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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Prescott Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Prescott Elementary School.

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

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

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

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Prescott School



2021-2022 School Plan for Student Achievement (SPSA)

School: Prescott School
CDS Code: 1612596002125
Principal: Enomwoyi Booker
Date of this revision: 5/25/2021

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	Position: Principal
Address: 920 Campbell Street Oakland, CA 94607	Telephone: 510-874-3333
	Email: enomwoyi.booker@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/25/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 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 (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 checked="" type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <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 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 and 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: 5/25/2021

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

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

Signatures:

ENOMWOYI BOOKER <i>Principal</i>	<i>Enomwoyi Booker</i>	Signature	<u>5/25/2021</u> Date
STEFANIE PARROTT <i>SSC Chairperson</i>	<i>Stefanie Parrott</i>	Signature	<u>5/25/2021</u> Date
KATHLEEN ARNOLD <i>Network Superintendent</i>	<i>Kathleen Arnold</i>	Signature	<u> </u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	<u>6/22/2021</u> Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/2/2020	Parents, Support Partners, Students, Community Organizations	Title I Annual Meeting & Back to School: shared overview of school goals in SPSA; expected Title I & IV expenditures; Parent/Family Team (PFT) presented their prioritized initiatives;
9/8/2020	Instructional Leadership Team (ILT)	Work Session to review data in SPSA & practices aligned to school goals; Cycle of Inquiry overview;
9/25/2020	Staff/Support Partners	Digging into Data w/i-Ready; data analysis; status of SPSA data targets;
10/7/2020	Staff/Support Partners	Conditions for Student Learning; teaching practices w/district suggested instructional DL plan aligned to our SPSA;
11/18/2020	Staff/Support Partners	Review BOY benchmark assessments; discuss priority issues for hard to reach students in DL & partnership with the Learning Hub - Higher Ground;
12/15/2020	School Site Council (SSC)	Monitor SPSA status & budget review Title I & IV expenses; enrollment/recruitment; data review; suggestions for next year's SPSA strategies, priorities & continued student needs;
1/8/2021	Primary Team (TK, K, 1st)	Status of instruction, assessment & intervention via DL - distance learning; discussed new statewide 3-year Early Literacy Block Grant preparation to apply;
1/15/2021	District 3 - West Oakland w/BOE Director	Town Hall meeting hosted by BOE district 3 director; shared school priorities, strengths, initiatives, concerns & hopes;
2/9/2021	School Site Council (SSC)	Discussed next year's SPSA priorities: recruitment/enrollment, attendance, data; reviewed MOY assessment data; status of Title I & IV;
3/9/2021& 4/20/2021	School Site Council (SSC)	Continued development of next year's priorities & Title I & IV budget for SPSA; Reviewed status of SPSA & budget planning for Title I & IV; hybrid instruction with DL & in-person (cohorts) learning
5/25/2021	School Site Council (SSC)	Approved SPSA

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$38,540.00
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	\$428,300.00

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)	\$35,250.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$6,840.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$940.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$88,400.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$15,600.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$2,350.00	TBD	After School Education and Safety Program (ASES #6010)	\$110,979.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$112,941.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	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:	\$38,540.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$389,760.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$428,300.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School: Prescott School	School ID: 183	
School Description		
<p>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 124 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 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).</p>		
School Mission and Vision		
<p>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.</p> <p>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.</p>		
1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	5th grade growth in Math and ELA;	Hi quality, engaging instruction in 5th grade; on-site reading clinic targeting 2nd & 3rd grade students struggling with literacy;
<i>Focal Student Supports</i>	Effective COST meetings with focused support for students. Counseling support, social skills groups, targeted regulation of students receiving somatosensory supports.	Targeted professional development for all staff & partners, utilizing resources to create sensory room on site, providing preventative interventions from support staff;

<i>Student/Family Supports</i>	Reduction overall in chronic absences. Effective COST system that identified high needs students and connected them with community and site resources.	Robust COST system; teacher buy-in for COST process; participation of support partners;
<i>Staff Supports</i>	Calm down corners/spaces in every classroom, including sensory regulation activities. Staff continued to use PUMA card system (PBIS) to reinforce students for positive behaviors.	Average 3 hours per month for staff professional development focused on Neurosequential Model for Education (NME). Individual teacher coaching focused on trauma informed practices. Professional development focus on staff wellness and NME (brain research/ regulation). Staff utilized PBIS behavior expectations videos as well as campus walkthroughs to teach behavior specifics .
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	2nd grade students have lower F&P literacy scores due to lack of strong academic instruction;	Lack of Tier 2 supports (reading tutors), chronic absences, dysregulated student behaviors, non-credentialed, long term substitute in primary combination class (1st/2nd), lack of consistent strong academic instruction.
<i>Focal Student Supports</i>	Early Literacy: our implementation of the district adopted curriculum did not address Word Recognition and Language Comprehension, nor meet the reading needs of 66% of our 1st and 2nd graders. Poor 3rd grade reading achievement due to insufficient curriculum materials, PD, and teacher support in both areas of Word Recognition/Decoding and Language Comprehension	Previous teaching practices have had limited effective impact on our current 3rd graders reaching reading fluency and proficiency. Lack of Tier 2 supports (reading tutors), chronic absences, dysregulated student behaviors, high exposure to ongoing community trauma, lack of academic instruction, technology/internet access, and structure while at home during COVID-19 school closure.

<i>Student/Family Supports</i>	Suspension: students in the SDC/ICE mental health program tend to be suspended at higher rates than the rest of the student population. Chronic Absence: despite decrease in this area, data still indicates need for improvements in absence interventions.	Lack of parent collaboration and engagement, lack of basic needs which impacts student readiness and chronic absence. 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: 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, etc.). Lack of technology and supplies necessary to support families when brought together for training or meetings.
<i>Staff Supports</i>	Lack of access to high quality professional development for academics; lack of ability to collaborate with grade level staff members; several combinatino classes;	Inadequate training for non-credentialed staff; teachers did not have access to prep time from the beginning of the school year until the end of February 2020 with the hire of a 0.3 FTE prep teacher.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: By EOY 2022-2023, all 3rd grade students will be reading at or above grade level.

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	n/a	tbd
Grade 1 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	n/a	tbd

Grade 2 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	n/a	tbd
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-84.6 (Spring 2019)	n/a	tbd
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	Coming soon	Coming soon	tbd
IAB ELA at or above Standard	All Students	TBD	8.8%	n/a	tbd
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	tbd
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	tbd
IAB Math at or above Standard	All Students	TBD	1.7%	n/a	tbd
CAST (Science) at or above Standard	All Students	TBD	44.4%	n/a	tbd
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	tbd

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)					
School Goal for May 2024:		By EOY 2022, 3rd-5th grade students will reach -41 DF3 on SBAC ELA; By EOY 2022, 50% of students will be at or above grade level; By EOY 2022, 26% or less of students will be multiple years below grade level;			
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-112.3 (Spring 2019)	n/a	tbd
SBAC ELA	Low Income Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
IAB ELA at or above Standard	Students with Disabilities	n/a	7.1%	n/a	tbd
IAB ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-61.2 (Spring 2019)	n/a	tbd
SBAC Math	Low Income Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
IAB Math at or above Standard	Students with Disabilities	n/a	0.0%	n/a	tbd
IAB Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	7.7%	n/a	tbd

LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	tbd
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Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024:	By EOY 2022, we will see an increase in student readiness through the implementation of the neurosequential model for education (NME) through arts integration.
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Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	60.0%	n/a	tbd
Suspensions	All Students	-2pp	5.3%	n/a	tbd
Suspensions	African American Students	tbd	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
Suspensions	Students with Disabilities	-2pp	12.1%	n/a	tbd
Chronic Absence	All Students	-2pp	29.7%	n/a	tbd
Chronic Absence	African American Students	tbd	Please choose a focal student group at left.	Please choose a focal student group at left.	tbd
UCP Complaints	All Students	n/a	n/a	n/a	tbd

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2024:	By EOY 2022, Teachers will consistently practice self care, and will be implementing the core concepts of resiliency building through arts integration.
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Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	tbd
Teacher Retention	All Teachers	n/a	69.5% (Fall 2020)	n/a	tbd

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; 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 classes had to be either combined or small groups of students were sent to other classes. Lack of additional funds to help secure additional classroom support in order to provide small group support for teachers. We do not have very many volunteers who can help provide the additional adult support in classes and with students.

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 Oakland Unified's LCAP goals and to the specific purposes of each funding program.

4 Prescott School		SPSA Year Reviewed: 2020-21	SPSA Link: 20-21 SPSA
2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)			
20-21 Conditions for Student Learning Priority:		Student Resiliency	
Theory of Change:	If we implement a neurodevelopmental approach to creating conditions that support students readiness to learn, then we can expect to see an increase in students ability to better engage in and achieve academically.		
Related School Goal:	By May 2021, we will see an increase in student readiness through the implementation of the neurodevelopmental approach and arts integration.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Many of our plans needed to be modified due to the shelter in place (SIP) mandate which required an immediate reliance to virtual learning; Areas most acutely affected by the SIP mandate are: 1. Attendance; 2. Instruction; 3. Technology; 4. SEL; Students who were already difficult to locate due to housing inconsistencies continued to be even more difficult to locate; Accessibility to technology - devices, internet, skill to navigate platforms & apps has continued to be the overarching umbrella that either slows down, limits, or eliminates student access to connect with virtual instruction; Changes made: Distribution of weekly or bi-weekly work packets with school supplies - families pick up or in some cases they are delivered to families; modified instructional day; addition of asynchronous time/work for large portion of school day; Connection with a neighborhood Learning/After School Hub were several "high need" students are able to be supported at their site for the entire day (includes pick-up to program, meals, working internet, assistance with technology, guided outdoor & extra-curricular activities within small hubs);			
What evidence do you see that your practices are effective?			
More families are engaged with teachers and outreach to ensure connectivity, attendance & completion of assignments; families have expressed gratitude for our assistance and dedication toward their child; about the same % of chronic absent students from last year to this year; Student Tracker system monitored by the COST members very effective for keeping up to date with students in crisis, student needs & the types of support/resources being provided to students and by whom;			
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 will incorporate the use of technology for virtual learning & asynchronous assignments; unsure of the configuration for "coming back to school" will be, so planning for inside and outside learning spaces as well as a possible hybrid system; anticipate more work with neurosequential model in addressing regulation needs of students who are already considered "High Need" and the impact of the COVID pandemic, change in family structures, health, nutrition & employment needs of families; anticipate more trained staff or resources to help resolve student needs for regulation & resiliency building;			
20-21 Standards-Based Instruction Priority:		Mathematics	
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:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science.		

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
A great deal of time spent on developing skills for technology use in both synchronous & asynchronous work; introduction to use of i-Ready school-wide for math instruction & assessment;	
What evidence do you see that your practices are effective?	
We were beginning to become more routinized with math instruction with the introduction of the new i-Ready Math component; as teachers and students became more familiar with i-Ready Math personalized instruction, more time on the personalized instruction lessons was evident.	
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 students continuously grow towards meeting or exceeding standards in MATH and SCIENCE.	
20-21 Language & Literacy Priority: Literacy	
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:	By EOY 20-21, 3rd-5th grade students will reach -41 DF3 on SBAC ELA. By EOY 20-21, 50% of students will be at or above grade level and 26% or less will be multiple years below as measured by RI.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
With the introduction and implementation of i-Ready - ELA while in distance learning, proved that more time is needed for both teachers and students to become more familiar with this assessment system (diagnostic & mastery) and personalized lessons. In the primary grades (K-1-2) we were able to utilize additional staff and support partners to provide daily small group (3-5 students) intervention in breakout rooms (via ZOOM & MEETS) in addition to the teacher. Most of our planning and PD activities focused on SIPPS and i-Ready;	
What evidence do you see that your practices are effective?	
With additional adults working with small groups of students daily, more specific learning needs were addressed and met for students; feedback from families, students, support partners and staff indicated increased access and support during virtual instruction.	
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 will hire an early literacy TSA/coach who will coordinate PD/PLC and coaching teachers while implementing our new ELA curriculum and fine-tuning existing tools (i-Ready & SIPPS); we will hire additional reading tutors for all classes since students in the upper grades also struggle with literacy; we would like to hire an additional teacher to eliminate the need for combination-graded classes in the primary grades (currently allotted 5 teachers for 7 grade levels); calendar more opportunities for teachers/staff to collaborate/plan on additional minimum days;	
20-21 Conditions for Adult Professional Learning Priority: Staff Resiliency	

Theory of Change:	If we provide consistent professional development for teachers, teachers will develop skills around self care and will implement trauma informed practices to better support their students
Related School Goal:	By May 2021, Teachers will consistently practice self care, and will be implementing the core concepts of resiliency building through arts integration
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Our plan to provide teachers access to specific spaces to practice self care, we modified our plan by offering virtual "drop-ins" on Mondays with self care concepts/activities available virtually; also provided to teachers were "self care" buckets with a variety of activities, "goodies" and a monthly wellness/ self-care calendar; Trauma-informed PD were reduced due to time constraints of distance learning & hybrid instruction.	
What evidence do you see that your practices are effective?	
Teachers reported on feedback survey that they felt supported and were given space and autonomy to determine when and how they could practice these strategies; attendance for teachers was excellent!	
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.	
This goal is needed even more now than before after experiencing shelter in place for over one year, learning while implementing multiple "new" or different initiatives and managing a variety of ways to try to successfully connect with students and families; we will continue to use the variety of communication methods especially when needing to meet with families - instead of in person meetings, virtual meetings tend to result in a better participation rate for families. We will continue to involve our support partners and all staff (certificated and classified) in our continued PD to deepen our knowledge and skill in the area of resiliency building in trauma exposed environments.	
20-21 Conditions for English Language Learners Priority:	
Integrated English Language Development (ELD)	
Theory of Change:	English Language Develop (ELD)
Related School Goal:	If all teachers implement the embedded ELD strategies to fidelity, then we will see an improvement in English language acquisition.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Teachers will provide students access to a continuous ELD program; teachers will ensure that instruction for all students (ELLs and EOs) is aligned to grade-level standards in all content areas;	
What evidence do you see that your practices are effective?	
We will collect documentation from coaching, learning walks, lesson study, and data analysis;	
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 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

We were not successful in hiring a teacher for our SDC/ICE 4th/5th grade program. Therefore the teacher was provided by our support partner - Seneca Center who also provided the on-site counseling team for this program; the second of two base-funded noon supervisors was not hired until December 2020 and the second of two early literacy tutors was not hired until January 2021. Because we operated on a modified school day which did not allow for an After School Program, we were able to utilize the After School line staff, the two noon supervisors, the two early literacy tutors, along with our library tech, our RSP aid and our Prep teacher to push in to classrooms to provide additional support to teachers with SIPPS, assessment and other instructional activities. This was a very successful practice that did not cost additional funding. For the 2021-2022 SPSA budget, we will budget for additional reading tutors (one per class), TSA/Coach for early literacy, an additional classroom teacher (at primary grades to eliminate need for combination grade classes), and perhaps a STIP sub. We would also like to add someone with math and technology/computer expertise. Most of these proposed staff will be asked for in the MTSS plan utilizing one-time funding and the 3-year Early Literacy Support Block grant.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES					
School: Prescott School				School ID: 183	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices		
District Strategy: Building CONDITIONS FOR STUDENT LEARNING					
School Priority ("Big Rock"):		Student Resiliency			
School Theory of Change:		If we implement a neurosequential model for education (NME) to create conditions that support students' readiness to learn, then we can expect to see an increase in students ability to better engage in and achieve academically.			
Related Goal(s):		All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:		All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will 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.)	Community Schools Manager (CSM) will coordinate the COST/ Attendance team (with AmeriCorps support) 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 any +/- changes;		Tier 1

1-2	Teachers will provide individual incentives to acknowledge improved and perfect attendance weekly, monthly, semester & year	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;	Weekly review of all attendance lists & note any +/- changes; weekly analysis of Attendance Support Plans;		Tier 1
1-3	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	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.	Heart rate monitoring logs Attendance tracking for use of sensory room Classroom walkthroughs to identify use of in-class sensory break spaces		Tier 3
1-4	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.	Library Technician will provide schedule for teachers to access the library for their students with direct connection to areas of study;	Weekly Library Schedule for classroom access		Tier 1

<i>District Strategy:</i> 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 Goal(s):	All students continuously grow towards meeting or exceeding standards in MATH. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	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;	Leadership will calendar Teacher-led PD; planning time & observation cycles (covered by Prep Teacher or subs) will be focused on Math instructional strategies. The PD/Assessment calendar will designate time for teachers to meet and analyz data, discuss strategies for Number Talks, Daily Practices, and Notebooking/Participation Quiz at least monthly; Teachers will develop structures for Family Math night. Leadership will schedule classroom walk-throughs.	- Data from CEOUs; data from formative assessments;	Lack of access to high quality professional development for academics; lack of ability to collaborate with grade level staff members; several combinatin classes;	Tier 1
2-2	Teachers will utilize hands-on manipulatives to students to facilitate better understanding;	Leadership will meet with teachers to provide support in planning to incorporate manipulatives; Weekly Prep time (covered by the Prep Teacher) & PLCs are scheduled as well as other time as needed;	Teacher observations		
2-3	Teachers will re-engage students around Math problems that students had difficulty with on the Math C-EOU assessment;	Leadership will support teachers to re-engage students and provide feedback; Ensure teachers have scheduled time to re-teach as needed;	Teacher observations	Lack of access to high quality professional development for academics; lack of ability to collaborate with grade level staff members; several combinatino classes;	Tier 2

2-4	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;	Leadership will provide continued ST Math training for teachers during designated PD time and Staff Retreat:	ST Math reports will be monitored and reviewed.	Lack of access to high quality professional development for academics; lack of ability to collaborate with grade level staff members; several combinatino classes;	Tier 1
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District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	LITERACY
School Theory of Change:	If we provide explicit, systemaic and coherent instruction in foundational liyeracy skill development (with fidelity), then students, then students will be able to use strategies to reach their literacy goals and show multiple years growth.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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<p>3-1</p>	<p>Teachers will implement the newly adopted district curriculum (EI Education); while also implementing the use of i-Ready and SIPPS for intervention supports;</p>	<p>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;</p>	<p>Completed assessments by every grade; increased percentage of student participation;</p>	<p>Early Literacy: our implementation of the district adopted curriculum did not address Word Recognition and Language Comprehension, nor meet the reading needs of 66% of our 1st and 2nd graders. Poor 3rd grade reading achievement due to insufficient curriculum materials, PD, and teacher support in both areas of Word Recognition/Decoding and Language Comprehension</p>	<p>Tier 1</p>
<p>3-2</p>	<p>Teachers select 5-6 African American Students to collect progress monitoring data weekly;</p>	<p>Leadership will provide PD to demonstrate how to implement progress monitoring; Calendar Family literacy night;</p>	<p>Teachers will maintain running record notes</p>	<p>Lack of access to high quality professional development for academics; lack of ability to collaborate with grade level staff members; several combinatino classes;</p>	<p>Tier 2</p>

<p>3-3</p>	<p>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;</p>	<p>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; Leadership will provide strategies for implementing support for GATE students; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;</p>	<p>Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. Students will have reading response journals (2-5) and writing folders (K-5).</p>		<p>Tier 2</p>
<p>3-4</p>	<p>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;</p>	<p>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; Leadership will provide strategies for implementing support for EL students; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;</p>	<p>Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. Students will have reading reslponse journals (2-5) and writing folders (K-5).</p>		<p>Tier 2</p>

<p>3-5</p>	<p>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;</p>	<p>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; Leadership will provide strategies for implementing support for Low-Income students; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;</p>	<p>Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. Students will have reading response journals (2-5) and writing folders (K-5).</p>		<p>Tier 2</p>
<p>3-6</p>	<p>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;</p>	<p>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; Leadership will provide strategies for implementing support for Newcomer students; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;</p>	<p>Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. Students will have reading response journals (2-5) and writing folders (K-5).</p>		<p>Tier 2</p>

3-7	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 Homeless students;	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; Leadership will provide strategies for implementing support for Homeless students; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	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).		Tier 2
3-8	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 Foster Youth;	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; Leadership will provide strategies for implementing support for Foster Youth; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. Students will have reading response journals (2-5) and writing folders (K-5).		Tier 2
3-9	Embedded ELD supports and GLAD strategies in Reading and Writing Workshop to support students with disabilities;	Leadership will provide strategies for implementing ELD support for students with disabilities; During PLC teachers will ensure the needs of students with disabilities are being met;	Review student work from reading and writing workshop.		Tier 2

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority ("Big Rock"):		STAFF RESILIENCY			
School Theory of Change:		If we provide consistent professional development for teachers, teachers will develop skills around self care and will implement trauma informed practices to better support their students			
Related Goal(s):		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will implement their self care plans to fidelity	Leaders will prompt teachers to revise their self care activities and will provide reminders for implementation. PD time will be designated for staff resiliency & creation of self care plans.	Self care plans PD calendar	Lack of access to high quality professional development for academics; lack of ability to collaborate with grade level staff members; several combinatino classes;	TIER 1
4-2	Teachers will utilize Think Sheets consistently in their classrooms. Teachers will participate in and provide feedback about professional learning	Reminders and training will be provided to staff around Think Sheets protocol. COST/PBIS team will analyze data from URFs and Think Sheets to present back to staff. During PD, data will be collected on staff heart rates	URF Data, Think Sheet Data PD evaluations	Lack of access to high quality professional development for academics; lack of ability to collaborate with grade level staff members; several combinatino classes;	TIER 1
CONDITIONS FOR ENGLISH LANGUAGE LEARNERS					
School Priority ("Big Rock"):		English Language Develop (ELD)			

School Theory of Change:		If all Teachers implement the embedded ELS strategies to fidelity, then there will be an improvement in English Language acquisition.			
Related Goal(s):		By EOY 2022, 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 actions:		<i>English Language Learners (ELLs)</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will invite families to participate in classroom activities such as: field trips, class presentations, volunteer support;	Send Flyers/ Newsletter to families for invitation to school events; School to establish a monthly newsletter for parents to communicate about school events and school news.	Teacher records of parent attendance.		
5-2	Plan orientation process to transition new students entering Prescott as PreK/ETK/K (Pre-school to Elementary);	Coordinate with teacher leaders, CSM and other school staff to plan incoming TK/K orientation and TK/K transition to next grade level. 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.		
5-3	Strengthen home-school connections and family presence at school with access to support & resource information;	Collabrate with Community Schools Manager (CSM) to plan engagement topics for parents. Host ongoing parent outreach programs; post ongoing events on family calendar.	Parent sign in sheets;		

5-4	Teachers will have access to COST referral forms;	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; 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;		
5-5	Teachers and staff will spend 30 minutes per day with students during PUMA-time to implement or review SEL expectations, develop SEL skills, problem solve SEL incidents;	Leadership 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 2021-22 SCHOOL SITE BUDGET

Site Number: 183

School: Prescott School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER	School ID	Row Number
After School Program	\$110,979	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Strengthen home-school connections and family presence at school with access to support & resource information;	183-1	183	1
Early Literacy Support	\$112,941	Early Literacy Support Block (ELSB) Grant	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	183-2	183	2
Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	\$4,340	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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;	183-3	183	3
Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	\$2,500	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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;	183-4	183	4
Certificated Teachers' Salaries	\$5,327	LCFF Concentration	1105	Certificated Teachers' Salaries	3566	Teacher Education Enhancement	0.05	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers and staff will spend 30 minutes per day with students during PUMA-time to implement or review SEL expectations, develop SEL skills, problem solve SEL incidents;	183-5	183	5
Fund school supplies for high need students, including paper, ink so that all students have access to adequate resources to learn.	\$2,400	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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;	183-6	183	6
To be allocated in Fall	\$10,000	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	183-7	183	7
Community Schools Manager	\$119,250	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	4839	Program Mgr Community School	0.76	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Community Schools Manager (CSM) will coordinate the COST/ Attendance team (with AmeriCorps support) 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;	183-8	183	8

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 183

School: Prescott School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER	School ID	Row Number
Library Technician	\$29,864	Measure G: Library	2205	Classified Support Salaries	7191	Library Technician	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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; Leadership will provide strategies for implementing support for Low-Income students; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	183-9	183	9
Books	\$15,000	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	183-10	183	10
To be allocated in Fall	\$7,500	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	183-11	183	11
Prep Teacher	\$57,270	Title I: Basic	1105	Certificated Teachers' Salaries	3566	Teacher Education Enhancement	0.55	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Leadership will calendar Teacher-led PD; planning time & observation cycles (covered by Prep Teacher or subs) will be focused on Math instructional strategies. The PD/Assessment calendar will designate time for teachers to meet and analyze data, discuss strategies for Number Talks, Daily Practices, and Notebooking/Participation Quiz at least monthly; Teachers will develop structures for Family Math night. Leadership will schedule classroom walk-throughs.	183-12	183	12
Supplies for Parent Participation	\$440	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Send Flyers/ Newsletter to families for invitation to school events; School to establish a monthly newsletter for parents to communicate about school events and school news.	183-13	183	13
Computer for parent participation	\$500	Title I: Parent Participation	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Collabrate with Community Schools Manager (CSM) to plan engagement topics for parents. Host ongoing parent outreach programs; post ongoing events on family calendar.	183-14	183	14
Supplies for students	\$2,350	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will provide individual incentives to acknowledge improved and perfect attendance weekly, monthly, semester & year	183-15	183	15



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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.

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.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

The school communicates to families about the School Parent and Family Engagement Policy by convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

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

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.

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.

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.

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.

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.

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.

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.

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

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

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.

If a Title I School Wide 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 09/02/2020 and will be in effect for the period August 10, 2020 through May 28, 2021.

The school will distribute this policy to all parents on or before September 2, 2020, of the current school year.

ENOMWOYI BOOKER
Name of Principal

Signature of Principal

09/02/2020
Date

Please attach the School-Parent Compact to this document.



PRESCOTT ELEMENTARY SCHOOL

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	MS. STAFANIE PARROTT
Vice Chairperson:	MS. SAMANTHA BIER
Secretary:	MS. 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
Ms. Stefanie Parrott	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ms. Samantha Bier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ms. Raina Armstrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Ms. D'Ouita Woods	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ms. Alicia Simba	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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>	4th TUESDAY / MONTH @ 4:00-6:00 pm
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SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

1 Classroom Teacher

1 Other Staff

AND

3 Parents/Community Members



School-Parent Compact

Prescott Elementary School

2020-21

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 2020-21 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) Pilot new English Language Arts curriculum - EL Education**
 - b) SIPPS Foundations - Early literacy Curriculum**
 - c) 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**
- 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: Talking Points, Email, Google Voice**

- 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
 - b) Room Parents
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
 - a) Weekly Newsletter 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.
- 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

Examples:

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:

- Get child to school on time every day
- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child
- Promote positive use of my child's extracurricular time.
 - *limiting television watching or video games*
 - *ensuring 30 minutes of reading daily*

This Compact was adopted by the Prescott Elementary School on August 27, 2020, and will be in effect for the period of August 10, 2020 to May 28, 2021.

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 4, 2020.

Signature of Principal

Date