

**OAKLAND UNIFIED SCHOOL DISTRICT  
Office of the Superintendent**

Legislative File ID No: 18-1337  
Introduction Date: 6/27/18  
Enactment No.: 18-1139  
Enactment Date: 6/27/18 er

June 27, 2018

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for PLACE @ Prescott School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for PLACE @ Prescott School.



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

Legislative File ID No: 18-1337  
Introduction Date: 6/27/18  
Enactment No.: 18-1139  
Enactment Date: 6/27/18 er

## 2018-2019 Single Plan for Student Achievement (SPSA)

**School:** PLACE @ Prescott (Preparatory Literary Academy of Cultural Excellence)  
**CDS Code:** 1612596002125  
**Principal:** Enomwoyi Booker  
**Date of this revision:** 5/17/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

<b>Contact:</b> Enomwoyi Booker	<b>Position:</b> Principal
<b>Address:</b> 920 Campbell Street Oakland, CA 94607	<b>Telephone:</b> 510-874-3333 <b>Email:</b> enomwoyi.booker@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

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

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** PLACE @ Prescott (Preparatory Literary Academy of Cultural Excellence) **Site Number:** 183

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

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




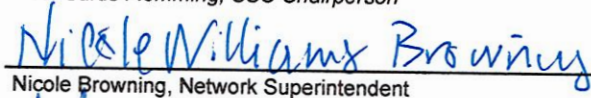

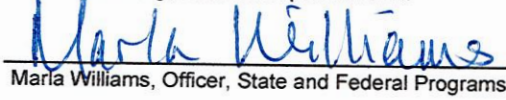
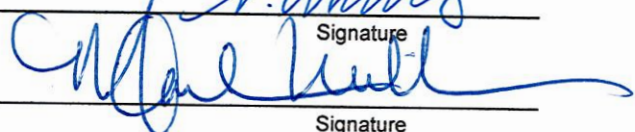
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material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

**Date(s) plan was approved:** May 17, 2018

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, School Principal	 ENOMWOYI BOOKER	Signature	<u>5/22/2018</u> Date
 Rev. Curtis Flemming, SSC Chairperson		Signature	<u>5-22-2018</u> Date
 Nicole Browning, Network Superintendent		Signature	<u>5-22-18</u> Date
 Maria Williams, Officer, State and Federal Programs		Signature	<u>6/1/18</u> Date

## 2018-19 SPSA ENGAGEMENT TIMELINE

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

**Site Number:** 183

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
09/20/2017	Parents/Families & Community Partners	- Title I Annual Meeting & Back to School Night; budget review of LCAP & Title I, staffing changes, school-wide "big-rocks", parent/family engagement & participation opportunities;
10/27/2017	SSC	- SSC Establishment Meeting; reviewed school-wide "big-rocks"; SSC training; budget review of LCAP & Title I; reviewed mid-year budget cuts;
12/20/2017	SSC	- SSC Meeting: review data (academic, attendance, SEL; SSC training, peer election results & election of officers; approve rules of order & by-laws; review SPSA priorities, progress discussed enrollment projections for 2018-2019 - possible implications; discussed budget prepr for 2018-2019 w/ priorities for programs, expenditures, staffing, etc. reviewed Safety Plan;
2/13/2018	SSC	- SSC Meeting: review data (academic, attendance, SEL; SSC training, peer election results & election of officers; approve rules of order & by-laws; review SPSA priorities, progress discussed enrollment projections for 2018-2019 - possible implications; discussed budget prepr for 2018-2019 w/ priorities for programs, expenditures, staffing, etc.
3/1/2018	SSC	- SSC Meeting: reviewed SPSA 2018-2019 draft; discussed the meetings held by the SELLS group to relinquish voting rights to SSC; discussed budget considerations for 2018-2019; updated status of current 2017-2018 SPSA & budget;
3/19/2018	ILT	- review status of interventions (MTSS), small group support, modify PD calendar, status of assessments in preparation of cycle of inquiry;
3/3/2018	ILT	- core ILT members met on Saturday to complete draft of SPSA 2018-2019;
1/29/2018	ILT	- ILT met to debrief Buy-Back-Day (01/26/18); areas covered included PBIS data; staff wellness; instructional deep dive in Math & Science; data wall (F&P, SRI); status of current year; implications for next school year;
11/9/2017	ILT	- ILT reviewed TOA; PD calendar updates; PLC schedule and rationale; ELA shifts; looked at data for Primary grades (TK, K, 1st & 2nd) to consider modifications in structure, instructional lead & support;
Wednesday mornings	PFT - Prescott Family Team	- meets weekly after Wednesday Morning Family Circle; key areas of focus included - fundraising, expansion plan for PreK-8 with adding 6th grade for 2018=2019, visiting other schools, building partnership capacity; comparative schools data;
3/2/2018	OHA - Oakland Housing Authority	- "Pizza & Data" session for parents for brief overview of what's important to know about their child's academic & social growth & development in school; discussed school's "big rocks" for this year and next school year; attendance concerns; etc.

## 2018-2019 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$28,000.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$107,176.31	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$115,085.72	TBD
<b>TOTAL:</b>	<b>\$350,262.03</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$33,158.44	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$936.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$34,094.44</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

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

**School ID:** 183

#### School Description

Our mission at PLACE @ Prescott is to provide students with an orderly, trusting and caring environment, focused on STEAM (Science/ Technology/ Engineering/ Arts/ Math), where high-quality teaching and experiential learning occur. Our students will be both challenged and guided as they develop the responsibility they need to become leaders in social activism while also contributing to the improvement of their local and global communities. Through equitable and engaging access to a rigorous curriculum aligned to the Common Core Content Standards, we seek to produce inspired students who are healthy in body, mind and soul while embracing linguistic diversity and utilizing a lens of Culturally Relevant Pedagogy (CRP). We strive to ensure that our students will be academically successful; will develop and/or maintain cultural competence; and will develop a critical consciousness through which they challenge the status quo of the current social order for the betterment of their communities.

#### School Mission and Vision

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

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

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

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

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

#### Family & Student Engagement

**Leadership Opportunities:** 1. PFT formalized and applied for 501c3 status; 2. PFT successfully fund-raised to pay toward Art Consultant, Mission Springs Outdoor Ed for 5th grade; 3. System in place for parent/family volunteers to support in class, office and on the yard; 4. Parents are receptive to West Oakland Initiative which supports families in need - specifically with chronic attendance issues; 5. intensive ETK intake at beginning of year and ETK/K orientation at end of school year; 6. Families participate in weekly Morning Circle, PUMA card student raffle for "Fun Friday" activities and Wednesday Workout with all staff/students; 7. Families participate/attend monthly themed assemblies; 8. Families participate in Family Science night (2x/year); 9. Families participate in the annual Family Holiday Brunch & Black History Walk-Through & Assembly; **Some of the barriers to family engagement include:** 1. Family attendance at major parent engagement events needs to improve (i.e. Title I meeting, Back to School Night, Parent/Teacher Conferences, Data Night, SSC, PFT weekly meetings); 2. Parents/ families participation with classroom support with activities, class meetings, has declined; 1. Large number of our families experience chronic trauma; transitional housing; poverty, health issues; 2. lack of trust and comfort with the educational system and process due to past negative experiences; 3. Families expectations for their involvement with school-related requests is low; 4. family and student issues directly impacted by chronic trauma;

**1B: 18-19 NEEDS ASSESSMENT**

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p><b>LANGUAGE &amp; LITERACY</b></p>	<p>Student Performance Strengths -            1) Students K-5 are reading at their independent levels;            2) TK Students are engaged in pre-reading activities;            3) Increase in academic growth (SRI) for Students in lowest level;            4) Some student participation in small reading groups;            5) created Data Wall and updated after each benchmark period;            6) Teachers organize focal students, student goals by month, intervention groups, &amp; intervention strategies; 7) Coaches (ECCTL &amp; ITL) presence in the classroom and pulling small groups 8) Early literacy focus for TK-1 with Meaning Making curriculum and support from coach 9) Support from RSP teacher and aide for push in pull out, and intervention 10) Teachers being trained in GLAD and use of these strategies in the classroom 11) Excel Reading Clinic 12) Small group intervention; 13) 4th and 5th grade students have been taught computer literacy skills</p>	<p>Staff Performance Challenges:            1) Staff are in the Developing Stage of Bal Lit and are continuing to familiarize themselves with the transition to CCSS;            2) Implementing multiple, brand new curriculum with brand new standards makes it challenging to be thorough with any one thing;            3) Teachers integrating Blended Learning continues to be a challenge;            4) Teachers lack of technology skills and not integrating it in daily classroom instruction 5) Staff lack competency to integrate CCSS with Bal Lit.            Student Performance Challenges -            1) many students are below level in reading and writing;            2) low reading and writing skills impact student's ability to show what they know;            3) Student chronic absences and tardies interrupt opportunity to build consistency of instruction &amp; learning;            4) Many students are not participating in small reading groups 5) Students entering Kindergarten come in with a wide range of literacy levels and readiness. 6) Kindergarten attendance levels are inconsistent 7) Economic hardships and chronic trauma impact many Kindergartners</p>	<p>1. Observation and feedback about implementation of Readers &amp; Writers WORKSHOP varies among classes; some classes require more Bal Lit support to more fully implement the parts within Reading &amp; Writing Workshop;            2. Observation and feedback about implementation of ANCHOR CHARTS is evident in classes; next steps include expanding these charts to be more developmental and deeper;            3. Observation and feedback about development of LEARNING GOALS for students needs to increase; continue to develop increased number of students' ability to discuss their goals;            4. Staff have struggled less this year with the implementation of Bal Lit due to the continuance of an onsite Bal Lit Coach; Staff continued to attend central and site workshops which have helped to increase teacher understanding and student improvement; need to strategically incorporate writing workshop with support;            5. Observation and feedback about conferencing shows that teachers need to document their conferences. 6) Inconsistency of teaching staff; consolidation and/or teachers being placed at Prescott that are not well matched for the student population.</p>

<p><b>MATH</b></p>	<p>1. Some Teachers participate in collaborative unit-planning on Saturdays &amp; during school breaks with curriculum coaches, teachers from own site &amp; other sites;</p> <p>2. Teachers meet in grade-level clusters to analyze data after each Benchmark assessment;</p> <p>3. Increase in Students ability to show their math work on performance tasks; 4) Grades 4th and 5th teachers provide math facts to automaticity homework 5) TK-5 grade students use ST math intervention to build math skills. 6) Some teachers use GLAD strategies to engage students and have access to math curriculum</p>	<p>1. Teachers do not consistently provide students feedback for mathematics;</p> <p>2. Teacher's weekly Preps &amp; PLCs lack multiple teachers at same grade level;</p> <p>3. Additional common planning needed during the week to collaborate on stated math and science content area;</p> <p>4. Lack of well-prepared differentiated lessons; Teachers struggle with fully implementing math curriculum</p> <p>5. Not all students understand their strengths and challenges in relationship to their data and goals.</p> <p>6. Students struggle with number sense, fluency, and automaticity; 7. Teachers are developing understanding of the new CCSS Math standards and the classroom pedagogy needed to implement them. 8. Teachers are not clear on the four steps of math (entry, formative, expert and summative)</p>	<p>1. Adjustment was made to master schedule which gave teachers additional planning time but due to inconsistent staffing and sub coverage demands, we may need to return to one prep per week during the school day again. 2. Paid opportunities for teachers to collaborate with grade-a-like teachers on Saturdays with support.</p> <p>3. Teachers do not seek out expert curriculum coaches to co-plan and collaborate. 4. Teachers spend a bulk of their planning time learning and understanding standards and pedagogical methods; this takes focus away from specific lesson planning, confident delivery and deep differentiation and personalization.</p> <p>5. Observation &amp; feedback indicated that teachers need support in developing differentiated strategies that will help students to be more successful when responding to Constructed Responses in Math; 6) Students lack the writing skills needed to present evidence and be successful with the performance task and math CEOU. 7) Due to district budgetary cuts school site has not had a math coach to support their growth in understanding the new math curriculum.</p>
--------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p style="text-align: center;"><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b> <i>(CULTURE &amp; CLIMATE)</i></p>	<p>1. Partnered with West Oakland Initiative and OHA; 2. effective attendance clerk which provides consistency with attendance expectations for parents and teachers; 3. effective SART process; 4. West Oakland Initiative has provided on-site support for students &amp; families with attendance concerns - academic mentors, parent workshops, family incentives, and wrap-around services provided; 5. include attendance data at SSTs, P/T conferences, IEPs; 6) 80% of teachers are using PBIS strategies with fidelity; 98% of students know the school wide behavior expectations; 7) 4. Students participating in Puma Time (community building) each day; 8) Improving SART process with a strong COST team; teachers improving ABI useage and accuracy; attendance clerk is capturing data more accurately and having better follow through with families; 9) School site has a full-time CSM who coordinates SART, COST, and parent engagement.</p>	<p>1. Difficult to contact parents/ families due to inconsistent/ incorrect contact information and lack of follow through from the home to connect with the school; 2. Parents continue to send to school sick and/ or children who lack enough sleep (and fall asleep in class); 3 School site is forced to accept priority placement teachers who not an excellent match for highly traumatized student population and school climate; 4) No training for teachers and leadership to adequately support the needs of students and families impacted by trauma; 5) SDC-ICE program in already high needs school, which disproportionately increases suspensions.</p>	<p>1. Large number of our families experience chronic trauma &amp; illness especially high numbers of asthma; transitional housing; poverty; transportation; 2. The mobility of families impacts culture and climate of school; 3. Lack of strong with partnership with parents and families in addressing students inappropriate behaviors at school; 4. Reduction and lack of resources to address differentiated support for students in crisis; 5. Lack of district acknowledgement and support that is necessary to meet the SEL needs of students impacted by trauma; 6) Given the high population of students impacted by trauma, school site lacks a full-time clinical team to support leaders and teachers to address issues that arise</p>
<p style="text-align: center;"><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b> <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>1) Some teachers are using GLAD strategies to ensure students have access to curriculum; 2) School site ITL is knowledgeable in second language acquisition; 3) Leadership team emphasizes and understands the need for culturally relevant pedagogy and the impact on ELs and EOs;</p>	<p>1) Not enough teacher trainings to address the ELD needs of students to help them be reclassified; 2) There are no programs to address English only speakers who lack academic English proficiency; 3) Teachers are not trained on how to teach academic English development;</p>	<p>1) Too often students are misclassified at the enrollment center and therefore has a negative long-term impact; 2) Abrupt dismantle of bilingual program, which impacted student population; 3) Districts lack of understanding of culturally relevant teaching and learning and what is required to support it to address academic needs of students; PD on ELD strategies and accountability for implementation;</p>

**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

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

**School ID:** 183

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Literacy	By 2018-2019, 40% of students will be at or above grade level as measured by SRI assessment.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SRI	All Students	37.00%	42.00%	47.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	F&P; SBAC; CORE; SIPPS; Excell Reading Clinic progress reports;				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	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.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
1-1	1. Teachers will use F&P Reading Records 3 times a year to understand individual students skills and guide instruction;	1. Lead Teacher/ Lit Coach lead PLC time to analyze F&P Scores and plan CCSS aligned next steps 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;	
1-2	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	
1-3	3. Teachers will progress monitor by administer weekly running records with 5-6 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	

1-4	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 <b>GATE</b> 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 <b>GATE</b> 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).
1-5	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 <b>ELs</b> ;	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 <b>EL</b> 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).
1-6	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 <b>Low-Income</b> 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 <b>Low-Income</b> 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).

1-7	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 <b>Newcomer</b> 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 <b>Newcomer</b> 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).
1-8	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 <b>Homeless</b> 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 <b>Homeless</b> 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).
1-9	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 <b>Foster Youth</b> ;	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 <b>Foster Youth</b> ; 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).

1-10	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.
1-11	12. Embedded ELD supports and GLAD strategies in Reading and Writing Workshop to support <b>economically disadvantaged</b> students;	1. Lit Coaches will provide strategies for implementing ELD support for <b>economically disadvantaged</b> students; 2. During PLC teachers will ensure <b>economically disadvantaged</b> students' needs are being met;	Review student work from reading and writing workshop.
1-12	13. Embedded ELD supports and GLAD strategies in Reading and Writing Workshop to support <b>students with disabilities</b> ;	1. Lit Coaches will provide strategies for implementing ELD support for <b>students with disabilities</b> ; 2. During PLC teachers will ensure the needs of <b>students with disabilities</b> are being met;	Review student work from reading and writing workshop.
1-13	14. EEIP teacher will give students instruction in computer literacy skills.	1. The ILT will monitor students access to computer literacy skills.	Review of student projects that utilize computer literacy skills.
1-14	15. Teachers will identify struggling students in need of intervention supports and identify which tier of MTSS is needed;	1. Coaches will create a schedule for support staff to provide Tier 2 and Tier 3 intervention; 2. Coaches will provide PD and feedback to support staff;	Review the list of students in Tier 2 and Tier 3 interventions.
1-15	16. Teachers will provide CRP culturally relevant materials and strategies to better engage all students, but specially our African American student population;	1. Instructional Coaches will provide support to teachers in identifying and effectively utilizing CRP strategies;	ILT will provide PD and feedback to support staff with CRP and strategies.
1-16	17. Upper grade teachers will implement SRI monthly	Instructional coaches will run growth reports monthly	Monthly growth reports
1-17	18. K-2 teachers will implement SIPPS instruction 3-5 times weekly	ECCTL and teachers will instruct leveled groups	Embedded SIPPS curriculum based measurement every 10th lesson
1-13	19. K-1 teachers will administer CORE assessment for students who are PreA for reading readiness;	ECCTL will support and monitor the teachers with CORE assessments.	CORE Assessments

<b>STANDARDS-BASED INSTRUCTION</b>		<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
		Mathematics	By 2018-2019, 15% of students will be at or above grade level as measured by SBAC assessment.			
		<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
		SBAC Math	All Students	-74.6	-64.6	-54.6
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	SMI; CEOU; SBAC MATH					
<b>Theory of Action for Standards-Based Instruction Priority:</b>	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.					
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>		
2-1	1. Teachers will implement the OUSD Toolkit Strategies for Mathematics including: 3 Reads, Number Talks and Participation Quiz which align to the CCSS Standards For Mathematical Practice & 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, 3-Reads and 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 SMI; data from formative assessments;		
2-2	2. Teachers will use the Core Curriculum with Math Expressions to plan and deliver daily Math instruction aligned to the CCSS	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.
2-7	10. Teachers will analyze SMI trends in conjunction with Performance Tasks and CEOUs to use multiple measures to understand student math learning;	1. ILT will Collect and organize data so that teachers have time during PLC's to look at the data;	SMI and CEOU and Performance task. Interim SBAC (3-5).
2-8	11. Teachers will provide extended learning opportunities to students twice per week for one hour each session after school;	1. ILT will provide the intervention strategies/program to be used during the after school intervention sessions; ILT will provide any needed training for intervention teachers as needed;	Attendance tracker during intervention sessions; progress reports will be monitored and reviewed by ILT.

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Attendance	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.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Attendance Rate	All Students	91.3%	92.5%	93.7%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	- chronic absence rates; SART meetings; SARB referrals;				
Theory of Action for Conditions for Student & Adult Learning Priority:	- 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.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	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;	
3-2	2. Teachers and attendance clerk will communicate with parents/families when students have multiple days of reported absences (even if excused) and tardies;	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;	
3-3	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;	



3-4	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 Parent/Teacher Conference, review sign-in sheets, action plans and referrals for resources (nurse, counseling; analysis of Attendance Recognition & Incentive Program;
3-5	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;

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Social-Emotional Learning	By June 2019, 85% of teaching staff will implement Tier 1 PBIS classroom practices to fidelity (including restorative justice and SEL practices).			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	TFI Walkthrough	All Students	80%	100%	100%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Refocus sheets; # of PUMA cards issued; CHKS				
Theory of Action for English Language Learners Priority:	If all staff implement the Tier 1 PBIS/ Restorative Justice strategies to fidelity & positively reinforce students, then we will see an increase in expected student behaviors.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	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

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	English Language Develop (ELD)	By June 2019, 80% of teaching staff will implement ELD strategies to fidelity including CRP.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	English Learner Reclassification	All Students	4.00%	7.00%	10.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	F&P; SBAC; CORE; SIPPS; Excell Reading Clinic progress reports; C-EOU, SMI;				
<b>Theory of Action for English Language Learners Priority:</b>	If all teachers implement the embedded ELD strategies to fidelity, then we will see an improvement in English language acquisition.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
5-1	All teachers will implement GLAD strategies across curricula to support academic English language acquisition;	Provide opportunities for teachers to be trained in GLAD strategies;		observation of GLAD anchor charts in each classroom;	

5-2	Teachers will provide small group instruction which incorporates GLAD strategies;	ILT will encourage teachers to attend Gladiator trainings throughout the school year; ILT will provide feedback to teachers;	increased student use of academic English language during classroom instruction;
5-3	Teachers will have developmental and leveled sentence frames for students to access daily.	ILT will provide PD to assist teachers with development of sentence frames across curriculae areas (academic discussion);	observation of posted sentence frames in classrooms posted;
5-4	Teachers will embed CRP strategies across curricula areas	ILT to provide PD focused on CRP to teachers;	observe 2-3 CRP strategies that teachers are using;
5-5	Teachers will provide CRP culturally relevant materials and strategies to better engage all students, but specially our ELL student population;	1. Instructional Coaches will provide support to teachers in identifying and effectively utilizing CRP strategies;	ILT will provide PD and feedback to support staff with CRP and strategies.
5-6	Embedded ELD supports and GLAD strategies in Reading and Writing Workshop to support <b>Latino</b> students;	1. Lit Coaches will provide strategies for implementing ELD support for <b>Latino</b> students; 2. During PLC teachers will ensure <b>Latino</b> students' needs are being met;	Review student work from reading and writing workshop.

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 183

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

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$115,085.72	After School Education & Safety (ASES)	Contract with After School Program Lead Agency: Bay Area Children's Resources - BACR	Attendance	A1.6 After School Programs	5825				183-1
\$11,235.49	General Purpose Discretionary	Supplies	Literacy	A2.1 Implementation of the CCSS & NGSS	4310				183-2
\$8,000.00	General Purpose Discretionary	Copier maintenance	Literacy	A2.1 Implementation of the CCSS & NGSS	5610				183-3
\$3,764.51	General Purpose Discretionary	Provide counseling support to students - small group, individuals & whole class;	Social-Emotional Learning	A5.2 Health and Wellness (Mental & Physical Health)	5734				183-4
\$5,000.00	General Purpose Discretionary	Licenses	Literacy	A2.1 Implementation of the CCSS & NGSS	5846				183-5
\$13,585.92	LCFF Concentration	Provide support for academic intervention & acceleration;	English Learner Reclassification	A2.9 Targeted School Improvement Support	1105	TEACHER STIP	TCSTIP0738	0.30	183-6
\$18,685.76	LCFF Concentration	Teacher to provide differentiated ELA instruction to ELLs through components of Bal Lit and small group instruction;	English Learner Reclassification	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STRUCTURED ENG IMMERSN	K12TCH2210	0.25	183-7
\$56,091.57	LCFF Concentration	Provide support and guidance with Family Engagement & Outreach, Chronic Attendance & Tardies, support schoolwide SEL/PBIS program;	Social-Emotional Learning	A5.1 School Culture & Climate (Safe & Supportive Schools)	2305	PROGRAM MANAGER COMMUNITY SCH	PRMGCS0036	0.40	183-8
\$11,636.75	LCFF Concentration	Provide counseling support to students - small group, individuals & whole class;	Social-Emotional Learning	A5.2 Health and Wellness (Mental & Physical Health)	5734				183-9

\$22,643.20	LCFF Supplemental	Provide support for academic intervention & acceleration;	English Learner Reclassification	A2.9 Targeted School Improvement Support	1105	TEACHER STIP	TCSTIP0738	0.50	183-10
\$84,137.36	LCFF Supplemental	Provide support and guidance with Family Engagement & Outreach, Chronic Attendance & Tardies, support schoolwide SEL/PBIS program;	Attendance	A6.2 Family Engagement Professional Learning for Administrators/Teachers/Staff	2305	PROGRAM MANAGER COMMUNITY SCH	PRMGCS0036	0.60	183-11
\$395.75	LCFF Supplemental	Materials and supplies to support instruction and overall school operations;	Literacy	A2.9 Targeted School Improvement Support	4310				183-12
\$8,900.74	Title I: Basic	School Psychologist to provide counseling support to students - small group, individuals & whole class;	Social-Emotional Learning	A5.2 Health and Wellness (Mental & Physical Health)	5734				183-13
\$27,631.08	Title I: Basic	EEIP (Computer Technology/DTL)	Mathematics	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0187	0.30	183-14
\$500.00	Title I: Parent Participation	Meeting materials and supplies to support parent/family participation	Attendance	A6.4 Parent/Guardian Volunteer Support	4310				183-15
\$398.47	Title I: Parent Participation	Meeting refreshments to support parent/family participation	Attendance	A6.4 Parent/Guardian Volunteer Support	4311				183-16

## **Title I School Parental Involvement Policy 2017-2018**

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

### **INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM**

**PLACE @ PRESCOTT** agrees to implement the following statutory requirements:

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

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

## **SCHOOL-PARENT COMPACT**

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

## **BUILDING PARENT CAPACITY FOR INVOLVEMENT**

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

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



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

## ACCESSIBILITY

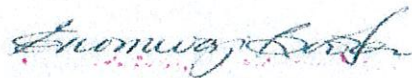
- Provide opportunities for all TITLE I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.
  - Translation from English to Spanish of all communications (written and/or spoken) or to parents/families;
  - Posting of pertinent information on bulletin boards and in office in both English and Spanish;
  - Annual TITLE I Meeting
  - Grade-level/cluster pot-luck meetings every other month to discuss curriculum issues, homework help, student work and presentations, data review
  - Periodic Newsletters sent home to Parents/ Families/ Guardians with suggestions, announcements and new information
  - Teacher/Parent conferences at minimum with every report card period

## ADOPTION

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

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

This policy was adopted by the PLACE @ PRESCOTT School Site Council on 10/27/2017 and will be in effect for the period of 2017-2018. The school will distribute this policy to all parents of participating TITLE I, Part A, children on or before 10/31/2017. It will be made available to the local community on or before 10/31/2017. The PLACE @ PRESCOTT's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



**Enomwoyi Booker - Principal**

**DATE**

## 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.

### STAFF 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.

### 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.

### FAMILY/PARENT 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.

---

**Student**

---

**Teacher**

---

**Parent/Guardian**

## 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.

### STAFF 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.

### 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.

### FAMILY/PARENT 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.

---

**Student**

---

**Teacher**

---

**Parent/Guardian**



**2017-2018**

**School Site Council Membership Roster – Elementary**

School Name: PLACE @ PRESCOTT ES

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Rev. Curtis Flemming				X
STEFANIE PARROTT				X
ANA VASCONCELLOS				X
LATRICE AMBROSE-THOMAS				X
GRETCHEN POWELL				X
MARY DeGUZMAN			X	
SORAYA SAJOUS-BROOKS		X		
LORRAINE MANN		X		
D'OUITA WOODS		X		
ENOMWOYI BOOKER	X			

Meeting Schedule (day/month/time)	every 6-8 weeks (as needed) - day rotates; 4:30-6:30 pm
-----------------------------------	---------------------------------------------------------

**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