</p> <p>7. Families participate/attend monthly assemblies;</p> <p>8. Families participate in Family Science night (2x/year);</p> <p>9. Families participate in the annual Family Holiday Brunch & Black History Walk-Through & Assembly;</p>	<p>2. PFT</p> <p>4. Parents are receptive to West Oakland Initiative which supports families in need;</p> <p>6. Families participate in weekly Morning Circle and Wednesday Workout with Playworks and all staff/students;</p> <p>1. Family attendance at major parent engagement events needs to improve (i.e. Title I meeting, Back to School Night, Parent/Teacher Conferences, Data Night, SSC, PFT weekly meetings);</p> <p>2. Parents/ families participation with classroom support with activities, class meetings, has declined;</p>
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ROOT CAUSE ANALYSIS

<p>1. Large number of our families experience chronic trauma; transitional housing; poverty;</p> <p>2. lack of trust and comfort with the educational system and process due to past negative experiences;</p> <p>Families expectations for their involvement with school-related requests is low;</p>	3.
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ADDITIONAL PRIORITY: Social-Emotional Learning

SCHOOL GOAL for Social-Emotional Learning:

By June 2018, 70% of teaching staff will implement Tier 1 PBIS classroom practices to fidelity (including restorative justice and SEL practices).

SCHOOL TARGETS for Social-Emotional Learning:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Staff	All Students	81.00%	TBD	coming soon

Other Leading Indicators for Social-Emotional Learning:

PBIS Tiered Fidelity Inventory; PBIS Tier 1 Classroom Walkthrough Data, CHKS; Analysis of Student Refocus Sheets; SPF;

NEEDS ASSESSMENT for Social-Emotional Learning:

STRENGTHS	CHALLENGES
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<p>1. Behavior consultant supports teachers with classroom management and helps to develop behavior plans for students in need;</p> <p>2. COST provides teacher consultancy, feedback and additional strategies to help address teacher concerns with SEL;</p> <p>3. PBIS lead teacher & district PBIS coach meets with PBIS team 2x/month;</p> <p>4. Staff participate in on-going PDs for PBIS at site, district-wide and national;</p> <p>5. Daily PBIS designated class time expectation (PUMA Time); school-wide expectations posted;</p> <p>6. Students and Parents are acknowledged at weekly recognition related to school-wide PBIS expectations;</p>	<p>1. not all teachers practice PBIS expectations with fidelity;</p> <p>2. Overuse of some of the class strategies intended to re-direct student behaviors;</p> <p>3. Not all teachers reflect on the effectiveness of their PBIS strategies with specific students;</p> <p>4. Some teachers use limited strategies, do not modify/ adjust as needed to become more effective;</p>
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ROOT CAUSE ANALYSIS

<p>1. Large number of our families and students experience chronic trauma; transitional housing; poverty;</p> <p>2. Teachers/ staff feel overwhelmed and lack the skills needed to resolve issues associated with children who experience chronic trauma;</p> <p>3. Teachers/ staff are affected by constantly engaging with students and families in chronic trauma;</p>

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If we implement the 8 components of balanced literacy with fidelity, then students will be able to use strategies to reach their literacy goals and show multiple years growth.
SCHOOL THEORY OF ACTION for Mathematics:	If we implement the components of the district adopted math program with fidelity, then students will be able to use strategies to reach their math goals and show multiple years growth.
SCHOOL THEORY OF ACTION for Attendance:	If the root causes for attendance concerns are addressed, then we can expect to decrease the amount of chronic absences and tardies.
SCHOOL THEORY OF ACTION for Family Engagement:	If the root causes for lack of family engagement are addressed, then we can expect to see increased parent/family participation in school-related events.
SCHOOL THEORY OF ACTION for Social-Emotional Learning:	If all staff implement the Tier 1 PBIS/ Restorative Justice strategies to fidelity & positively reinforce students, then we will see an increase in expected student behaviors.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	By 2017-2018, 20% of students will be at or above grade level as measured by SBAC assessment.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
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1-1	1. Teachers will use F&P Reading Records 3 times a year to understand individual students skills and guide instruction.	1. Lead Teacher/ Lit Coach lead PLC time to analyze F&P Scores and plan CCSS aligned next steps	1. Schedule minimum days during first 2 weeks of school for TK & K Orientation & intake assessments; and for the F & P assessments for students in K-5th grade; schedule sub release during 2nd and 3rd administration of assessments for teacher support;
1-2	2. Teachers will track each student's reading growth and confer with students to set growth goals;	2. Lit Coaches will lead teachers using the Literacy Continuum to set goals with students	2. ILT will develop the PD Calendar which allows for at least 50-minutes every Wednesday for PLC.
1-3	3. Teachers will progress monitor by administer weekly running records with 5-6 focal students;	3. Lit Coaches will provide PD to demonstrate how to implement progress monitoring;	3. Family literacy night;
1-4	4. Teachers will implement Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with a specific focus on student groups including GATE, ELLs, Newcomers and Foster Youth	4. Substitute teachers will be provided to allow teachers to attend PD, conduct student assessments, plan collaboratively with peers, participate in classroom observations and visit other schools to observe teachers;	4. Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons.
1-5	5. As components of Balance Literacy, teachers will use interactive read alouds, guided reading and writing and word study daily to reinforce reading	5. Lit coaches will provide PD focusing on strategies for interactive read alouds, guided reading and share information with teachers about the district provided trainings for Word Study.	5. PD Cycles will focus on interactive read alouds and guided reading and writing. Teachers will receive stipends for optional Saturday Unit Planning once a month; utilize central check out system for guided reading library
1-6	6. Teachers will calibrate how to modify and adjust our Bal Lit routines in support of specific student groups including GATE, ELLs, Newcomers and Foster Youth	6. Lit Coaches will provide strategies for implementing ELD support;	6. Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program
1-7	7. Embedded ELD supports for ELLs and Newcomers in Reading Workshop	7. Lit Coaches will provide strategies for implementing ELD support;	7. Teachers will plan together to ensure students' needs are being met
1-8	8. Teachers will implement and monitor blended & personalized learning using computer intervention programs at least 2x per week for 30-45 minutes and provide students opportunities to practice test taking.	8. DTL and Lit coaches will provide support around technology use during PLC and preps	8. DTL will facilitate a system to check out/ share the use of chrome carts/ books and trouble shoot.
1-9	9. Teachers will identify struggling students in need of intervention supports and identify which tier of MTSS is needed;	9. Coaches will create a schedule for support staff to provide Tier 2 and Tier 3 intervention;	9. Coaches will provide PD and feedback to support staff;

1-10	Teachers will provide CRP culturally relevant materials and strategies to better engage specially African American students;	Instructional Coaches will provide support to teachers in identifying and effectively utilizing CRP strategies to specifically engage African American students;	ILT will provide PD and feedback to support staff with CRP and strategies;
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Improvement Strategy #2: By 2017-2018, 25% of students will be at or above grade level as measured by SBAC assessment.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	1. Teachers will implement the OUSD Toolkit Strategies for Mathematics including: 3 Reads, Number Talks and Participation Quiz which align to the CCSS Standards For Mathematical Practice.	1. The Leadership Team (TL: Math & Coach) will provide PD, planning time and observation cycles focused on the Math instructional strategies. 2. The Math coach will lead Math PD focused on instructional strategies; 3. The Leadership Team (TL: Math & Coach) will meet monthly to determine coaching strategies for math.	1. ILT will develop the PD Calendar which designates time for teachers to analyze data, discuss strategies for Number Talks, 3-Reads and Participation Quiz at least monthly; The Math TL & Coach will develop structures for Family Math night. The ILT will schedule classroom walk-throughs with Coaches;
2-2	2. Teachers will use the Core Curriculum with Math Expression to plan and deliver daily Math instructions aligned to the CCSS	2. The Leadership Team (TL: Math & Coach) will provide PD, planning time and observations to teachers monthly, focused on math instruction aligned with the CCSS	2. ILT will develop PD calendar which designates time for teachers to analyze data, and plan. Weekly Preps & PD/PLCs will be scheduled for planning;
2-3	3. Teachers will utilize hands-on manipulatives to students to facilitate better understanding;	3. ILT and Coaches will meet with teachers to provide support in planning to incorporate manipulatives	3. Weekly Preps & PLCs are scheduled and other time as needed;
2-4	4. Teachers will re-engage students around Math problems that students had difficulty with on the Math C-EOU assessment;	4. TL: Math and Coaches will support teachers to re-engagement and provide feedback	4. Ensure teachers have scheduled time to re-teach as needed;
2-5	5. Teachers will collect and monitor ST Math progress;	5. The Leadership Team (TL: Math & Coach) will guide grade level teams in developing plans for ST Math;	5. ILT will develop a schedule and plan for Teachers to regularly assess students;
2-6	6. Two 30-minute ST Math sessions per week for grades K-1st; and two 45-minute ST Math sessions per week for grades 2nd-5th. After school will offer St Math and reading interventions;	6. The TL: Math and Coaches will provide continued ST Math training for teachers during designated PD time and Staff Retreat;	6. DTL and ILT will develop a schedule for implementation of PLTW;
2-7	7. Teachers will use Foss kits to teach science aligned with NGSS	7. The TL: Science and ILT will share learnings from each grade level's monthly CIG cycle	7. ILT and Science Lead Teacher will develop structure for Family Science Nights, Science Walk-Through & Science Fair;

2-8	8. Teachers will implement and monitor blended and personalized learning using computer intervention programs at least 2x per week for 30-45 minutes and provide students with opportunities to practice test taking skills;	8. DTL and Lit Coaches will provide support around technology use during PLC and preps	8. DTL will facilitate the usage of chrome books and trouble shoot;
2-9	9. Grade level partners will collaborate around analysis of student work trends from unit performance tasks (entry, formative, expert and summative) and trimester district CEOU's;	9-10. The Leadership Team & Coaches will hold data conferences after each data cycle to discuss student work analysis and next steps for instruction; The Leadership Team & Coaches will conduct walk throughs to observe next steps in action;	9. Structures are created to support teacher teams to analyze student data
2-10	10. Teachers will analyze SMI trends in conjunction with Performance Tasks and CEOUs to use multiple measures to understand student math learning;		10. Collect and organize data so that teachers have time during PLC's to look at the data;
2-11	11. Teachers will observe grade alike partners teaching Math Core Curriculum and debrief their observation of student learning;	11. The Leadership Team & Coaches will facilitate observation protocol;	11. Create schedules, protocols and schedule substitutes to support peer observaton and analysis;
2-12	12. Teachers will collect and monitor Science progress/ assessments;	12. The Leadership Team & Coaches will facilitate science progress;	12. Create schedules and protocols that allow teachers to analyze and debrief science work & assessments;

Improvement Strategy #3:	By June 2018, 96% of Students will maintain Positive Attendance as a result of building and strengthening existing schoolwide systems and practices and developing partnerships with community agencies;
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	1. Teachers and attendance clerk will complete accurate attendance reporting via the ABI system daily;	1. Community Service Manager (CSM) & SART Coordinator will guide COST/ Attendance team to implement & monitor focus strategies for targeted students;	1. Attendance Clerk will provide to CSM, OHA & the West Oakland Initiative a weekly status report of those students on the Chronic Severe Absent (CSA), Chronic Absent (CA) & Chronic Tardies (CT) List;
3-2	2. Teachers and attendance clerk will communicate with parents/families when students have multiple days of reported absences (even if excused) and tardies;	2. CSM, supported by the attendance clerk and COST team, will develop individual Attendance Support Plans for students who are designated as CSA, CA, & CT;	2. Attendance Clerk and CSM will monitor the Attendance Support Plans for CSA, CA, CT list;

3-3	3. CSM will arrange for late students who have not eaten breakfast to go the the late breakfast (during morning recess);	3. CSM will develop a Recognition Program for Positive & Improved Attendance recognizing students and parents;	3. CSM, OHA will ensure maintainance of a Positive & Improved Attendance Bulletin Board & ensure distribution of certificates and other incentives;
3-4	4. During Parent/Teacher conferences, SST's and IEPs teachers will address attendance concerns and possible resolutions with parents;	4. Counseling support services may be recommended/ provided for those students who have been designated as Chronically Absent and/or Chronically Tardy either on site or from West Oakland Initiative and the Nurse.	4. Recognition Events will occur at every trimester to acknowledge students and their parents who have met attendance targets; end of the year Awards Assembly will include recognition of students with excellent Positive & Improved Attendance with the support from OHA;
3-5	5. CSM will utilize support materials from the Attendance Works packet/ website and the West Oakland Initiative to help encourage positive attendance;	5. Provide opportunities for staff to improve capacity to encourage positive behavior patterns; include AfterSchool Staff, SSO, Custodians, and Cafeteria Food Server with strategies for encouraging positive behavior.	5. Calendar PD time when Data Analysis around Attendance will occur; include this data & patterns when considering impact on academic and social-emotional concerns;

Improvement Strategy #4:	Parental participation rate on the CHKS will increase by 5% annually.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	1. All teachers will make positive phone calls home in addition to call about challenging behaviors;	1. Send Flyers/ Newsletter to families for invitation to school events;	1. School to establish a monthly newsletter for parents to communicate about school events and school news.
4-2	2. All teachers will meet with parents during parent/teacher conferences at least 2x/year.	2. Provide coaching and support for teachers on building positive relationships with families.	2. Schedule early release days to facilitate Parent/Teacher conferences;
4-3	3. Teachers will invite families to participate in classroom activities such as: field trips, class presentations, volunteer support;	3. Provide coaching and support for teachers on building relationship with families;	3. SEL PD for teachers on the importance of building relationships with students and their families;
4-4	4. TK/K teachers to support planning for TK/K parent/student orientation and TK/K transition meeting;	4. Coordinate with teacher leaders, CSM and other school staff to plan incoming TK/K orientation and TK/K transition to next grade level.	4. TK/Kindergarten Orientation for Kindergarten parents to support transition into kindergarten. TK/Kinder workshop to support transition to next grade level;
4-5	5. Teachers to encourage parents to participate in the PFT monthly meetings;	5. Meet with Prescott Family Team (PFT) representatives Monthly;	5. Provide space, materials and other resources to support the PFT activities;
4-6	6. Strengthen home-school connections and family presence at school with access to support & resource information;	6. Collabrate with Community Schools Manager (CSM) to plan engagement topics for parents.	6. Host ongoing parent outreach programs; post ongoing events on family calendar.

4-7	7. Teachers will have access to referral forms and Student Study Team (SST) and COST processes;	7. CSM will facilitate SART meetings for parents that positively engage parents as partners and to problem solve and support; partner with SST and COST Teams to support all students, including foster youth and homeless students, and to encourage families to work together;	7. Weekly Attendance meetings with Principal, Student Attendance Review Team (SART) & CSM; weekly meetings with Attendance Clerk/ COST Coordinator & CSM; monthly recognition of students with most improved, "good" and "perfect" attendance for the month; recognition raffle for parents' support with improving attendance;
4-8	Teachers will participate in Family Science Night	Science Lead will plan, inform and solicit help from teachers	Include as part of science PD

Improvement Strategy #5:	By June 2018, 70% of teaching staff will implement Tier 1 PBIS classroom practices to fidelity (including restorative justice and SEL practices).
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
5-1	1. Continue implementation Tier 1 PBIS program through implementation of schoolwide policies, procedures, and expectations;	1. Build up tier 1 PBIS team with staff, parents, and students representation;	Schedule daily PUMA Time, weekly recognitions during morning circle, public recognition posting in hallways and classrooms and monthly PBIS assemblies to provide recognition and reinforcement;
5-2	2. Collaboratively create and implement PBIS lesson plans and classroom systems that build continuity and reinforce schoolwide expectations;	2. PBIS lead teacher will create a protocol to facilitate PBIS lesson plans to support fidelity of implementation;	PBIS lead teacher will schedule PD's to deepen staff buy in and understanding of PBIS expectations; Schedule daily PUMA Time, weekly recognitions during morning circle, public recognition posting in hallways and classrooms and monthly PBIS assemblies to provide recognition and reinforcement;
5-3	3. Teachers will refer those students who are not successful with the PBIS strategies to the COST process ;	3. COST will address the student referrals and look for key patterns in analysis;	3. School Psychologist & counselor will provide individual and group counseling on site to address student needs;
5-4	4. Teachers will participate in refining school-wide PBIS expectations and appropriate consequences;	4. PBIS lead teacher and team will plan opportunity for staff to refine school-wide PBIS expectations and appropriate consequences;	4. Subs will be provided for teachers to attend PD on-site, centrally, or nationally with PBIS and/or Restorative Justice staff;

5-5	5. Teachers will participate in PD specifically focused for supporting students in trauma;	COST will plan PD opportunities for teachers to learn about CRP specifically focused on African American and Latino students in trauma;	COST & ILT will provide resources and/or support to students, especially African American and Latino students who are traumatized;
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ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

183

School:

PLACE @ Prescott (Preparatory Literary Academy of Cultural Excellence)

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$47,755.24	21st Century Community Learning Centers	Contract with After School Program Lead Agency - Bay Area Children's Resources	5. Provide opportunities for staff to improve capacity to encourage positive behavior patterns; include AfterSchool Staff, SSO, Custodians, and Cafeteria Food Server with strategies for encouraging positive behavior.	A1.6: After School Programs	5825				183-1
\$105,389.85	After School Education & Safety (ASES)	Contract with After School Program Lead Agency - Bay Area Children's Resources	5. Provide opportunities for staff to improve capacity to encourage positive behavior patterns; include AfterSchool Staff, SSO, Custodians, and Cafeteria Food Server with strategies for encouraging positive behavior.	A1.6: After School Programs	5825				183-2
\$15,860.22	Call for Quality Schools	Licensing Agreements (ST Math & Fast Forward) to continue with Blended & Personalized Learning opportunities	8. Teachers will implement and monitor blended & personalized learning using computer intervention programs at least 2x per week for 30-45 minutes and provide students opportunities to practice test taking.	A3.1: Blended Learning	5846				183-3
\$75,219.77	Call for Quality Schools	Support Family Engagement, Chronic Absences/Tardies, & support SEL	7. Weekly Attendance meetings with Principal, Student Attendance Review Team (SART) & CSM; weekly meetings with Attendance Clerk/COST Coordinator & CSM; monthly recognition of students with most improved, "good" and "perfect" attendance for the month; recognition raffle for parents' support with improving attendance;	A2.2: Social Emotional Learning		PROGRAM MANAGER COMMUNITY SCH	PRMGCS9999	0.60	183-4
\$21,875.87	General Purpose Discretionary	Materials and supplies to support overall school operation		A5.1: School Culture & Climate (Safe & Supportive Schools)	4310				183-5
\$5,000.00	General Purpose Discretionary	Copier Maintenance	1. Send Flyers/ Newsletter to families for invitation to school events;	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				183-6
\$9,349.13	General Purpose Discretionary	Counseling Services from school psychologist	3. School Psychologist & counselor will provide individual and group counseling on site to address student needs;	A2.2: Social Emotional Learning	5734				183-7
\$3,112.96	LCFF Concentration	Counseling Services from school psychologist	3. School Psychologist & counselor will provide individual and group counseling on site to address student needs;	A2.2: Social Emotional Learning	5734				183-8
\$71,179.56	LCFF Concentration	Teacher to support class size reduction	2. Teachers will track each student's reading growth and confer with students to set growth goals;	A2.7: Class Size Reduction		TEACHER STRUCTURED ENG IMMERSN	K12TCH2210	1.00	183-9

\$25,707.48	LCFF Concentration	STIP Sub to support academic acceleration	11. Teachers will observe grade alike partners teaching Math Core Curriculum and debrief their observation of student learning;	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP9999	0.50	183-10
\$18,806.59	LCFF Supplemental	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				183-11
\$3,677.91	LCFF Supplemental	Counseling Services from school psychologist	3. School Psychologist & counselor will provide individual and group counseling on site to address student needs;	A2.2: Social Emotional Learning	5734				183-12
\$50,146.52	LCFF Supplemental	Support Family Engagement, Chronic Absences/Tardies, & support SEL	7. Weekly Attendance meetings with Principal, Student Attendance Review Team (SART) & CSM; weekly meetings with Attendance Clerk/COST Coordinator & CSM; monthly recognition of students with most improved, "good" and "perfect" attendance for the month; recognition raffle for parents' support with improving attendance;			PROGRAM MANAGER COMMUNITY SCH	PRMGCS9999	0.40	183-13
\$25,707.48	LCFF Supplemental	STIP Sub to support academic acceleration	8. DTL and Lit coaches will provide support around technology use during PLC and preps	A2.9: Targeted School Improvement Support		TEACHER STIP	TCSTIP9999	0.50	183-14
\$16,694.74	LCFF Supplemental	Prep Teacher for Technology & Assessment Support	8. DTL and Lit coaches will provide support around technology use during PLC and preps	A2.9: Targeted School Improvement Support		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0187	0.20	183-15
\$13,455.00	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				183-16
\$11,545.00	Supplemental Program Investment	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				183-17
\$8,120.00	Supplemental Program Investment	Counseling Services from school psychologist	3. School Psychologist & counselor will provide individual and group counseling on site to address student needs;	A2.2: Social Emotional Learning	5734				183-18
\$1,953.14	Title I Basic	Intervention materials & supplies; licensing agreements to continue to provide intervention support through blended learning;	9. Teachers will identify struggling students in need of intervention supports and identify which tier of MTSS is needed;	A2.9: Targeted School Improvement Support	5846				183-19
\$33,389.47	Title I Basic	Prep Teacher for Technology & Assessment Support	8. DTL and Lit coaches will provide support around technology use during PLC and preps	A2.9: Targeted School Improvement Support		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0187	0.40	183-20
\$591.79	Title I Parent Participation	Parent supplies	1. Send Flyers/ Newsletter to families for invitation to school events;	A3.3: Family Engagement focused on Literacy Development	4310				183-21
\$591.79	Title I Parent Participation	Meeting refreshments	6. Host ongoing parent outreach programs; post ongoing events on family calendar.	A3.3: Family Engagement focused on Literacy Development	4311				183-22



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PLACE @ PRESCOTT ELEMENTARY SCHOOL COMPACT

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

STUDENT PLEDGE:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student Signature

PARENT/ GUARDIAN/ or FAMILY MEMBER PLEDGE:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian/ or Family Member Signature

DATE



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TEACHER PLEDGE:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher Signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 2016



School Site Council Membership Roster - Elementary School

School Name: PLACE@Prescott

School Year: 2016-17

Chairperson: Curtis Flemming		Vice Chairperson:	
Email:	Phone:	Email:	Phone:
Secretary: D'Ouita Woods		LCAP Parent Advisory Nominee:	
Email:	Phone:	Email:	Phone:
LCAP EL Parent Advisory Nominee:		LCAP Student Nominee:	
Email:	Phone:	Email:	Phone:

Place "X" in Appropriate Members Column

Members' Names	Members' Phone and E-mail (If not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Curtis Flemming					X	
Stefanie Parrott					X	
Latrice Ambrose					X	
Ana Vasconcellos					X	
Ashea Fuller					X	
Mary DeGuzman				X		
Soraya Sajous-Brooks			X			
Linda Fox			X			
D'Ouita Woods			X			
Enomwoyi Booker		X				

Meeting Schedule (day/month/time)	Meetings held every 4 to 6 weeks as necessary
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SSC Legal Requirements: (Ed. Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees

1-Principal
3-Classroom Teachers
1-Other Staff

AND

5-Parent /Community

Revised 8/22/2016



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Title I School Parental Involvement Policy 2016-2017

PLACE @ PRESCOTT has developed a written Title I parental involvement policy with input from Title I parents. We have distributed the policy to parents of Title I students. The policy describes the means for carrying out the following Title I parental involvement requirements.

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

PLACE @ PRESCOTT agrees to implement the following statutory requirements:

- Will convene an annual **TITLE I** meeting to perform the following:
 1. Inform parents of their schools participation in the **TITLE I** Program.
 2. Explain the requirements of the **TITLE I** Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its **TITLE I** Program.
 4. The parents' right to participate in the development of the District's **TITLE I** Plan.
 - **Monthly SSC meetings scheduled in the late afternoon;**
 - **Monthly morning coffee and juice with available staff and Parent Volunteers;**
- Offer a flexible number of meetings for parents.
 - **Annual TITLE I Meeting**
 - **Grade-level/cluster pot-luck meetings every other month to discuss curriculum issues, homework help, student work and presentations, data review**
 - **Periodic Newsletters/ Announcements sent home to Parents/ Families/ Guardians with suggestions, announcements and new information**
 - **Teacher/Parent conferences at minimum with every report card period**
- Involve parents of **TITLE I** students in an organized, ongoing, and timely way in the planning, review, and improvement of its **TITLE I** programs and the **TITLE I Parent Involvement Policy**.
 - **Monthly SSC meetings scheduled either in the late afternoon or early evening;**
 - **Monthly morning coffee and juice with available staff and Parent Volunteers;**
- Provides parents of **TITLE I** students with timely information about **TITLE I** programs.
 - **Annual TITLE I Meeting**
 - **Grade-level/cluster pot-luck meetings every other month to discuss curriculum issues, homework help, student work and presentations, data review**
 - **Periodic Newsletters/ Announcements sent home to Parents/ Families/ Guardians with suggestions, announcements and new information**
 - **Teacher/Parent conferences at minimum with every report card period**

-
- Provides parents of **TITLE I** students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
 - **Teacher/Parent conferences at minimum with every report card period/trimester;**
 - **Grade-level/cluster pot-luck meetings every other month to discuss curriculum issues, homework help, student work and presentations, data review**
 - Provides parents of **TITLE I** students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
 - **Monthly SSC meetings scheduled either in the late afternoon or early evening;**
 - **Monthly morning coffee and juice with available staff and Parent Volunteers;**

SCHOOL-PARENT COMPACT

PLACE @ PRESCOTT has jointly developed with and distributed to parents of **TITLE I** students a **School-Parent Compact** that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

BUILDING PARENT CAPACITY FOR INVOLVEMENT

PLACE @ PRESCOTT engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists **TITLE I** parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress
 - **Annual TITLE I Meeting**
 - **Grade-level/cluster pot-luck meetings every other month to discuss curriculum issues, homework help, student work and presentations, data review**
 - **Periodic Newsletters/ Announcements sent home to Parents/ Families/ Guardians with suggestions, announcements and new information**

-
- **Teacher/Parent conferences at minimum with every report card period**
 - Provides materials and training to help **TITLE I** Program Parents work with their children to improve their children's academic achievement.
 - **Grade-level/cluster pot-luck meetings every other month to discuss curriculum issues, homework help, student work and presentations, data review**
 - **Periodic Newsletters/ Announcements sent home to Parents/ Families/ Guardians with suggestions, announcements and new information**
 - **Teacher/Parent conferences at minimum with every report card period**
 - Educates staff, with the assistance of **TITLE I** parents, on the value of parent contributions and how to work with parents as equal partners.
 - **Professional development opportunities**
 - Coordinates and integrates the **TITLE I** Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
 - **Monthly school-wide presentations**
 - **District-wide and other presentation opportunities**
 - Distributes to **TITLE I** Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
 - **Translation from English to Spanish of all communications (written and/or spoken) or to parents/families**
 - **Posting of pertinent information on bulletin boards and in office in both English and Spanish**
 - Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
 - **Translation services provided for English/Spanish, both written and spoken**

ACCESSIBILITY

- Provide opportunities for all **TITLE I** parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
 - **Translation from English to Spanish of all communications (written and/or spoken) or to parents/families;**
 - **Posting of pertinent information on bulletin boards and in office in both English and Spanish;**
 - **Annual TITLE I Meeting**

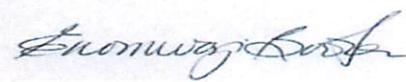
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- Grade-level/cluster pot-luck meetings every other month to discuss curriculum issues, homework help, student work and presentations, data review
 - Periodic Newsletters/ Announcements sent home to Parents/ Families/ Guardians with suggestions, announcements and new information
 - Teacher/Parent conferences at minimum with every report card period

ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in **TITLE I**, Part A Programs, as evidenced by

- **Annual TITLE I Meeting**
- **Monthly SSC/ELAC Meetings**
- **Parent/Teacher Conferences**
- **Grade-Level/Cluster Potluck Meetings**

This policy was adopted by the **PLACE @ PRESCOTT** School Site Council on _____ and will be in effect for the period of **2016-2017**. The school will distribute this policy to all parents of participating **TITLE I**, Part A, children on or before **10/31/2016**. It will be made available to the local community on or before **10/31/2016**. The **PLACE @ PRESCOTT's** notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



Enomwoyi Booker - Principal

DATE