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File ID Number	19-1328
Introduction Date	6/26/19
Enactment Number	19-1175
Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Prescott School



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

Legislative File Id. No. 19-1328
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Prescott School
CDS Code: 1612596002125
Principal: Enomwoyi Booker
Date of this revision: 5/21/2019

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: 5/21/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and 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 (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

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

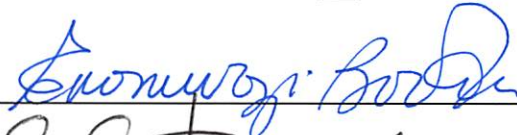
Date(s) plan was approved: May 21, 2019

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



Principal

Signature

05/21/2019
Date

Stefanie Parrott



Signature

SSC Chairperson

5/21/19
Date

Sara Stone

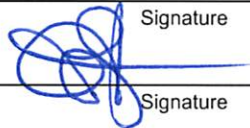


Signature

Network Superintendent

5/28/19
Date

MURPHY OTIS
Officer, State and Federal Programs



Signature

5/28/19
Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/12/2018	Title I Annual Mtg	Conducted annual compliance meeting with parents & staff to review school "big rocks", targets/budget review of LCAP & Title I; engagement opportunities;
9/17/2018	Staff Mtg	Review student data & projects, events for year;
9/19/2018	Prescott Family Team (PFT)	Meets weekly after Wednesday Morning Circle; key areas of focus - fundraising, planning Prescott 150th celebration;
10/1/2018	ILT Mtg	Met with PSI coach to modify assessment/PD/PLC calendar & cycle of inquiry;
10/16/2018	SSC Establishment Mtg	Reviewed school-wide "big-rocks", SSC training; budget review; Prescott 150 celebration plans;
10/23/2018	COST Mtg	Met with community partners to status check students w/attendance concerns;
2/14/2019	SSC - ER Mtg	Met to approve Title I expenditures for 2019-2020 school year;

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$36,921.55
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	\$398,487.79

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)	\$36,225.38	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$16,263.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$696.17	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$99,744.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$100,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$115,117.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	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:	\$36,921.55	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$361,497.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$398,418.55
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

1A: ABOUT THE SCHOOL

School: Prescott School

School ID: 183

School Description

Prescott was established in historic West Oakland in 1869 and is one of the oldest public schools in Oakland. 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 170 students (PreK, ETK and K-5th grades). We will be celebrating our 150th anniversary this spring 2019.

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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

Connectedness: 1. Designated class time first 30 minutes of the day for morning meeting to address SEL/PBIS expectations (PUMA time); 2. ICE/SDC program has a designated EBAC staff who provide behavioral and mental health support to special needs students; 3. PBIS team meets regularly, reviews data, provides PD, provides feedback to students and staff, provides incentives, recognition & celebrations

1. Recognition of importance for students of starting with morning circle in order to create strong, relational container for learning. Principal brought this issue to staff and master schedule was changed in order to reflect and prioritize this need (must do). Also allows students to not miss core instruction. 3. Focus on trauma-informed practices and leadership school-wide that has been implemented through a PBIS framework.

Suspension: 1. Teachers utilize the PBIS strategies and 100% of teachers could name the 3 behavior expectations; during the fall 2018 TFI walk-through 72% of students could name the 3 behavior expectations

School-wide focus on 3 behavior expectations and PBIS strategies has resulted in increase of student awareness and understanding of these expectations, and teacher understanding and use of PBIS strategies.

Chronic Absence: As of week 23 in 2019, Prescott's chronic absence is 30.7% in comparison to 36.2% as of week 23 in 2018.	Chronic Absence: 1. 80% of students had received PUMA cards (incentive/recognition) during the previous month; the addition of a CSM has supported this and other initiatives 2. At least three different times during the fall, the focus of PD has specifically been doing a deep dive into our PBIS knowledge and follow through; 3. Cycle I has addressed SEL and we have begun our training in Trauma-informed practices & Self care.
Literacy/Reading: Teachers are able to better plan effective differentiated instruction; implement instructional strategies and content; and reflect on their practice;	on-site ITL has provided school with ability to coach teachers and provide intervention groups for students
Math/Science: Teachers are able to better plan effective differentiated instruction; implement instructional strategies and content; and reflect on their practice;	On-site ITL who supports teachers with planning & provides intervention support to targeted students
Priority Challenges	Root Causes of Challenges
Connectedness: 1. As provided from the SRSS, one-third to one-half of students in every class (TK-5th); - Externalizing Behaviors: 19% were identified High Risk; 20% were Moderate Risk; Internalizing Behaviors: 17% at High Risk; 18% at Moderate Risk;	Teachers feel unprepared to handle so many students with high need trauma; staff behaviors become escalated when they feel incompetent to effectively follow the steps of the PBIS protocol (the Prescott Way); the overall nature of the socio-economically challenged community from which our families come; 5. many of our students, and especially the majority of our primary grade students (TK, K, 1st) come to school not ready to learn (lack of sleep, hungry, tantrums, unwilling to comply with adult authority; disobedient; resistant to following directions; elopers)
Suspension: Students in the SDC/ICE program tend to be suspended at higher rates than the rest of the students	Suspension: When the needs of Students in the SDC/ICE program are not effectively met, tweeking their behavior plans and suspensions tend to be the next step before recommending a more restrictive environment;
Chronic Absence continues to be high despite concerted efforts to address absence through a variety of strategies that include positive incentives, home visits, meetings with families to support consistent attendance, etc.	Transitional status families (inconsistency with housing); attempts to communicate to families regarding student behaviors are consistently ignored (block school number, insist we stop calling);
Math: teachers need support to better understand and utilize math curricula	Lack of consistent coaching support for teachers
Literacy: Challenging to implement differentiated literacy instruction with current class size and adult to student ratio	In primary grades there is a disproportionate # of highly traumatized kids, they are having a hard time focusing for instruction.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	By June 2020, 96% of students will maintain positive attendance as a result of building and strengthening existing schoolwide systems for attendance and connectedness				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	63.57%	67.00%	73.00%
Suspensions	African-American Students	-2pp	5.00%	8.00%	6.00%
Suspensions	Students with Disabilities	-2pp	5.71%	3.71%	3.50%
Chronic Absence	African-American Students	-2pp	17.98%	37.00%	33.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	By EOY 19-20, 3rd-5th grade students will reach -56 DF3 on SBAC ELA.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-71	-63	-56
ELA SBAC	Students with Disabilities	+20 points DF3	-112.6	-102.6	-92.6
ELA SBAC	Low Income Students	+20 points DF3	-76.3	-66.3	-56.3

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal:	By EOY 19-20, 3rd-5th grade students will reach -43.7 DF3 on SBAC Math.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-85.7	-77.7	-70.7
Math SBAC	Students with Disabilities	+20 points DF3	-114.1	-104.1	-94.1
Math SBAC	Low Income Students	+20 points DF3	-89.7	-79.7	-69.7

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal:	By EOY 19-20, all ELL students will show growth on ELPAC scores that indicate adequate progress towards reaching English fluency in six years or less.				
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Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	13.04%	14.00%	15.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	0.00%	0.00%
District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)					
School Goal:	By EOY 19-20 50% of students will be at or above grade level and 31% or less will be multiple years below as measured by SRI.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	42.31%	46.00%	50.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	41.03%	36.00%	31.00%
K at or above Benchmark	All Kindergarten Students	+5pp	39.29%	44.29%	49.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	18.18%	23.00%	28.00%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Instructions: Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

Our Enrollment and our Resources are diminishing. We are constantly challenged with the threat of co-location of charter schools, or closure due to low enrollment. We are considered a "hard to staff" school – substitutes don't chose us, and when we have vacancies, teachers are placed here without regard of being a good match for our students. This is not an easy assignment - we are located in one of the highest need communities in Oakland and the majority of our students have been exposed to intense truama experiences. Our primary grades could benefit from the placement of aides with reduction in class size.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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 also developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Prescott School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		By 2018-2019, 40% of students will be at or above grade level as measured by SRI assessment.			
Theory of Change for Language & Literacy:		If we implement the 8 components of balanced literacy emphasizing PD, coaching & collaboration (with fidelity), then students will be able to use strategies to reach their literacy goals and show multiple years growth.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		All Students		42.0%	34.6
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Efforts were made to implement the 8 components of balanced literacy by focusing on Tier 2 intervention support. PD, modeling and coaching supports have been provided to teachers. However, we still need to fine-tune organizational and implementation of the components of balanced literacy. It was determined that we needed to spend more time on trauma-informed practices thereby extending our focus in this area with additional PD and coaching supports in order to improve the conditions for learning.					
What evidence do you see that your practices are effective?					
Evidence varies classroom to classroom. Teachers were able to utilize trauma-informed strategies to better implement balanced literacy program. Students were better engaged, student intervention groups were established, struggling readers in 2nd and 3rd grade referred to on-site reading clinic;					
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.					
We are concerned about needed on-going coaching supports for teachers without on-site coaches available; enrollment is declining thereby reducing staff and creating combination grade classes which presents issues for addressing needs of high need students in mixed grade classes at capacity. Also, more opportunity for teachers to do backwards planning in preparation of lesson design.					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		By 2018-2019, 15% of students will be at or above grade level as measured by SBAC assessment.			
Theory of Change for Standards-Based Instruction:		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.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC Math		All Students		25%	11.80%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We have provided multiple math PDs for teachers, refocused instructional efforts on 3 school-wide practices: daily routines/ quick practices, math/number talks, and participation quiz.			
What evidence do you see that your practices are effective?			
60% of teachers are using the district Core Curriculum Guide and Math Expression in their daily instructional practices			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
Due to the ITL and ELC participation in ES Math Collaborative Meetings, more Math PDs will be implemented and learning walks will be occurring regularly.			
18-19 Conditions for Student & Adult Learning Priority:	Attendance		
June 2021 Conditions for Student & Adult Learning Goal:	By June 2021, 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.		
Theory of Change for Conditions for Student & Adult Learning:	- If student attendance rates (tardies & absences) improve, then we can expect to decrease the amount of chronic absences/tardies which would provide more opportunities for students to improve toward their academic & SEL goals.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Attendance Rate	All Students	92.5%	90.5
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Due to the PBIS Pds and staff understanding of the effect of trauma, our instructional practices are addressing some of the social needs of the students.			
What evidence do you see that your practices are effective?			
As at February 2019, the moderate and severe chronic absents has decreased to 20.9%			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
Continue to have Pds that will inform and prepare all staff with strategies on addressing the social emotional needs of all students.			
18-19 Conditions for English Language Learners Priority:	English Language Develop (ELD)		
June 2021 Conditions for English Language Learners Goal:	By June 2019, 80% of teaching staff will implement ELD strategies to fidelity including CRP.		

Theory of Change for Conditions for English Language Learners:	If all teachers implement the embedded ELD strategies to fidelity, then we will see an improvement in English language acquisition.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	7.0%	13.04%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Teachers are ensuring that instruction for all students (ELLs and ELD) is aligned to grade-level standards in all content areas.			
What evidence do you see that your practices are effective?			
Through coaching, learning walk and F&P, CORE assessments data.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
All staff will ensure that there is a welcoming and nurturing environment that builds inclusiveness and encourages risk-taking for all students			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			
Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?			
We were not able to secure a candidate for the 0.8 FTE STIP position, 1.0 FTE Teacher for the SDC/ICE program, and two 0.2 noon supervisors for recess and lunch periods.			

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Prescott School

School ID: 183

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Attendance
School Theory of Change:	- If student attendance rates (tardies & absences) improve, then we can expect to decrease the amount of chronic absences/tardies which would provide more opportunities for students to improve toward their academic & SEL goals.
Related School Goal(s):	By June 2020, 96% of students will maintain positive attendance as a result of building and strengthening existing schoolwide systems for attendance and connectedness
Students to be Served by these Practices	<i>Identify either All Students or one or more specific student groups.</i>

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	1. Teachers and attendance clerk will complete accurate attendance reporting via the AERIES system daily;	1. Community Service Manager (CSM) will coordinate the COST/ Attendance team to implement & monitor focus strategies for targeted students; 2. Attendance Clerk will provide to CSM, OHA & the West Oakland Initiative a weekly status report of those students on the Chronic Severe Absent (CSA) list, Chronic Absent (CA) list & Chronic Tardies (CT) List;	Weekly review of all attendance lists & note changes;
1-2	2. Teachers and attendance clerk will communicate with parents/families when students have multiple days of reported absences (even if excused) and tardies;	1. 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;	Weekly review of all attendance lists & note changes; weekly analysis of Attendance Support Plans;

1-3	3. CSM will arrange for late students who have not eaten breakfast to go the the late breakfast (during morning recess or other designated time);	1. CSM will communicate with the cafeteria staff to confirm time for the late breakfast and log of students; office staff will assist with providing the "late breakfast" passes to students to take to the cafeteria during the designated time;	Monthly review of "late breakfast" log at COST and Attendance review meetings;
1-4	4. During Parent/Teacher conferences, SST's and IEPs teachers will address attendance concerns and possible resolutions with parents;	1. 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 (if health related concern). 2. 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;	At each Trimester Partent/Teacher Conference, review sign-in sheets, action plans and referrals for resources (nurse, counseling; analysis of Attendance Recognition & Incentive Program;
1-5	5. CSM will utilize support materials from the Attendance Works packet/ website and the West Oakland Initiative to help encourage positive attendance;	1. 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. 2. Calendar PD time when Data Analysis around Attendance will occur; include this data & patterns when considering impact on academic and social-emotional concerns;	Monthly review of Attendance Recognition Program; Monthly analysis of Positive Attendance Incentives program;

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION	
School Priority ("Big Rock"):	Mathematics
School Theory of Change:	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.
Related School Goal(s):	By EOY 19-20, 3rd-5th grade students will reach -43.7 DF3 on SBAC Math.
Students to be Served by these Practices	<i>Identify either All Students or one or more specific student groups.</i>

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	1. 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;	1. The Leadership Team will provide PD, planning time and observation cycles focused on the Math instructional strategies. 2. The ILT will lead Math PD focused on instructional strategies; 3. The Leadership Team will meet monthly to determine coaching strategies for math. 4. ILT will develop the PD Calendar which designates time for teachers to analyze data, discuss strategies for Number Talks, Daily Practices and Notebooking/Participation Quiz at least monthly; 5. The ILT will develop structures for Family Math night. 7. The ILT will schedule classroom walk-throughs;	- Data from CEOUs; data from formative assessments;
2-2		1. The Leadership Team 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;	Data from CEOUs; data from SMI; data from formative assessments;
2-3	3. Teachers will utilize hands-on manipulatives to students to facilitate better understanding;	1. ILT will meet with teachers to provide support in planning to incorporate manipulatives; 2. Weekly Preps & PLCs are scheduled and other time as needed;	Teacher observations
2-4	4. Teachers will re-engage students around Math problems that students had difficulty with on the Math C-EOU assessment;	1. ILT will support teachers to re-engage students and provide feedback 2. Ensure teachers have scheduled time to re-teach as needed;	Teacher observations
2-5	5. Teachers will collect and monitor ST Math progress;	1. The ILT will guide grade level teams in developing plans for ST Math; 2. ILT will develop a schedule and plan for Teachers to regularly monitor students progress;	ST Math reports will be monitored and revied by ILT.

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;	1. The ILT will provide continued ST Math training for teachers during designated PD time and Staff Retreat:	ST Math reports will be monitored and reviewed by ILT.
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*District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum*

School Priority ("Big Rock"):	Literacy
School Theory of Change:	If we implement the 8 components of balanced literacy emphasizing PD, coaching & collaboration (with fidelity), then students will be able to use strategies to reach their literacy goals and show multiple years growth.
Related School Goal(s):	By EOY 19-20, 3rd-5th grade students will reach -56 DF3 on SBAC ELA. By EOY 19-20 50% of students will be at or above grade level and 31% or less will be multiple years below as measured by SRI.
Students to be Served by these Practices	<i>Identify either All Students or one or more specific student groups.</i>

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	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 2. 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; 3. Calibration of comprehension section of F&P assessment	1. Completed F&P assessments including the comprehension section; CORE Assessments Data for primary grades
3-2	2. Teachers will track each student's reading growth and confer with students to set growth goals;	1. 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.	Teachers will maintain updated conferring notes
3-3	3. Teachers will progress monitor by administering weekly running records with 5-6 African-American focal students;	1. Lit Coaches will provide PD to demonstrate how to implement progress monitoring; 2. Family literacy night;	Teachers will maintain running record notes

3-4	4. Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with GATE students;	1. 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; 2. Lit Coaches will provide strategies for implementing support for GATE students; 3. Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	1. Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. 2. Students will have reading response journals (2-5) and writing folders (K-5).
3-5	5. Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with ELs and Latino students;	1. 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; 2. Lit Coaches will provide strategies for implementing support for EL students; 3. Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	1. Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. 2. Students will have reading response journals (2-5) and writing folders (K-5).
3-6	6. Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with Low-Income students;	1. 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; 2. Lit Coaches will provide strategies for implementing support for Low-Income students; 3. Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	1. Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. 2. Students will have reading response journals (2-5) and writing folders (K-5).

3-7	7. Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with Newcomer students;	1. 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; 2. Lit Coaches will provide strategies for implementing support for Newcomer students; 3. Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	1. Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. 2. Students will have reading response journals (2-5) and writing folders (K-5).
3-8	8. Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with Homeless students;	1. 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; 2. Lit Coaches will provide strategies for implementing support for Homeless students; 3. Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	1. Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. 2. Students will have reading response journals (2-5) and writing folders (K-5).
3-9	9. Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with Foster Youth;	1. 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; 2. Lit Coaches will provide strategies for implementing support for Foster Youth; 3. Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	1. Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. 2. Students will have reading response journals (2-5) and writing folders (K-5).

3-10	10. As components of Balance Literacy, teachers will use interactive read alouds, guided reading and writing and word study daily to reinforce reading	1. 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. 2. 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	Teachers will maintain conferring and guided reading notes.
3-11	12. Embedded ELD supports and GLAD strategies in Reading and Writing Workshop to support economically disadvantaged students and low performing students;	1. Lit Coaches will provide strategies for implementing ELD support for economically disadvantaged students and low performing students; 2. During PLC teachers will ensure that the needs of economically disadvantaged students and low performing students are being met;	Review student work from reading and writing workshop.
3-12	13. Embedded ELD supports and GLAD strategies in Reading and Writing Workshop to support students with disabilities;	1. Lit Coaches will provide strategies for implementing ELD support for students with disabilities; 2. During PLC teachers will ensure the needs of students with disabilities are being met;	Review student work from reading and writing workshop.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Language Develop (ELD)		
School Theory of Change:	If all teachers implement the embedded ELD strategies to fidelity, then we will see an improvement in English language acquisition.		
Related School Goal(s):	By EOY 19-20, all ELL students will show growth on ELPAC scores that indicate adequate progress towards reaching English fluency in six years or less.		
Students to be Served by these Practices	<i>Identify either All Students or one or more specific student groups.</i>		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	1. All teachers will make positive phone calls home in addition to call about challenging behaviors;	1. CSM will provide teachers with current student contact information and log to document contact attempts;	Teacher home phone log. Keep master copy of fliers.

4-2	2. All teachers will meet with parents during parent/teacher conferences at least 2x/year. Teachers will inform parents about academic progress and develop appropriate next steps.	1. Provide coaching and support for teachers on building positive relationships with families. 2. Schedule early release days to facilitate Parent/Teacher conferences;	Parent conference attendance log.
4-3	3. Teachers will invite families to participate in classroom activities such as: field trips, class presentations, volunteer support;	1. Send Flyers/ Newsletter to families for invitation to school events; 2. School to establish a monthly newsletter for parents to communicate about school events and school news.	Teacher records of parent attendance.
4-4	4. Plan orientation process to transition new students entering Prescott as PreK/ETK/K (Pre-school to Elementary);	1. Coordinate with teacher leaders, CSM and other school staff to plan incoming TK/K orientation and TK/K transition to next grade level. 2. TK/Kindergarten Orientation for Kindergarten parents to support transition into kindergarten. TK/Kinder workshop to support transition to next grade level;	Parent sign in sheets.
4-5	5. Teachers to encourage parents to participate in the PFT monthly meetings;	1. Meet with Prescott Family Team (PFT) representatives Monthly; 2. Provide space, materials and other resources to support the PFT activities;	Parent sign in sheets;
4-6	6. Strengthen home-school connections and family presence at school with access to support & resource information;	1. Collaborate with Community Schools Manager (CSM) to plan engagement topics for parents. 2. Host ongoing parent outreach programs; post ongoing events on family calendar.	Parent sign in sheets;

4-7	7. Teachers will have access to COST referral forms;	1. 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; 2. 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;	Cost review form returned to referring staff; electronic invites to attend SST meetings;
4-8	Teachers spend 30 minutes per day with students during PUMA-time to implement or review SEL expectations, develop SEL skills, problem solve SEL incidents;	ILT will provide weekly schedule which allocates 30 minutes at the beginning of each day for all classes to participate in PUMA-time activities;	classroom observation

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 183

School: Prescott School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$115,117.00	After School Education & Safety (ASES)	Contract with After School Program Lead Agency: Bay Area Children's Resources	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a		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;	183-1
\$2,228.00	General Purpose Discretionary	Supplemental leveled books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		1. 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. 2. 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	183-2
\$5,035.00	General Purpose Discretionary	Supplies and materials to support overall school operations	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	183-3
\$6,000.00	General Purpose Discretionary	Copier Maintenance	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	183-4
\$3,000.00	General Purpose Discretionary	Licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		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;	183-5

\$29,076.73	LCFF Concentration	STIP to provide support & guidance for academic intervention & acceleration.	Goal 6: Parents and families are engaged in school activities.	1105	Certificated Teachers' Salaries		n/a	0.60	1. 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. 2. 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	183-6
\$63,910.78	LCFF Concentration	Intervention Teacher: provide support for academic intervention & acceleration;	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.65	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;	183-7
\$416.00	LCFF Concentration	Materials and supplies to support instruction and overall school operations	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	183-8
\$1.14	LCFF Concentration	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	183-9
\$6,595.35	LCFF Concentration	Community School Manager to provide support & guidance w/Family Engagemen & Outreach, Chronic Attendance & Tardies; suppor school-wide SEL/PBIS program	Goal 6: Parents and families are engaged in school activities.	5730	Community Schools Program Manager		n/a	0.05	1. Collabrate with Community Schools Manager (CSM) to plan engagement topics for parents. 2. Host ongoing parent outreach programs; post ongoing events on family calendar.	183-10
\$16.00	LCFF Supplemental	Materials and Supplies to support attendance & SEL programs	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		1. Teachers and attendance clerk will complete accurate attendance reporting via the AERIES system daily;	183-11
\$44.10	LCFF Supplemental	Surplus	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	183-12

\$99,752.90	LCFF Supplemental	Community School Manager to provide support & guidance w/Family Engagemen & Outreach, Chronic Attendance & Tardies; suppor school-wide SEL/PBIS program	Goal 6: Parents and families are engaged in school activities.	5730	Community Schools Program Manager		n/a	0.70	1. Collabrate with Community Schools Manager (CSM) to plan engagement topics for parents. 2. Host ongoing parent outreach programs; post ongoing events on family calendar.	183-13
\$22,309.79	Measure G	Library Technician to provide support & guidance to students and staff with the school library;	Goal 2: Students are proficient in state academic standards.	2205	Classified Support Salaries		n/a	0.50		183-14
\$199.00	Measure G	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		4. Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with GATE students;	183-15
\$7,864.21	Measure G	Surplus	n/a	4399	Surplus		n/a		n/a	183-16
\$878.00	Title I: Basic	Books (other than textbooks)	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		4. Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with GATE students;	183-17
\$35,347.79	Title I: Basic	Community School Manager to provide support and guidance with Family Engagement & Outreach, Chronic Attendance & Tardies, support school-wide SEL/ PBIS programs	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a	0.25	1. Collabrate with Community Schools Manager (CSM) to plan engagement topics for parents. 2. Host ongoing parent outreach programs; post ongoing events on family calendar.	183-18
\$696.00	Title I: Parent Participation	Support parent/family participation with light snacks	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		4. During Parent/Teacher conferences, SST's and IEPs teachers will address attendance concerns and possible resolutions with parents;	183-19



Title I School Parental Involvement Policy 2018-2019

PRESCOTT has developed a written Title I parental involvement policy with input from Title I parents. (Describe how the school developed the policy with parent input.) It has distributed the policy to parents of Title I students. (Describe how the school distributes the policy.) The policy describes the means for carrying out the following Title I parental involvement requirements.

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

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 1 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 1 Plan.
 - **Monthly SSC meetings scheduled either in the morning or late afternoon;**
 - **Monthly morning coffee and juice with staff and Parent Volunteers in Lounge;**
- Offer a flexible number of meetings for parents.
 - **Annual Title I Meeting**
 - **Grade-level/cluster bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations, data review**
 - **Periodic Newsletters sent home to Parents/Families with suggestions 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 morning or late afternoon;**
 - **Monthly morning coffee and juice with staff and Parent Volunteers in Lounge;**
- Provides parents of Title I students with timely information about Title I programs.
 - **Annual Title I Meeting**
 - **Grade-level/cluster bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations, data review**
 - **Periodic Newsletters sent home to Parents/Families with suggestions 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 bi-monthly pot-luck meetings 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 morning or late afternoon;**
 - **Monthly morning coffee and juice with staff and Parent Volunteers in Lounge;**

SCHOOL-PARENT COMPACT

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.

BUILDING PARENT CAPACITY FOR INVOLVEMENT

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 bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations, data review**
 - **Periodic Newsletters sent home to Parents/Families with suggestions 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 bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations**
 - **Periodic Newsletters sent home to Parents/Families with suggestions 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
 - Grade-level/cluster bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations, data review
 - Periodic Newsletters sent home to Parents/Families with suggestions 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 1, 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 **PRESCOTT** School Site Council on 10/16/18 and will be in effect for the period of **2018-2019**. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before **10/01/2018**. It will be made available to the local community on or before **10/01/2018**. **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

Enomwoyi Booker

10/16/2018



Enomwoyi Booker, Principal
920 Campbell Street ▲ Oakland, California 94607
(510) 874-3333 Office ▲ (510) 874-3337 Fax
<http://tinyurl.com/ydq7ysw>

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



Enomwoyi Booker, Principal
920 Campbell Street ▲ Oakland, California 94607
(510) 874-3333 Office ▲ (510) 874-3337 Fax
<http://tinyurl.com/ydq7ysw>

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

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

Signed on this _____ day of _____, 2017.



2018-2019

School Site Council Membership Roster – Elementary

School Name: Prescott School

Chairperson : Stefanie Parrott
Vice Chairperson: Rev. Curtis Flemming
Secretary: D'Ouita Woods

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Enomwoyi Booker	X			
D'Ouita Woods			X	
Jean Ma		X		
Connie Cobb-Zunino		X		
Lorraine Mann		X		
Rev. Curtis Flemming				X
Stefanie Parrott				X
Latrice Thomas-Ambrose				X
Gretchen Powell				X
Samantha Bier				X

Meeting Schedule (day/month/time)	Last Thursday of the month; 4:45-6:45pm
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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 at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community