

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

June 24, 2015

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2015 - 2016 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for PLACE @ Prescott Elementary 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, 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 to 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
- 21<sup>st</sup> Century After School Programs
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for PLACE @ Prescott Elementary School.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

Legislative File ID No.: 15-1279  
Introduction Date: 6/24/15  
Enactment No.: 15-1020  
Enactment Date: 6/24/15

**2015-2016 Single Plan for Student Achievement (SPSA)**

**School:** P.L.A.C.E. @ Prescott (Preparatory Literary Academy of Cultural Excellence)  
**CDS Code:** 1612596002125  
**Principal:** Enomwoyi Booker  
**Date of this revision:** 6/10/2015

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

<b>Contact Person:</b>	Enomwoyi Booker	<b>Position:</b>	Principal
<b>Address:</b>	920 Campbell Street Oakland, CA 94607	<b>Telephone Number:</b>	510-874-3333
		<b>Email Address:</b>	enomwoyi.booker@ousd.k12.ca.us

*The District Governing Board approved this revision of the SPSA on:* 6/24/2015

**OAKLAND UNIFIED SCHOOL DISTRICT**

**Antwan Wilson, Superintendent**

**James Harris, Board President**

15-16 Single Plan for Student Achievement Recommendations and Assurances

P.L.A.C.E. @ Prescott  
(Preparatory Literary Academy of  
Cultural Excellence)

Site Number: 183

School Site Name:

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> 21st Century        |
| <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: 05/21/2015

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

- Fliers in students' home languages       Announcement at a public meeting       Other (Notices and Media Announcements, etc.)

Signatures:

Enomwoyi Booker

Print name of School Principal

  
Signature

05/21/2015  
Date

Curtis Flemming

Print name of SSC Chairperson

  
Signature

5/21/15  
Date

Kyla Johnson-Trammell

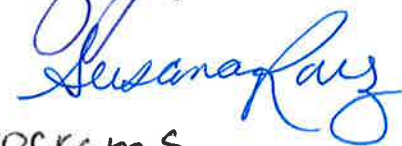
Print name of Network Superintendent

  
Signature

5/21/15  
Date

Susana Ramirez,

Director, State & FEDERAL Programs



6/8/15

**SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)**

**School Site Name:** P.L.A.C.E. @ Prescott (Preparatory Literary Academy of Cultural Excellence)

**Site Number:** 183

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

**EXAMPLES:**

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

**TO BE COMPLETED:**

Date	Stakeholder Group	Engagement Description
9/23/2014	SSC	Shared rationale and overview of Focused Annual Plan
9/17/2014	Parents	Annual Title I meeting and budget summary
4/21/2015	Faculty	Approved budget modifications and SPSA
1/1/2015	SSC	LCFF Budget Engagement

**2015-2016 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Base #0000</b>	\$44,231.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$99,594.49	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$100,000.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$105,662.88	TBD
<b>TOTAL:</b>	<b>\$349,488.37</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$46,629.45	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,164.27	TBD
School Improvement Grant ... <b>SIG Resource #3180</b>	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$47,793.72</b>	<b>\$0.00</b>

# MAJOR IMPROVEMENT PRIORITIES

## MAJOR IMPROVEMENT PRIORITY #1: LITERACY

LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
4. Student Engagement (LCAP Goal 5)
5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

### STUDENT GOAL(S) for Improvement Priority #1

- 1. 60% students will read at or above the last instructional level appropriate for their grade as identified by F&P;
- 2. All students below grade level will grow at least 1 year in reading (SRI) (baseline: .5 growth last year);
- 3. Increase the percent of students in 3rd grade reading at or above grade level by 5%;

### STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Fountas & Pinnell	Proficiency	3.30%	50%	60%
SRI	Growth		tbd	100%
SRI	Proficiency in 3rd grade		8.30%	13.30%

### DATA ANALYSIS for Improvement Priority #1

<b>Performance Strengths</b>	<b>Performance Challenges</b>
1. F & P and DIBELS levels improved dramatically;	1. 9.7% of students are reading at/or above grade level; 17.9% are reading 1 grade below;
2. Student's lexile scores improved dramatically;	2. Limited student access to technology makes it difficult to practice and become proficient with new intervention programs;
3. Teachers implementing guided reading based on F & P analysis;	3. Difficult to plan without same-grade level partners;

4. After school intervention for targeted students @ 1 hr - 2x/week; Reading clinic on site for targeted 2nd-3rd grade students @ 45 mins - 2x/week; pull-out in small group weekly for targeted students @ 1st-2nd-3rd grades;

4. Lack of training for Reading Workshop & Guided Reading procedures; lack of Daily Five, Lit Centers; lack of TSA: ELA;

5. SEEDS strategies & IGDl assessments in TK/K have help TK/K students meet benchmarks in ELA;

5. Lack PD opportunity or coaching to implement Daily Five & Lit Centers;

6. SRI "Green" bands at least doubled across all grades (3rd-5th);

6. Consistency of time on task is a concern;

## ROOT CAUSE ANALYSIS for Improvement Priority #1

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***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

1. Observation and feedback about implementation of CENTERS varies among classes; some classes require more Bal Lit support to more fully implement the structure of Centers within Reading & Writing Workshop;

2. Observation and feedback about implementation of ANCHOR CHARTS is evident in classes; next steps include expanding these charts to be more developmental and deeper;

3. Observation and feedback about implementation of LEARNING OBJECTIVES is evident; continue to develop increased number of students' ability to discuss the objective and its connection to real life;

4. Staff have struggled this year with the implementation of Balanced Lit; they have attended central and site workshops, but feel that with an onsite TSA: Bal Lit would help provide the additional support and expertise needed to increase teacher understanding and student improvement; need to strategically incorporate writing workshop with support;

***Given this analysis of our practices, what are the key root causes for the performance challenges identified above?***

CHALLENGES: 1. Staff are struggling with the transition to CCSS and Bal Lit;

STRENGTHS: 1. We have callibrated how to modify and adjust our BAL routines to make learning more consistant across the grade levels for reading;

STRENGTHS: 2. In the 5th grade both guided reading and Acheive 3000 leveled programs have catapulted our highest students to meet their potential;

CHALLENGES: 2. Implementing multiple, brand new curriculum with brand new standards makes it challenging to be thorough with any one thing;

## MAJOR IMPROVEMENT STRATEGY #1

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### 1. Implement Balanced Literacy

<b>Teaching Practices:</b>	<b>Leadership Practices:</b>	<b>Organizational Practices:</b>
1. Teachers will use Reading Records to understand individual students skills and guide instruction.	1. trained/designated teacher familiar with "Language for Learning" writing;	1. Provide necessary tools so teachers can track and check student weekly progress;
2. Teachers will track each student's reading growth and confer with students to set growth goals;	2. Lit Coach/TSA coordinate Family Lit Night	2. College/Career Readiness: Prescott Alumni Association - meet with students to discuss their careers & what it took to get there;
3. Teachers will complete F&P assessment on every student to ensure all students are reading at their correct reading level;	3. Lit Coach/TSA & Teacher Lead: ELA will provide PD on Daily Five & Reader's Workshop;	3. Schedule minimum days during first 2 weeks of school for TK & K Orientation & intake assessments; F & P assessments for K-5th grade students;
4. Teachers will assign Achieve 3000 for 3rd-5th grade students (and select group of 2nd graders) at least 2 times per week at 45 minutes per session;	4. Lit Coach/TSA will provide support to teachers with Bal Lit centers, Daily Five & Reader's Workshop;	4. Adult Ed classes/sessions to target Parental Involvement, Advocacy & Literacy;
5. Teachers will set up reading groups and conduct workshop based on the leveled student groups they identify including GATE students.	5. Technology Training/ Resources will be provided to teachers;	5. Teacher stipended or early release time for curriculum unit planning time with Lit-specialist support;
6. Teachers will utilize Reading Assistant* for 1st-5th grade students in need of literacy intervention support;	6. 3x/year ILT & TL will conduct Data Meetings with staff;	6. Create class configurations incorporating "Looping", "core teaching", and "specialized teaching blocks";
7. Teachers will incorporate Academic Discussion in grades TK-5th;	7. Principal and TSA:ELA will provide weekly observation and feedback to teachers;	7. Continue SEEDS training/implementation in PreK, TK and K;
8. Teachers will calibrate how to modify and adjust our Bal Lit routines in support of specific student groups including GATE, ELL, and Foster Youth	8. Agreements for Bal Lit implementation expectations across the curriculum;	8. Organize leveled libraries in every classroom for Independent Reading; include RSP program and After School Program;
9. Teachers will implement Reader's Workshop & Writer's Workshop to enhance & reinforce strategies that help build excellent readers; with a specific focus on student groups including GATE, ELL, and Foster Youth	9. Substitute teachers will be provided to allow teachers to attend PD, conduct student assessments, plan collaborative with peers, participate in classroom observations and visit other schools to observe teachers;	9. Use Extended Contracts for Teachers to participate in acceleration after school, collaborative planning, and other activities and events beyond the school day;
10. School-wide ELD Pull-Out acceleration 2x/week;	10. Provide opportunity for school retreat for indepth reflection & planning;	



11. Teachers will implement technology integrations in the classroom to help students access across the curriculum;		
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<b>MAJOR IMPROVEMENT PRIORITY #2: MATH/STEM</b>
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LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
4. Student Engagement (LCAP Goal 5)
5. Parent/Family Engagement (LCAP Goal 6)
6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

**STUDENT GOAL(S) for Improvement Priority #2**

- 1. 80% of Students will show growth on Constructed Response on the Math C-EOU;
- 2. 90% of students will engage in 3 Number Talks per week based on collected observational data, teacher interviews;
- 3. 50% of students will meet the ST Math monthly progress goals with 75% curriculum completion as measured by the ST Math data report;
- 4. 80% of Kindergarten & 1st grade students will complete 2 modules in Project Lead the Way (PLTW) curriculum;

**STUDENT GOAL TARGET(S) for Improvement Priority #2**

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
1. Other	Schoolwide percentage that show growth on Constructed Response Math C-EOU	-na-	#N/A	80%
2. Other	Schoolwide percentage that show engagement in Number Talks	-na-		90%
3. Other	Schoolwide percentage that show growth as measured by the ST Math monthly data report;	-na-		50%
4. Other	Percentage in grade K and 1 that complete 2 modules in PLTW	-na-		80%

## DATA ANALYSIS for Improvement Priority #2

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Performance Strengths	Performance Challenges
1. All teachers implementing the new math curriculum;	1. Low reading levels make it difficult to access math tasks and content;
2. Across grade levels, constructed response scores increased;	2. Math curriculum pacing is a struggle during beginning stages of implementation;
3. Teachers participated in collaborative Math-unit planning on Saturdays and during school breaks;	3. Need to allot additional time (beyond the EEIP formula) in order to schedule classes and prep/post lessons for the PLTW program;
4. Two staff have been trained and certified to implement PLTW;	

## ROOT CAUSE ANALYSIS for Improvement Priority #2

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***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

1. Observation & Feedback and Instructional Rounds has shown that teachers have consistently integrated opportunities for students to engage in a varying degree of Academic Discussion during Math;
2. Observation & Feedback indicated that teachers need support in developing differentiated strategies that will help students to be more successful when responding to Constructed Responses in Math;
3. Observation & Feedback revealed that the Math pacing-guide is not aligned to the OUSD assessment calendar; and more time was needed to teach the units than anticipated;
4. Observation & Feedback revealed that the PLTW curriculum needs more than one 50-minute to prep/ teach/ clean-up the engineering class;

***Given this analysis of our practices, what are the key root causes for the performance challenges identified above?***

1. Teachers need to agree on key grade-level components of Academic Discussion that are developmentally becoming more sophisticated;
2. Students need to be taught Academic language structures in Math vocabulary across the grades; teachers need to reinforce Math vocabulary skills by journal writing and by having students write out math problems;
3. Teachers need to build a classroom culture where students feel safe to make errors and explore math possibilities;

## MAJOR IMPROVEMENT STRATEGY #2

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**Implement Math/STEM.**

<b>Teaching Practices:</b>	<b>Leadership Practices:</b>	<b>Organizational Practices:</b>
1. Teachers will record individual student participation in Academic Discussion and they will guide instruction;	1. The Principal will provide continued ST Math training for teachers during designated PD time and Staff Retreat;	1. ILT will develop the PD Calendar which allows for at least 50-minutes every Wednesday for PLC;
2. Teachers will assign Math Talks at least weekly to every student;	2. Principal will support the continuation of ST Math during Summer 2016 Intervention session with K, 1st, and 2nd grade students;	2. ILT will develop the PD Calendar which designates time for teachers to analyze data, discuss strategies for Number Talks and 3-Reads at least monthly;
3. Teachers will collect and monitor ST Math progress/ assessments;	3. The Principal and Math TSA will guide grade-level teams in developing plans for ST Math and Number Talks;	3. ILT will develop a schedule and plan for Teachers to regularly assess students;
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;	4. The Principal and Math TSA will provide weekly observation and feedback to teachers around Number Talks;	4. ILT will develop a schedule for implementation of PLTW;
5. Collect and monitor ST Math progress/ assessments;	5. The ILT will share learnings from each grade level's monthly CIG cycle;	5. ILT and Science Lead Teacher will develop structure for Family Science Night & Science Walk-Through & Science Fair;
6. Teachers model CCSS;	6. The Principal, Math TSA, and STIP will provide coverage for and/or lead Math PD;	6. TSA/Coach: Math will develop structure for Family Math Night;
7. Teachers facilitate 3-Reads strategy;	7. The Principal, Math TSA will meet monthly to determine coaching strategies in Math;	
8. Teachers will provide hands-on manipulatives to facilitate understanding;	8. The Principal will ensure that staff are trained and certified in PLTW;	
9. Teachers will provide opportunities for students to participate in Number Talks;		
10. Teachers will provide opportunities for students to practice test-taking skills;		
11. The EEIP/Prep teacher will implement PLTW curriculum;		
12. Teachers will re-teach Math problems that students had difficulty on the Math C-EOU assessment;		
13. Teachers will develop and align lessons and activities to CCSS;		

14. Project-Based Learning: school-wide recycling & composting program;		
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<b>MAJOR IMPROVEMENT PRIORITY #3: CHRONIC ABSENCES</b>
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LCAP strategic priorities addressed by this Major Improvement Priority:

1. College & Career Readiness (LCAP Goal 1)
2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
4. Student Engagement (LCAP Goal 5)
5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

**STUDENT GOAL(S) for Improvement Priority #3**

- 1. 98% of Students will maintain positive Attendance as a result of building and strengthening existing schoolwide systems and practices;
- 2. Students who are designated as Chronic Severe Absent (CSA) will show a reduction by 5%;
- 3. Students who are designated as Chronic Absent (CA) will show a reduction by 8% ;
- 4. Students who are designated as Chronic Tardies (CT) will show a reduction by 10%;

**STUDENT GOAL TARGET(S) for Improvement Priority #3**

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
1. Average Daily Attendance	Schoolwide Average Daily Attendance percentage as reported on Chronic Absence Monthly Report	93.64% (Baseline is annual 2013-14 ADA)	98%	98%
2. Chronic Absence	Percentage of schoolwide severe chronic absence as reported on Chronic Absence Monthly Report. Severe Chronic Absence is absences of 20% or more of school days.	3.2% (Baseline is 2013-14 annual rate)	3%	3%

3. Chronic Absence	Percentage of schoolwide Chronic Absence as reported on Chronic Absence Monthly Report. Chronic Absence is absences of 10% or more of school days.	16.4% (Baseline is 2013-14 annual rate)	15.70%	<15%
4. Other	Percentage of students schoolwide with Excessive Tardies (10 or more tardies)	22% (Baseline is from 2013-14 year)	25%	20%

### DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
1. More than 80% of our student enrollment live within walking distance to our school;	1. We are a Zone 6 school (environmental factors); we are located in one of the neediest neighborhoods in the City; we serve some of the neediest students in the district;
2. Our school climate and culture is very welcoming and students enjoy being at school;	2. Our families are victims of poor health care, poor nutrition, and lack stable housing;
3. We have morning ritual which is culturally rich and engaging for parents and students; free breakfast program for all students available;	3. Children rely on their parents or other family members to get them to school; families prioritize older siblings to take to school before bringing the younger, elementary-age students;
4. COST, SST, IEP meetings include absence and tardy concerns;	4. Attendance clerk has limited time at site (0.40 FTE) to concentrate additional efforts toward absence/ tardy reduction;
5. Attendance Clerk ensures more accuracy in attendance reporting & communicating with parents about absence & tardy concerns;	5. Students are sleep deprived and hungry when they arrive to school - some students are sent home to sleep;
6. Positive Attendance Recognition system in place (monthly, semester & end of year);	6. Difficult to get parents to show up for meetings pertaining to issues of concern for their child;
7. Utilize community organization (pastor - who is also SSC chair - for families with attendance concerns to connect with parents on the weekends & provide incentives to improve student attendance;	

### ROOT CAUSE ANALYSIS for Improvement Priority #3

***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

1. Data review and analysis of attendance patterns indicate that children are actually ill quite often and miss school due to inadequate health care, poor nutrition and unstable housing; usually siblings will have similar absence and tardy patterns;
2. With the addition of an Attendance clerk this year, our attendance tracking and parent contacts are more accurate and consistent;

3. Some of our positive attendance recognition strategies are effective in encouraging students toward positive attendance;

**Given this analysis of our practices, what are the key root causes for the performance challenges identified above?**

1. Some parents feel that as long as their child gets to school - even being several hours late, it is better than missing the entire day;

2. some parents have not internalized the importance of daily and timely attendance, especially in the lower grades, and tend to treat school as "child care" - low importance;

3. Students in crisis usually are reflecting/ responding to family crisis - transferred to the school setting and student is not able to concentrate, engage, and learn;

**MAJOR IMPROVEMENT STRATEGY #3**

**Address chronic absences.**

<b>Teaching Practices:</b>	<b>Leadership Practices:</b>	<b>Organizational Practices:</b>
1. Teachers will complete accurate attendance reporting via the ABI system daily;	1. Principal will use CIG cycles to guide COST/ Attendance team to implement & monitor focus strategies for targeted students;	1. Attendance Clerk will provide to Principal a weekly status report of those students on the Chronic Severe Absent (CSA), Chronic Absent (CA) & Chronic Tardies (CT) List;
2. Teachers will communicate with parents/families when students have multiple days of reported absences (even if excused) and tardies;	2. Principal, COST/ Attendance Clerk & Community Bilingual Clerk will develop individual Attendance Support Plans for students who are designated as CSA, CA, & CT;	2. Attendance Clerk and Bilingual Community Assistant Clerk will monitor the Attendance Support Plans for CSA, CA, CT list;
3. Teachers will incorporate engaging morning classroom rituals to encourage students to come to school and to be on time;	3. Principal, COST/ Attendance Clerk & Community Bilingual Clerk will develop a Recognition Program for Positive & Improved Attendance;	3. Attendance Clerk & Bilingual Community Assistant Clerk will maintain a Positive & Improved Attendance Bulletin Board & ensure distribution of certificates and other incentives;
4. Teachers will arrange for late students who have not eaten breakfast to go to the late breakfast (during morning recess);	4. Counseling support services will be recommended/ provided for those students who have been designated as Chronically Absent and/or Chronically Tardy;	4. Recognition Events will occur at every trimester to acknowledge students who have met attendance targets; end of the year Awards Assembly will include recognition of students with excellent Positive & Improved Attendance;

5. During Parent/Teacher conferences, teachers will address attendance concerns and possible resolutions with parents;	5. Provide opportunities for staff to improve capacity to interrupt Chronic Attendance patterns; include AfterSchool Staff, SSO, Custodians, and Cafeteria Server with strategies for encouraging positive and timely attendance;	5. Calendar PLC time when Data Analysis around Attendance will occur; include this data & patterns when considering impact on academic and social-emotional concerns;
6. Teachers will utilize support materials from the Attendance Works packet/ website to help encourage positive attendance;		
7. Teachers will use class meetings or community circles to provide space to discuss importance and connections to college, career & community ready young adults;		



**Centralized Services for Planned Improvements in Student Performance**

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

**Title I Centralized Services**

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

<b>School:</b> <i>P.L.A.C.E. @ Prescott (Preparatory Literary Academy of Cultural Excellence)</i>												
<b>BUDGET ACTIONS &amp; FUNDING:</b> <b>IMPROVEMENT PRIORITY #1 (LITERACY)</b>											<a href="#">Click here for the full list of LCAP strategies.</a>	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
1. Teachers will use Reading Records to understand individual students skills and guide instruction.										183-1A		
2. Teachers will track each student's reading growth and confer with students to set growth goals;	Fountas & Pinnell	Low-Income Students								183-1B		
3. Teachers will complete F&P assessment on every student to ensure all students are reading at their correct reading level;	Fountas & Pinnell	Low-Income Students								183-1C		
4. Teachers will assign Achieve 3000 for 3rd-5th grade students (and select group of 2nd graders) at least 2 times per week at 45 minutes per session;	Fountas & Pinnell	Low-Income Students	Licensing Agreement to continue to use Achieve 3000 in grades 3-5	Title I Basic	5846				\$7,610.00	183-1D	Targeted Approaches	A3.1: Blended Learning
5. Teachers will set up reading groups and conduct workshop based on the leveled student groups they identify including GATE students.	Fountas & Pinnell	Low-Income Students								183-1E		
6. Teachers will utilize Reading Assistant* for 1st-5th grade students in need of literacy intervention support;	Fountas & Pinnell	Low-Income Students								183-1F	Targeted Approaches	
7. Teachers will incorporate Academic Discussion in grades TK-5th;	Fountas & Pinnell	Low-Income Students								183-1G		
8. Teachers will callibrate how to modify and adjust our Bal Lit routines in support of specific student groups including GATE, ELL, and Foster Youth	Fountas & Pinnell	Low-Income Students								183-1H		
9. Teachers will implement Reader's Workshop & Writer's Workshop to enhance & reinforce strategies that help build excellent readers; with a specific focus on student groups including GATE, ELL, and Foster Youth	Fountas & Pinnell	Low-Income Students	Hire STIP to assist with small groups and coverage for teachers while they plan & assess, including benefits	Title I Basic	1105 & 3000	STIP	TCSTIP9999	1	\$35,988.19	183-1I		A3.2: Reading Intervention
10. School-wide ELD Pull-Out acceleration 2x/week;	Fountas & Pinnell	English Language Learners								183-1J		
11. Teachers will implement technology integrations in the classroom to help students access across the curriculum;										183-1K		
14. Project-Based Learning: school-wide recycling & composting program;	Fountas & Pinnell	Low-Income Students	Materials and Supplies	LCFF Concentration	4310				\$420.45	183-1L		A2.3: Standards-Aligned Learning Materials
2. College/Career Readiness: Prescott Alumni Association - meet with students to discuss their careers & what it took to get there;	Fountas & Pinnell	Low-Income Students	Hire Library Clerk to assist with coordination, including benefits	LCFF Concentration	2205 & 3000	Senior Library Clerk	LBCLKS0019	0.5	\$15,500.34	183-1M		A1.1: Pathway Programs
1. trained/designated teacher familiar with "Language for Learning" writing;	Fountas & Pinnell	Low-Income Students	Hire Academic Mentors to support small groups, including benefits	LCFF Concentration	2928 & 3000	Academic Mentor		0.4	\$12,859.98	183-1N		A3.2: Reading Intervention
2. Lit Coach/TSA coordinate Family Lit Night	Fountas & Pinnell	Low-Income Students	Hire TSA (including benefits) into Support teachers with implementation of Bal Lit	LCFF Supplemental	1119 & 3000	TSA	C10TSA9999	1	\$77,497.66	183-1O	Family Engagement	A2.5: Teacher Professional Development for CCSS & NGSS



3. Lit Coach/TSA & Teacher Lead: ELA will provide PD on Daily Five & Reader's Workshop;	Fountas & Pinnell	Low-Income Students								183-1P	Teacher PD	
4. Lit Coach/TSA will provide support to teachers with Bal Lit centers, Daily Five & Reader's Workshop;	Fountas & Pinnell	Low-Income Students								183-1Q	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
5. Technology Training/ Resources will be provided to teachers;	Fountas & Pinnell	Low-Income Students								183-1R	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
6. 3x/year ILT & TL will conduct Data Meetings with staff;	Fountas & Pinnell	Low-Income Students								183-1S	Teacher PD	
7. Principal and TSA:ELA will provide weekly observation and feedback to teachers;	Fountas & Pinnell	Low-Income Students								183-1T	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
8. Organize leveled libraries in every classroom for Independent Reading; include RSP program and After School Program;	Fountas & Pinnell	Low-Income Students	Purchase leveled books for classroom libraries	LCFF Concentration	4200				\$4,353.68	183-1U	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
9. Substitute teachers will be provided to allow teachers to attend PD, conduct student assessments, plan collaborative with peers, participate in classroom observations and visit other schools to observe teachers;	Fountas & Pinnell	Low-Income Students	Hire substitute teachers while teachers test, observe, plan (includes benefits)	General Purpose Discretionary	1150 & 3000	Teacher Substitutes			\$3,529.50	183-1V	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
10. Provide opportunity for school retreat for indepth reflection & planning;	Fountas & Pinnell	Low-Income Students	Multiple day retreat for staff to plan & reflect							183-1W	Teacher PD	
Contract ASP provider	Fountas & Pinnell	Low-Income Students	Contract with Lead Agency for After School Program	After School Education & Safety (ASES)	5825				\$105,662.88	183-1X		A1.6: After School Programs
Contract ASP provider	Fountas & Pinnell	Low-Income Students	Contract with Lead Agency for After School Program	21st Century	5825				\$54,602.12	183-1Y		A1.6: After School Programs
1. trained/designated teacher familiar with "Language for Learning" writing;	Fountas & Pinnell	Low-Income Students	Hire Academic Mentors to support small groups, including benefits	LCFF Concentration	2928 & 3000	Academic Mentors		0.4	\$12,859.98	183-1Z		A3.2: Reading Intervention
2. College/Career Readiness: Prescott Alumni Association - meet with students to discuss their careers & what it took to get there;	Fountas & Pinnell	Low-Income Students								183-1AA		
3. Schedule minimum days during first 2 weeks of school for TK & K Orientation & intake assessments; F & P assessments for K-5th grade students;	Fountas & Pinnell	Low-Income Students								183-1AB	K Transition	
4. Adult Ed classes/sessions to target Parental Involvement, Advocacy & Literacy;	Fountas & Pinnell	Low-Income Students								183-1AC	Family Engagement	
5. Teacher stipened or early release time for curriculum unit planning time with Lit-specialist support;	Fountas & Pinnell	Low-Income Students								183-1AD	Teacher PD	
6. Create class configurations incorporating "Looping", "core teaching", and "specialized teaching blocks";	Fountas & Pinnell	Low-Income Students								183-1AE		
7. Continue SEEDS training/implementation in PreK, TK and K;	Fountas & Pinnell	Low-Income Students								183-1AF	Teacher PD	
8. Organize leveled libraries in every classroom for Independent Reading; include RSP program and After School Program;	Fountas & Pinnell	Low-Income Students								183-1AG		

9. Use Extended Contracts for Teachers to participate in acceleration after school, collaborative planning, and other activities and events beyond the school day;	Fountas & Pinnell	Low-Income Students	Pay teachers for extended time - after school or Saturdays for planning, PD, student support							183-1AH	Extended Learning Time	
Raise Reserve STIP	Fountas & Pinnell		Raise Reserve	Title I Basic	4399				\$2,003.22	183-1AI		A2.1: Implementation of CCSS & NGSS
Equipment Maintenance	Fountas & Pinnell		Copier Maintenance	General Purpose Discretionary	5610				\$10,000.00	183-1AJ		A2.3: Standards-Aligned Learning Materials
Meeting refreshments for PD and PLCs	Fountas & Pinnell		meeting refreshments	General Purpose Discretionary	4311				\$1,000.00	183-1AK	Family Engagement	A6.5: Academic Parent-Teacher Communication & Workshops
PD for staff to assist in meeting learning goals	Fountas & Pinnell	Low-Income Students	Conferences - Registration	LCFF Concentration	5829				\$3,000.00	183-1AL	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Supplies to support STEM curriculum and materials	Fountas & Pinnell	Low-Income Students								183-1AM		

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (MATH/STEM)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
1. Teachers will record individual student participation in Academic Discussion and they will guide instruction;	1. Other	Low-Income Students								183-2A		
2. Teachers will assign Math Talks at least weekly to every student;	2. Other	Low-Income Students								183-2B		
3. Teachers will collect and monitor ST Math progress/ assessments;	3. Other	Low-Income Students	Licensing Agreement for ST Math	Title I Basic	5846				\$1,028.04	183-2C		A3.1: Blended Learning
3. Teachers will collect and monitor ST Math progress/ assessments;	3. Other	Low-Income Students	Licensing Agreement for ST Math	LCFF Concentration	5846				\$3,971.96	183-2D		A3.1: Blended Learning
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;	3. Other	Low-Income Students								183-2E	Targeted Approaches	
5. Collect and monitor ST Math progress/ assessments;	3. Other	Low-Income Students								183-2F		
6. Teachers model CCSS;	1. Other	Low-Income Students								183-2G		
7. Teachers facilitate 3-Reads strategy;	2. Other	Low-Income Students								183-2H	Targeted Approaches	
8. Teachers will provide hands-on manipulatives to facilitate understanding;	1. Other	Low-Income Students								183-2I		
9. Teachers will provide opportunities for students to participate in Number Talks;	2. Other	Low-Income Students								183-2J	Targeted Approaches	
10. Teachers will provide opportunities for students to practice test-taking skills;	1. Other	Low-Income Students								183-2K		
11. The EEIP/Prep teacher will implement PLTW curriculum;	4. Other	Low-Income Students								183-2L	Targeted Approaches	
12. Teachers will re-teach Math problems that students had difficulty on the Math C-EOU assessment;										183-2M	Targeted Approaches	
13. Teachers will develop and align lessons and activities to CCSS;	1. Other	Low-Income Students								183-2N		
14. Project-Based Learning: school-wide recycling & composting program;										183-2O		

1. The Principal will provide continued ST Math training for teachers during designated PD time and Staff Retreat;	3. Other	Low-Income Students									183-2P	Teacher PD	
2. Principal will support the continuation of ST Math during Summer 2016 Intervention session with K, 1st, and 2nd grade students;	3. Other	Low-Income Students									183-2Q		
3. The Principal and Math TSA will guide grade-level teams in developing plans for ST Math and Number Talks;	3. Other	Low-Income Students	TSA:Math to provide support to teachers in implementing the Math curriculum and understanding the CCSS, including benefits	LCFF Concentration	1105 & 3000	TSA	C10TSA0144	0.5	\$34,954.40		183-2R		A2.5: Teacher Professional Development for CCSS & NGSS
4. The Principal and Math TSA will provide weekly observation and feedback to teachers around Number Talks;	2. Other	Low-Income Students									183-2S	Teacher PD	
5. The ILT will share learnings from each grade level's monthly CIG cycle;	1. Other	Low-Income Students									183-2T		
6. The Principal, Math TSA, and STIP will provide coverage for and/or lead Math PD;	1. Other	Low-Income Students									183-2U		
7. The Principal, Math TSA will meet monthly to determine coaching strategies in Math;	1. Other	Low-Income Students									183-2V		
8. The Principal will ensure that staff are trained and certified in PLTW;	4. Other	Low-Income Students									183-2W		
Science outdoor curriculum -- garden and produce market	1. Other	Low-Income Students	Services Contract								183-2X		
1. ILT will develop the PD Calendar which allows for at least 50-minutes every Wednesday for PLC;	1. Other	Low-Income Students									183-2Y		
2. ILT will develop the PD Calendar which designates time for teachers to analyze data, discuss strategies for Number Talks and 3-Reads at least monthly;	2. Other	Low-Income Students									183-2Z	Teacher PD	
3. ILT will develop a schedule and plan for Teachers to regularly assess students;	1. Other	Low-Income Students									183-2AA		
4. ILT will develop a schedule for implementation of PLTW;	4. Other	Low-Income Students									183-2AB		
5. ILT and Science Lead Teacher will develop structure for Family Science Night & Science Walk-Through & Science Fair;	1. Other	Low-Income Students									183-2AC	Family Engagement	
6. TSA/Coach: Math will develop structure for Family Math Night;	1. Other	Low-Income Students									183-2AD	Family Engagement	
Raise Reserve	1. Other			LCFF Concentration	4399				\$6,079.20		183-2AE		A2.1: Implementation of CCSS & NGSS
Field Trips for students to support STEM goals	4. Other	Low-Income Students	Transportation - bus for field trips	LCFF Concentration	5826				\$6,000.00		183-2AF		A2.1: Implementation of CCSS & NGSS
Admissions costs to support goals	4. Other	Low-Income Students									183-2AG		
Technology to support the STEM and personalized learning goals	3. Other	Low-Income Students	Electronic tablets to support centers and personalized learning	General Purpose Discretionary	4310				\$9,491.50		183-2AH		A2.1: Implementation of CCSS & NGSS
Supplies to support STEM curriculum and materials	3. Other	Low-Income Students	Bins, paper, shelves, etc	LCFF Supplemental	4310				\$4,016.32		183-2AI		A2.3: Standards-Aligned Learning Materials

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (CHRONIC ABSENCES)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
1. Teachers will complete accurate attendance reporting via the ABI system daily;	2. Chronic Absence	Low-Income Students								183-3A		
2. Teachers will communicate with parents/families when students have multiple days of reported absences (even if excused) and tardies;	2. Chronic Absence	Low-Income Students								183-3B		
3. Teachers will incorporate engaging morning classroom rituals to encourage students to come to school and to be on time;	2. Chronic Absence	Low-Income Students								183-3C		
4. Teachers will arrange for late students who have not eaten breakfast to go the the late breakfast (during moring recess);	2. Chronic Absence	Low-Income Students								183-3D		
5. During Parent/Teacher conferences, teachers will address attendance concerns and possible resolutions with parents;	2. Chronic Absence	Low-Income Students								183-3E	Family Engagement	
6. Teachers will utilize support materials from the Attendance Works packet/ website to help encourage positive attendance;	2. Chronic Absence	Low-Income Students								183-3F		
7. Teachers will use class meetings or community circles to provide space to discuss importance and connections to college, career & community ready young adults;	2. Chronic Absence	Low-Income Students								183-3G		
Raise Reserve			Raise for salaries in LCFF Supplemental		4399				\$979.00	183-3H		A2.1: Implementation of CCSS & NGSS
Parent Engagement	4. Other	Low-Income Students	Parent supplies	Title I Parent	4310				\$1,164.27	183-3I	Family Engagement	A6.5: Academic Parent-Teacher Communication & Workshops
1. Principal will use CIG cycles to guide COST/ Attendance team to implement & monitor focus strategies for targeted students;	2. Chronic Absence	Low-Income Students								183-3J		
2. Principal, COST/ Attendance Clerk & Community Bilingual Clerk will develop individual Attendance Support Plans for students who are designated as CSA, CA, & CT;	2. Chronic Absence	Low-Income Students	hire bilingual clerk (including benefits) to provide Spanish Bilingual translation support to families & assist with Attendance Support	LCFF Supplemental	2205 & 3000	Community Clerk - Bilingual	COMABI0010	0.5	\$18,080.51	183-3K		A5.1: School Culture & Climate (Safe & Supportive Schools)
3. Principal, COST/ Attendance Clerk & Community Bilingual Clerk will develop a Recognition Program for Positive & Improved Attendance;	1. Average Daily Attendance	Low-Income Students								183-3L		
4. Counseling support services will be recommended/ provided for those students who have been designated as Chronically Absent and/or Chronically Tardy;	2. Chronic Absence	Low-Income Students	provide crisis support, consultation, promoting social-emotional functioning, behavioral interventions, support with school-wide implementation of social-emotional learning program;	General Purpose Discretionary	5734	School Psychologist		0.4	\$20,210.00	183-3M	Targeted Approaches	A2.2: Social Emotional Learning
5. Provide opportunities for staff to improve capacity to interrupt Chronic Attendance patterns; include AfterSchool Staff, SSO, Custodians, and Cafeteria Server with strategies for encouraging positive and timely attendance;	2. Chronic Absence	Low-Income Students								183-3N	Teacher PD	

1. Attendance Clerk will provide to Principal a weekly status report of those students on the Chronic Severe Absent (CSA), Chronic Absent (CA) & Chronic Tardies (CT) List;	2. Chronic Absence	Low-Income Students								183-3O		
2. Attendance Clerk and Bilingual Community Assistant Clerk will monitor the Attendance Support Plans for CSA, CA, CT list;	2. Chronic Absence	Low-Income Students								183-3P		A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)
3. Attendance Clerk & Bilingual Community Assistant Clerk will maintain a Positive & Improved Attendance Bulletin Board & ensure distribution of certificates and other incentives;	2. Chronic Absence	Low-Income Students								183-3Q		
4. Recognition Events will occur at every trimester to acknowledge students who have met attendance targets; end of the year Awards Assembly will include recognition of students with excellent Positive & Improved Attendance;	2. Chronic Absence	Low-Income Students								183-3R	Targeted Approaches	
5. Calendar PLC time when Data Analysis around Attendance will occur; include this data & patterns when considering impact on academic and social-emotional concerns;	2. Chronic Absence	Low-Income Students								183-3S		



## 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).



**Enomwoyi Booker, Principal**  
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(510) 874-3333 Office ▲ (510) 874-3337 Fax  
<http://tinyurl.com/ydq7ysw>

- 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.

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**Student**

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**Teacher**

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**Parent/Guardian**

## **Title I School Parental Involvement Policy 2014-2015**

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

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

**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 1 Program.
  3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  4. The parents' right to participate in the development of the District's Title 1 Plan.
    - **Monthly SSC meetings scheduled either in the morning or late afternoon;**
    - **Monthly morning coffee and juice with staff and Parent Volunteers in Lounge;**
- Offer a flexible number of meetings for parents.
  - **Annual Title I Meeting**
  - **Grade-level/cluster bi-monthly pot-luck meetings to discuss curriculum issues, homework help, student work and presentations, data review**
  - **Periodic Newsletters sent home to Parents/Families with suggestions and new information**
  - **Teacher/Parent conferences at minimum with every report card period**
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
  - **Monthly SSC meetings scheduled either in the morning or late afternoon;**
  - **Monthly morning coffee and juice with staff and Parent Volunteers in Lounge;**
- Provides parents of Title I students with timely information about Title I programs.
  - **Annual Title I Meeting**



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

## **SCHOOL-PARENT COMPACT**

**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.

*(See attached copy of the School-Parent Compact)*

## **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

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

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## ACCESSIBILITY

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

## ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

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

This policy was adopted by the PLACE @ PRESCOTT School Site Council on **04/25/2014** and will be in effect for the period of **2014-2015**. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before **10/31/2014**. It will be made available to the local community on or before **10/31/2014**. 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

# School Site Council Membership Roster – Elementary School

School Name: PLACE @ PRESCOTT ES School Year: 2014-2015

Chairperson: REV. CURTIS FLEMMING	Vice Chairperson: MR. GARION DELANY & MRS. ALETHIA WASHINGTON
Secretary: MRS. ADELMA KILLINGSWORTH	LCAP Parent Advisory Nominee:
LCAP EL Parent Advisory Nominee:	LCAP Student Nominee:

### CHECK APPROPRIATE REPRESENTATION

MEMBERS' NAMES	ADDRESS	PRINCIPAL	CLASS-ROOM TEACHER	OTHER STAFF	PARENT/ COMM
MS. LATRICE AMBROSE-THOMAS					<input checked="" type="checkbox"/>
MR. GARION DELANY					<input checked="" type="checkbox"/>
MRS. ALETHIA WASHINGTON					<input checked="" type="checkbox"/>
REV. CURTIS FLEMMING					<input checked="" type="checkbox"/>
MS. STEFANIE PARROTT					<input checked="" type="checkbox"/>
MRS. ADELMA KILLINGSWORTH				<input checked="" type="checkbox"/>	
MRS. SORAYA SAJOUS-BROOKS			<input checked="" type="checkbox"/>		
MS. LINDA FOX			<input checked="" type="checkbox"/>		
MS. CICELY DAY			<input checked="" type="checkbox"/>		
MS. ENOMWOYI BOOKER		<input checked="" type="checkbox"/>			

<b>Meeting Schedule:</b> Every 4-6 weeks – or as needed	1. 09/23/2014 – TUES 2. 12/26/2014 – TUES 3. 01/16/2015 – FRI	4. 02/20/2015 – FRI 5. 03/20/2015 – FRI 6. 04/17/2015 – FRI	7. 05/15/2015 – FRI
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### SSC Legal Requirements:

- (1) Members MUST be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be employees at the site.

1-Principal

3-Classroom Teacher:

1-Other Staff

5-Parent

/Community