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Enactment Number	22-1489
Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Prescott School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Prescott School.

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

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

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

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

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Prescott School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Prescott School
CDS Code: 1612596002125
Principal: Enomwoyi Booker
Date of this revision: 5/23/20

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/23/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Prescott School **Site Number:** 183

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

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

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

Date(s) plan was approved: 5/23/2022

6. The public was alerted about the meeting(s) through one of the following:
- | | | |
|---|--|--|
| <input type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|--|--|

Signatures:
 Enomwoyi Booker
Principal
 Stephanie Parrott
SSC Chairperson
 Kathleen Arnold
Network Superintendent
 Lisa Spielman
Director, Strategic Resource Planning

Enomwoyi Booker
 Signature
Stephanie Parrott
 Signature
K. Arnold
 Signature
Lisa Spielman
 Signature

5/25/2022
 Date
5/25/22
 Date
5.25.2022
 Date
5/26/2022
 Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Prescott School

Site Number: 183

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
08/30/21	PFT - Parent/Family/ Community Team	BOY Welcome meeting; purpose of group; representation on SSC; types of support, activities that connect to school plan;
09/03/21	Staff/ Support Partners	PD - Data Analysis BOY; identify groups for support;
09/16/21	SSC	SSC Establishment meeting
09/22/21	Parents, Support Partners, Students, Community	Title I Annual meeting and Back to School; shared overview of school goals in SPSA; expected Title I & IV expenditures; Parent/Family Team (PFT) presented their prioritized initiatives;
10/14/21	PFT - Parent/Family/ Community Team	Monthly evening meeting; Presented Early Literacy State Block Grant (ELSB) program;
10/19/21	SSC	Continued with SSC training, peer elections, by laws, Budget Fall Adjustments Title I & IV; LCFF Allocations;
11/18/21	SSC	Enrollment projections, approvals for SARC & Safety Plan; Update SPSA, staffing vacancies;
12/08/21	Prospective Parents, Support Partners, Students, Community	Virtual School Tour/ Open House
12/15/21 & 01/12/22	SSC	Review School Plan; ID Strengths, Challenges, Root Causes; suggest 22-23 priorities; discuss goals & targets;
01/24/22	District 3 - West Oakland w/3 BOE Directors, Community, Families, Students, Staff	Town Hall meeting hosted by BOE directors (Yee, Davis & Williams); public forum to discuss OUSD's financial challenges
01/25/22	Community, Families, staff, students	Virtual School Tour & Open House - enrollment recruitment overview;
02/02/22	PFT & BOE Directors	School Walk-Through - future planning options for Prescott w/ BOE directors Thompson & Davis;

02/14/22, 03/30/22	Staff & Support Partners	End of Tri 2 - assessment overview, planning Parent/Teacher conferences; review district enrollment process & plans;
05/19/22	Staff & Support Partners	Assessment review, prepare for EOY report cards;
05/23/22	SSC	Approvals for SPSA 2022-23 & Budget 2022-23

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$33,210.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$428,071.77

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$30,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$6,420.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$810.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$76,930.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$2,025.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$108,368.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$33,210.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$394,861.77	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$428,071.77
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Prescott School

School ID: 183

School Description

"Prescott was established in historic West Oakland in 1869 and is the oldest public school in Oakland USD. Our school has served generations of students and families who desire to continue the rich cultural and academic legacy for which our school is known. We currently serve approximately 117 students (PreK, ETK/TK and K-5th grades). We celebrated our 150th anniversary in May 2019. As a small school, students who enroll at Prescott in the primary grades and move from grade to grade are able to show more growth over time than most other schools in OUSD. Our students enjoy our rich and robust Outdoor Education and science program. We are focusing on a research/evidence-based early literacy initiative. We are also implementing a multiple-year Arts Integration grant, while developing a schoolwide program for Resiliency-Building Through Arts-Integration (SEL focused Culture and Climate practices with visual and performing arts opportunities). "

School Mission and Vision

Our VISION is to transform Prescott into an effective "Full-Service Community School". Students will be prepared for future access to college preparatory, real-world learning opportunities and diverse career pathways.

Our MISSION at Prescott is to provide students with an orderly, trusting and caring environment, a vibrant integrated visual and performing arts program (including instruments, chorus, drumming, dance, drama and oratory) 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 (CCCS), 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.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	29%	<i>not available until Fall 2022</i>	40%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	10%	<i>not available until Fall 2022</i>	41%

i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	20%	<i>not available until Fall 2022</i>	43%
English Language Arts Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-84.6	n/a	<i>not available until Fall 2022</i>	-70
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	5%	<i>not available until Fall 2022</i>	25%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-64	n/a	<i>not available until Fall 2022</i>	-50
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	7%
CAST (Science) at or above Standard	All Students	44%	n/a	<i>not available until Fall 2022</i>	60%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
Academic Measures & Annual Targets for Focal Student Groups					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-112.3	n/a	<i>not available until Fall 2022</i>	-90.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	Choose a group at left.	Choose a group at left.	<i>not available until Fall 2022</i>	-89.5
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0%	<i>not available until Fall 2022</i>	40%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-61.2	n/a	<i>not available until Fall 2022</i>	-50.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-67.2	n/a	<i>not available until Fall 2022</i>	-57.0

Reclassification Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	0%	0%	<i>not available until Fall 2022</i>	3%
LTEL Reclassification	Long-Term English Learners	0%	n/a	<i>not available until Fall 2022</i>	2%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	61%	0%	<i>not available until Fall 2022</i>	71%
Out-of-School Suspensions	All Students	7%	n/a	<i>not available until Fall 2022</i>	5%
Out-of-School Suspensions	African American Students	11%	n/a	<i>not available until Fall 2022</i>	5%
Out-of-School Suspensions	Special Education Students	17%	n/a	<i>not available until Fall 2022</i>	9%
Chronic Absenteeism	All Students	30%	40%	<i>not available until Fall 2022</i>	30%
Chronic Absenteeism	African American Students	34%	46%	<i>not available until Fall 2022</i>	30%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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<i>LCAP Goal 1: College/Career Readiness</i>	Family oriented, deep-rooted relationships with staff & community; on-site reading clinic targeting 2nd-3rd grade struggling readers;	Relationships are key to developing trust and ensuring buy-in from students & families that we have their best interest at heart!
<i>LCAP Goal 2: Focal Student Supports</i>	Deeply rooted in the community and culturally relevant pedagogy practiced and infused in everything; center of community pride; Effective COST meetings with focused student supports; Targeted regulation of students receiving somatosensory supports;	Educating generations of families; Prescott is considered a landmark in West Oakland for effectively educating kids; it's the "Prescott Way"; Utilization of a sensory room on site, providing preventative intervention from support staff;
<i>LCAP Goal 3: Student/Family Supports</i>	Family trust that Prescott staff will do the right thing with their kids; Effective COST system that identifies high need students & connected them with community & site resources;	We treat students as if they were our own children and therefore we want the best for our students; Robust COST system; teacher buy-in for COST process; participation of support partners;
<i>LCAP Goal 4: Staff Supports</i>	Staff believe in our kids and understand that their best is required to be able to engage our students in loving learning; Sensory regulation activities & calm down spaces in each classroom; Continued use of the PUMA card system (PBIS) to reinforce students for positive behaviors;	We have a good combination of staff who are new, mid career and veterans as well as some actually having attended Prescott or someone they know having attended Prescott; Staff understanding the need for consistent routines - PBIS schoolwide behavior expectations & the need for staff self-care & wellness;
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	African American students have been historically below grade level for 3rd grade in ELA on SBAC; inconsistent instruction due to frequency of substitutes because of teacher absences or vacancies;	Chronic absenteeism and exposure to ongoing trauma; lack of Tier 2 supports to address the needs of dysregulated student behaviors, lack of consistent strong academic instruction due to vacancies & lack of substitutes;
<i>LCAP Goal 2: Focal Student Supports</i>	Intention to have PREP/Intervention teacher release teachers to look at data & plan for intervention; reality of not being able to hire staff or even have consistent substitutes in this position to allow for this teacher collaboration;	Hard to staff school - vacancies & lack of substitutes; limited potential candidates due to COVID situation; Chronic student absences, high exposure to ongoing community trauma;

<i>LCAP Goal 3: Student/Family Supports</i>	Families are concerned with COVID health & safety; Many families have chosen to keep kids home for safety reasons;	Convincing families that the school is a safe place for students to come to learn; in-person learning has been more effective than on-line learning; The overall nature of the socio-economically challenged community from which our families come; majority of our primary grade students (TK, K, 1st) come to school lacking many readiness to learn skills (lack of sleep, hungry, tantrums, unwilling to comply with adult authority, resistent to following directions, elopers, etc.);
<i>LCAP Goal 4: Staff Supports</i>	Due to COVID, staff are on-edge and worn out; impending school closure or co-location with a Charter school on campus is ever looming; lack of ability to collaborate with other grade-alike staff due to small enrollment, Imultiple comination classes;	lack of trust with OUSD; limited staff to help provide PREPS, release time for planning & support;

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

We are located in one of the most high need communities in OUSD and serve many of the high need students. Enrollment continues to decline due to gentrifying neighborhood & existing families being displaced through public housing changes; we are considered a "hard to staff" school where substitutes do not respond to sub requests. Inability to hire a PREP teacher for seven months this year; Wednesday early release PD was sacrificed to provide make-up preps for teachers - therefore very little opportunity for PD and PLC. Instructional programs were interrupted when subs did not show and all staff had to cover classes in an "all hands on deck" model. Vacancies persisted even with additional funding that could have helped to provide additional classroom support to allow small group support for teachers. Due to COVID safety precautions, we instituted a "closed campus" protocol and therefore, did not have much access to additional adult or family support on campus;

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to OUSD's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Prescott School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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.

As a small school, whenever any one person is absent it impacts schoolwide; Several vacancies remained all year across all areas - teachers, office staff, support staff; many times we have been faced with an "all hands on deck" scenario to make sure students are "covered"; lack of substitutes especially when more than one is needed at the same time;

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

Our priority shifted to "safety-first"! Lots of time spent on keeping up with the safety demands, informing families about safety protocols; trying to implement a "new" ELA curriculum while maneuvering modified quarantine status & "covering" classes without teacher of record or subs was daunting; Primary grade teachers, Early Lit Coach & Principal participated in the Early Literacy State Block grant (ELSB) - monthly professional development;

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.

Continuing to prioritize the NME model for addressing the student needs & conditions for readiness to learn; students will continue to grow towards meeting or exceeding standards in Math & ELA;

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
PREP Teacher	SBAC ELA Distance from Standard Met	Provides support/ coverage so teachers can plan, collaborate, participate in PD opportunities;	W: time for teachers to plan, collaborate, participate in PD opportunities; NW: position remained vacant all year; able to secure a continuous substitute, but with little classroom management skill; WN: Teachers felt skeptical to leave students with the sub to help decrease possibility of student disruptions upon their return to class;	Successfully hired an experienced teacher who is familiar with our community & students & will provide much needed expertise and skill in engaging our students in Math!

Supplies for Parent Participation	Student Connectedness to School	Family & Community outreach & engagement for new or reluctant families; provided activities & projects for students which is integrated with classroom instruction and during long school breaks;	W: Prescott Family Team (PT) is a small, but very engaged and effective group of families, community groups and others interested in supporting the students at Prescott ES; WHY: non-intrusive. collaborative with staff, creative in projects and ways to support the vision & gaps of Prescott ES; Representative on district-wide committees & meetings to represent best interests of Prescott ES; NW: could always increase parent participation;	PFT will continue to be a force that has the best interests of Prescott students & staff at the forefront.
Computer for parent participation	Student Connectedness to School	Provide communication to families & community with a wide-diverse social media network; provides support with and development of school flyers; support with new student enrollment & recruitment;	W: PFT works collaboratively with Principal and or CSM to provide support with our outreach needs; NW: Limited access to school with a "closed" campus this year returning to school with strict safety and health precautions & protocols,	PFT will continue to be a force that has the best interests of Prescott students & staff at the forefront; Will open the Parent Center next school year when "closed" campus limitations are decreased.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Prescott School

School ID: 183

School Description

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School Mission and Vision

Our VISION is to transform Prescott into an effective "Full-Service Community School". Students will be prepared for future access to college preparatory, real-world learning opportunities and diverse career pathways.

Our MISSION at Prescott is to provide students with an orderly, trusting and caring environment, a vibrant integrated visual and performing arts program (including instruments, chorus, drumming, dance, drama and oratory) 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 (CCCS), 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.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	29%	<i>not available until Fall 2022</i>	40%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	10%	<i>not available until Fall 2022</i>	41%

i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	20%	<i>not available until Fall 2022</i>	43%
English Language Arts Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-84.6	n/a	<i>not available until Fall 2022</i>	-70
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	5%	<i>not available until Fall 2022</i>	25%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-64	n/a	<i>not available until Fall 2022</i>	-50
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	7%
CAST (Science) at or above Standard	All Students	44%	n/a	<i>not available until Fall 2022</i>	60%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
Academic Measures & Annual Targets for Focal Student Groups					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-112.3	n/a	<i>not available until Fall 2022</i>	-90.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	Choose a group at left.	Choose a group at left.	<i>not available until Fall 2022</i>	-89.5
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0%	<i>not available until Fall 2022</i>	40%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-61.2	n/a	<i>not available until Fall 2022</i>	-50.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	-67.2	n/a	<i>not available until Fall 2022</i>	-57.0

Reclassification Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	0%	0%	<i>not available until Fall 2022</i>	3%
LTEL Reclassification	Long-Term English Learners	0%	n/a	<i>not available until Fall 2022</i>	2%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	61%	0%	<i>not available until Fall 2022</i>	71%
Out-of-School Suspensions	All Students	7%	n/a	<i>not available until Fall 2022</i>	5%
Out-of-School Suspensions	African American Students	11%	n/a	<i>not available until Fall 2022</i>	5%
Out-of-School Suspensions	Special Education Students	17%	n/a	<i>not available until Fall 2022</i>	9%
Chronic Absenteeism	All Students	30%	40%	<i>not available until Fall 2022</i>	30%
Chronic Absenteeism	African American Students	34%	46%	<i>not available until Fall 2022</i>	30%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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<i>LCAP Goal 1: College/Career Readiness</i>	Family oriented, deep-rooted relationships with staff & community; on-site reading clinic targeting 2nd-3rd grade struggling readers;	Relationships are key to developing trust and ensuring buy-in from students & families that we have their best interest at heart!
<i>LCAP Goal 2: Focal Student Supports</i>	Deeply rooted in the community and culturally relevant pedagogy practiced and infused in everything; center of community pride; Effective COST meetings with focused student supports; Targeted regulation of students receiving somatosensory supports;	Educating generations of families; Prescott is considered a landmark in West Oakland for effectively educating kids; it's the "Prescott Way"; Utilization of a sensory room on site, providing preventative intervention from support staff;
<i>LCAP Goal 3: Student/Family Supports</i>	Family trust that Prescott staff will do the right thing with their kids; Effective COST system that identifies high need students & connected them with community & site resources;	We treat students as if they were our own children and therefore we want the best for our students; Robust COST system; teacher buy-in for COST process; participation of support partners;
<i>LCAP Goal 4: Staff Supports</i>	Staff believe in our kids and understand that their best is required to be able to engage our students in loving learning; Sensory regulation activities & calm down spaces in each classroom; Continued use of the PUMA card system (PBIS) to reinforce students for positive behaviors;	We have a good combination of staff who are new, mid career and veterans as well as some actually having attended Prescott or someone they know having attended Prescott; Staff understanding the need for consistent routines - PBIS schoolwide behavior expectations & the need for staff self-care & wellness;
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	African American students have been historically below grade level for 3rd grade in ELA on SBAC; inconsistent instruction due to frequency of substitutes because of teacher absences or vacancies;	Chronic absenteeism and exposure to ongoing trauma; lack of Tier 2 supports to address the needs of dysregulated student behaviors, lack of consistent strong academic instruction due to vacancies & lack of substitutes;
<i>LCAP Goal 2: Focal Student Supports</i>	Intention to have PREP/Intervention teacher release teachers to look at data & plan for intervention; reality of not being able to hire staff or even have consistent substitutes in this position to allow for this teacher collaboration;	Hard to staff school - vacancies & lack of substitutes; limited potential candidates due to COVID situation; Chronic student absences, high exposure to ongoing community trauma;

<i>LCAP Goal 3: Student/Family Supports</i>	Families are concerned with COVID health & safety; Many families have chosen to keep kids home for safety reasons;	Convincing families that the school is a safe place for students to come to learn; in-person learning has been more effective than on-line learning; The overall nature of the socio-economically challenged community from which our families come; majority of our primary grade students (TK, K, 1st) come to school lacking many readiness to learn skills (lack of sleep, hungry, tantrums, unwilling to comply with adult authority, resistent to following directions, elopers, etc.);
<i>LCAP Goal 4: Staff Supports</i>	Due to COVID, staff are on-edge and worn out; impending school closure or co-location with a Charter school on campus is ever looming; lack of ability to collaborate with other grade-alike staff due to small enrollment, Imultiple comination classes;	lack of trust with OUSD; limited staff to help provide PREPS, release time for planning & support;

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

We are located in one of the most high need communities in OUSD and serve many of the high need students. Enrollment continues to decline due to gentrifying neighborhood & existing families being displaced through public housing changes; we are considered a "hard to staff" school where substitutes do not respond to sub requests. Inability to hire a PREP teacher for seven months this year; Wednesday early release PD was sacrificed to provide make-up preps for teachers - therefore very little opportunity for PD and PLC. Instructional programs were interrupted when subs did not show and all staff had to cover classes in an "all hands on deck" model. Vacancies persisted even with additional funding that could have helped to provide additional classroom support to allow small group support for teachers. Due to COVID safety precautions, we instituted a "closed campus" protocol and therefore, did not have much access to additional adult or family support on campus;

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to OUSD's LCAP goals and to the specific purposes of each funding program.

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 183

School: Prescott School

After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers select 5-6 African American Students to collect progress monitoring data weekly;	183-1
10-Month Teacher on Special Assignment (TSA)	\$84,023	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	8996	10-Month Classroom TSA	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	The Early Literacy Coach will coordinate PDs and PLCs to analyze i-Ready, SIPPS and other literacy data; Schedule minimum days during first 2 weeks of school for TK & K Orientation, intake assessments, and monthly minimum days to continue to plan implementation of the new ELA curriculum; Schedule sub release or coverage by the Prep Teacher during 2nd and 3rd administration of assessments for teacher support;	183-2
10-Month Teacher on Special Assignment (TSA)	\$21,006	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8996	10-Month Classroom TSA	0.20	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers select 5-6 African American Students to collect progress monitoring data weekly;	183-3
African American Achievement (AAMA/AAFE) Teacher	\$42,347	Centrally-funded	1105	Certificated Teachers' Salaries	9097	Facilitator Manhood Development Program	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teachers will collaborate with Library Technician to plan and provide opportunities for students to access culturally relevant support materials and books to support academic achievement.	183-4
Books	\$2,611	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Ongoing Neurosequential model PDs Consistent communication and planning with Destiny Arts, School Arts Leadership Team (SALT) members. During classroom walkthroughs, staff will be able to see other teachers' sensory break spaces.	183-5
Case Manager	\$49,360	LCFF Supplemental	2405	Clerical Salaries	9095	Case Manager 20	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Ensure the small group and intervention schedules are implemented.	183-6

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 183

School: Prescott School

Classified Instructional Aide salaries	\$15,541	One-Time COVID Funding	2105	Classified Instructional Aide Salaries	8738	n/a	0.40	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	CSM, supported by the attendance clerk, Americorps staff, and COST members, 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;	183-7
Community School Manager	\$123,572	One-Time COVID Funding	2305	Classified Supervisors' and Administrators' Salaries	4839	Program Mgr Community School	0.75	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will use the District Core Curriculum Guide Mathematics with Math Expressions to plan and deliver daily Math instruction aligned to the CCSS. Teachers will implement the OUSD Toolkit Strategies for Mathematics including: Daily Practices, Number Talk, ST Math and Notebooking/Participation Quiz which align to the CCSS Standards For Mathematical Practice & check for understanding;	183-8
Copier Maintenance	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will participate in grade span PLCs to engage in inquiry cycles to support skill development in trauma informed practices	183-9
Extended contracts teachers	\$2,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Teachers will use the District Core Curriculum Guide Mathematics with Math Expressions to plan and deliver daily Math instruction aligned to the CCSS. Teachers will implement the OUSD Toolkit Strategies for Mathematics including: Daily Practices, Number Talk, ST Math and Notebooking/Participation Quiz which align to the CCSS Standards For Mathematical Practice & check for understanding;	183-10
Instructional Supplies	\$1,412	Title I: Basic	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will collaborate with Library Technician to plan and provide opportunities for students to access culturally relevant support materials and books to support academic achievement.	183-11

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 183

School: Prescott School

Library Technician	\$32,492	Measure G: Library	2205	Classified Support Salaries	7191	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will collaborate with Library Technician to plan and provide opportunities for students to access culturally relevant support materials and books to support academic achievement.	183-12
Library Technician	\$36,896	Measure G: Library	2205	Classified Support Salaries	9096	Library Technician	0.45	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Primary grade teachers K-2 will participate in ELSB trainings. PDs and meetings to increase early literacy instructional knowledge and skills	183-13
Materials	\$6,462	Early Literacy Support Block (ELSB) Grant	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Coverage 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;	183-14
Prep/Enrichment Teacher	\$28,963	Title I: Basic	1105	Certificated Teachers' Salaries	8868	Teacher Education Enhancement	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers will utilize hands-on manipulatives for students to facilitate better understanding;	183-15
School equipment	\$15,757	One-Time COVID Funding	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will provide incentives to individual students for improved and perfect attendance weekly, monthly, trimester & end of year (PUMA cards, extra "free time", priority choice time, etc.)	183-16
School supplies	\$4,243	One-Time COVID Funding	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will utilize hands-on manipulatives to students to facilitate better understanding;	183-17
School supplies	\$3,420	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will implement the newly adopted district curriculum (EI Education); while also implementing the use of i-Ready and SIPPS for intervention supports;	183-18
School supplies	\$4,564	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Leadership will provide PD to demonstrate how to implement progress monitoring; Calendar Family literacy night;	183-19

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 183

School: Prescott School

Supplies for parent workshops	\$810	Title I: Parent Participation	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers will utilize heart rate monitoring for focal students, sensory break spaces, patterned rhythmic instruction and transitions, and somatosensory arts activities as part of regular instruction	183-20
Trauma Informed SEL Supplies	\$2,025	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Primary grade teachers K-2 will participate in ELSB trainings. PDs and meetings to increase early literacy instructional knowledge and skills	183-21
Vacant	\$17,883	Early Literacy Support Block (ELSB) Grant	2105	Classified Instructional Aide Salaries	8739	n/a	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	The Early Literacy Coach will coordinate PDs and PLCs to analyze i-Ready, SIPPS and other literacy data; Schedule minimum days during first 2 weeks of school for TK & K Orientation, intake assessments, and monthly minimum days to continue to plan implementation of the new ELA curriculum; Schedule sub release or coverage by the Prep Teacher during 2nd and 3rd administration of assessments for teacher support;	183-22



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.

PRESCOTT ELEMENTARY SCHOOL

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program *Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

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

- Convening a Back-to-School Night;
- Convening a Family Literacy Night and/or Science Event
- Teachers will review student assessments at their Parent/Teacher conferences;

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:

- Convening a Back-to-School Night and monthly SSC meetings;
- Using Parent Square for communication between home and school;
- Conducting virtual family home visits at beginning of year during orientation;
- Convening 2-3 Parent/Teacher conferences per year;
- Convening SST meetings as needed;
- Convening Food Distribution events;

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.

- Invitation to Prescott's Annual TITLE I meeting held at the beginning of the school year;
- Parent events and engagement with the Community Schools Manager (CSM);
- Announcements and information found on the School Website and other Social Media sites;

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

- Invitation to Prescott's Annual TITLE I meeting held at the beginning of the school year;
- Invitation to monthly SSC Meetings;
- Announcements and messages via Parent Square and Flyers text messaging and emails;

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:

- Parent/Teacher Report Card Conferences;
- Annual TITLE I Meeting;
- Annual Back-to-School Night at the beginning of the school year;

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:

- Translated written and oral communication via interpreters, translation apps, and other on-line supports (SeeSaw, Talking Points, etc);

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

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

- Providing virtual enrichment tutorials/events for classrooms;
- Providing family sponsored enrichment opportunities/ events for students;
- Convening sub-committees that involve connecting with community organizations;

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:

- ZOOM meetings and workshops;
- Parent/Teacher conferences;
- Homework packets;
- Technology support and training for families;

OUSD Family Engagement Standard 5: Shared Power and Decision Making *Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

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

- Sharing monthly school calendar of events & announcements;
- Sending messages and announcements via Parent Square;
- Receiving feedback from parents on the SSC and the PFT - Parent/Family Team meetings;

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

- Sending announcements of meetings/events to families through Parent Square, flyers and other on-line apps;
- Participating in the SSC meetings and annual Back-to-School Night;

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:

- Engaging parents/families in the Annual TITLE I and monthly SSC meetings;

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:

- Inviting parents to TITLE I and monthly SSC meetings;
- Providing translation support during meetings and events as needed;

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

- Parent feedback on family engagement activities through the SSC, TITLE I and CHKS;

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:

- Families are encouraged to participate in a variety of activities and events throughout the year;
- Engagement with and support from the CSM;

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

Adoption

This policy was adopted by the **PRESCOTT ELEMENTARY SCHOOL** on **September 16, 2021** and will be in effect for the period **August 9, 2021** through **May 25, 2022**.

The school will distribute this policy to all parents on or before September 24, 2021, of the current school year.

Enomwoyi Booker
Name of Principal

Enomwoyi Booker
Signature of Principal

09/16/2021
Date

Please attach the School-Parent Compact to this document.



SCHOOL-PARENT COMPACT

Prescott Elementary School

2021-2022

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 **2021-2022** school year.*

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.
 - a) Implement new English Language Arts curriculum - EL Education
 - b) SIPPS Foundations - Early literacy Intervention
 - c) ELSB – Early Literacy State Block Grant (K-3rd)
 - d) FOSS Science Curriculum

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
 - a) Virtual Home Visits - Hopes and Dreams Conversations
 - b) Trimester 1 Report Card Conferences
 - c) Trimester 2 Report Card Conferences
 - d) Trimester 3 Report Card Conferences

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - a) Teacher Reports of student progress throughout the trimester
 - b) Regularly scheduled (weekly, or every 2 weeks) progress monitoring
 - c) Monthly parent workshops

- 4) **Provide parents reasonable access to staff.**
 - a) **Multiple means of communication – Parent Square, Email, Virtual Home Visits, ZOOM Events/ Meetings**

- 5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child’s class, and to observe classroom activities.**
 - a) **Classroom volunteers – (in person restrictions due to COVID precautions)**
 - b) **Room Parents – virtual access (due to COVID restrictions)**
 - c) **Prescott Family Team (PFT) – virtual access for events**

- 6) **Provide parents with materials and training to help them improve the academic achievement of their children.**
 - a) **Weekly communication with student learning targets for the week**
 - b) **Monthly parent workshops**

- 7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
 - a) **Professional Development opportunities**

- 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) **Parent Translators to support Prescott’s non-English-speaking families**

Teacher Responsibilities

I agree to support my students’ learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

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

- Volunteer in my child’s classroom if possible (when COVID restrictions are lifted)
- Participate in decisions related to the education of my child.
- Ensure my child gets to bed on time
- Ensure my child gets to school on time every day
- Promote positive use of my child’s extracurricular time.
 - *limiting television watching or video games*
 - *ensuring 20-30 minutes of reading*

This Compact was adopted by Prescott Elementary School on September 16, 2021 and will be in effect for the period of August 9, 2021 to May 25, 2022.

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 24, 2021.

Enomwoyi Booker
Principal

Enomwoyi Booker
Signature

09/16/2021
Date



Strategic Resource Planning (SRP)



PRESCOTT ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	STEFANIE PARROTT
Vice Chairperson:	SAMANTHA BIER
Secretary:	D'OUITA WOODS

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?)
Ms. Stefanie Parrott	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Ms. Samantha Bier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Ms. Zazzi Cribbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Ms. D'Ouita Woods	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Ms. Alicia Simba	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Ms. Enomwoyi Booker	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<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: <small>(Day/Month/Time)</small>	2nd WEDNESDAY / MONTH @ 5:00-7:00 PM
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SSC Legal Requirements (EC Sections 65000-65001):

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

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