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Enactment Number: 16-1724  
Enactment Date: 10/26/16  
By: CSL

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

October 26, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for PLACE @ Prescott.

**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 2016-2017 Single Plan for Student Achievement (SPSA) for PLACE @ Prescott.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2016-2017 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:** 5/11/2016

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:

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

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

*The District Governing Board approved this revision of the SPSA on: 11/9/2016*

OAKLAND UNIFIED SCHOOL DISTRICT  
Antwan Wilson, Superintendent  
James Harris, Board President

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**James Harris**  
President, Board of Education

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**Antwan Wilson**  
Secretary, Board of Education

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** P.L.A.C.E. @ 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"/> 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:

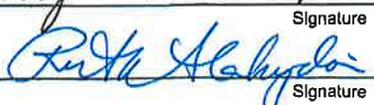
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material 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: MAY 26, 2016 - THURSDAY

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, Media Announcements, etc.)

**Signatures:**

ENOMWOYI BOOKER		5/26/2016
Print name of School Principal	Signature	Date
REV. CURTIS FLEMMING		5/26/2016
Print name of SSC Chairperson <i>Stefanie Parrott</i>	Signature <i>SSC parent</i>	Date
KYLA JOHNSON-TRAMMEL		5/31/16
Print name of Network Superintendent	Signature	Date
<i>Ruth Alahydoian</i>		5-31-16
Ruth Alahydoian, Chief Financial Officer	Signature	Date

**SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)****School Site:** 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, SSC, staff, faculty, students, and others who were engaged in the planning process.

**TO BE COMPLETED:**

Date	Stakeholder Group	Engagement Description
08/17-20/2015	Staff Retreat (classified & certificated)	Overview of school-wide focus for 2015-2016; "big rocks"; new structures to better engage students; personalized/blended learning training; master schedule; interventions; PD & PLC expectations & schedule; West Oakland Fall Call – Innovation for Re-Design;
8/26/2015	Community Partners: Back-Pack Give Away	Community partners supporting & encouraging students' return to school with supplies;
9/18/2015	Assembly: Our Lives Matter!	Parents/community invited to support school-wide focus for 2015-2016; overview of "civil rights", "our lives matter";
9/23/2015	Title I Meeting & Back-To-School Night	Title I Program review; school-wide focus @ Prescott; parent participation opportunities; new budget system LCAP; staffing changes; parent involvement policy & home-school compact;
9/28/2015	ILT Meeting	Overview of master schedule; supports needed; assessment status; intervention planning; Re-Design implications;
9/29/2015	SSC Meeting	Membership confirmation; SSC training; current school-wide status
10/19/2015	ILT Meeting	Preparation of data; planning for PD & focus areas;
10/28/2015	SSC Meeting	Review status of SPSA, budget, Fall Call; assessments & data;
11/16/2015	ILT Meeting	Review status of interventions & small group support; modify PD calendar; preparation for data analysis and data wall development;
12/10/2015	SSC Meeting	Fall Call – West Oakland Information w/ Liz Sullivan & Charles Cole

12/16/2015	Family Holiday Brunch	Status of Re-Design; family support of student presentations; teacher/family meetings on student progress;
1/11/2015	Staff Meeting	Reflect on data & engage staff with SPSA and budget process – alignment
1/19/2016	ILT Meeting	Meet with ILT to confirm budget alignment to plan & Fall Call status update
2/2/2016	SSC Meeting	Feedback on the LOI; information on the process, guidelines and timeline; review & approve 2016-2017 budget planning process; West Oakland Fall Call update;
2/22/2016	Prescott Family Team Meeting	Informational; development of parent/family group; status of West Oakland Fall Call & community engagement meetings;
3/3/2016	Parent Planning Team Meeting	Composed a survey regarding K-8 expansion; plans for distribution and collection of data;
3/4/2016	Black History Month Assembly	Informational; parent/community support of student presentations;
3/9/2016	SSC Meeting	Update on status: asking for ideas of who wants to be on the proposal team; school visits, looking for a proposal writer; K8 configuration; budget confirmation for next year
3/17/2016	Parent Planning Team Meeting	Revised survey for K-8 using principal's input; planned outreach to Jumoke Hinton Hodge regarding their vision for Prescott
3/21/2016	Prescott Family Team Meeting	Inform people about survey
3/23/2016	Morning circle	Hand-out one pager, and survey English/Spanish
4/4/2016	PFT Meeting	Preparation for support to host the monthly West Oakland Community Engagement meetings;
4/5/2016	West Oakland Regional Committee at Prescott	Understanding the pillars
4/7/2016	Parent planning team meeting	Analyze initial survey results

4/12/2016	SSC Meeting	Share draft of proposal and get feedback
4/28/2016	SSC Meeting	Approvals: 2016-2017 Proposed Budget, SPSA, Re-Design Proposal N/A; assessment State & benchmark; end-of-year activities; summer session; parent/family group PFT;
5/2/2016	PFT Meeting	Meeting with parents to inform them of status of West Oakland Re-Design for Prescott; continue to collect input for N/A;
5/9/2016	PFT Meeting	Meeting with parents to inform them of status of West Oakland Re-Design for Prescott; continue to collect input for N/A;
5/18/2016	Family Science Night	Hands-on science activities that engage parents, students and other family members; support for and encouragement for science activities;
5/26/2016	SSC Meeting	Ok final version of proposal; 2016-2017 approvals: final budget; final SPSA; West Oakland Re-Design N/A-Proposal;
5/31/2016	ILT Meeting	Review Class Lists for 2016-2017; status of assessments & prep for data analysis;
6/8/2016	SSC Meeting	End of the year status & final status for 2016-2017;

**2016-2017 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 ... General Purpose Discretionary #0000	\$47,048.92	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$131,847.04	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$99,382.25	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$105,662.88	TBD
<b>TOTAL:</b>	<b>\$383,941.09</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$46,654.14	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,288.82	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$41,977.54	TBD
<b>TOTAL:</b>	<b>\$91,920.50</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

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Prescott Elementary School was established in historic West Oakland in 1869 and is one of the oldest public schools in the city of Oakland, CA. Our school has served generations of students and families who desire to continue the rich cultural and academic legacy for which our school is known. In the fall of 2006, Preparatory Literary Academy of Cultural Excellence @ Prescott was born out of the almost 137 year old Prescott Elementary. The faculty spent the school year of 2005-2006 in the "incubation" phase of designing and visioning a school that would serve the academic, social and cultural needs of the West Oakland community. We currently serve approximately 260 students (PreK = 32; TK-5th = 228).

PLACE @ Prescott is a district-run public elementary school located in West Oakland. We believe that all students will achieve academically when they are active, social and creative learners. The teachers are dedicated to the idea that an inquiry-based approach to instruction will develop the higher-order thinking skills and academic literacy needed for our students to become life-long learners. We know that it is equally important to foster the development of personal and social responsibility of every student by instituting structures that promote self-respect, positive social interactions, and community involvement. In order to realize this vision, PLACE @ Prescott faculty and staff always focus their efforts on what is best for the whole child.

As part of the Oakland Unified School District (OUSD) Superintendent's Strategic Plan to create Full-Service Community Schools, the six schools in West Oakland were designated as "STEAM Corridor Schools" (Science/ Technology/ Engineering/ Arts/ Math). A "corridor of schools" is a group of schools which are committed to collaborate, become demonstrations sites of best practices, are natural feeder schools, and are focused on a shared strategy to support student achievement K-12 and beyond.

**School Mission and Vision**

Our VISION is to transform PLACE @ Prescott into an extremely 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.

**MAJOR IMPROVEMENT PRIORITIES**

<b>Major Improvement Priority #1:</b>	<b>Standards-Driven Planning in ELA and STEAM</b>
<b>Major Improvement Priority #2:</b>	<b>Data-Driven Collaboration</b>
<b>Major Improvement Priority #3:</b>	<b>Multi-Tiered Systems of Support (MTSS)</b>

**MAJOR IMPROVEMENT PRIORITY #1: Standards-Driven Planning in ELA and STEAM**

<b>PERFORMANCE STRENGTHS &amp; CHALLENGES for Priority #1</b>	
<b>Student Performance Strengths</b>	<b>Student Performance Challenges</b>
1. Students K-5 are reading at their independent levels;	1. many students are below level in reading, writing, and math.
2. TK Students are engaged in pre-reading activities;	2. Low reading and writing skills impact student's ability to show what they know;
3. Increase in Students ability to show their math work on performance tasks;	3. Student chronic absences and tardies;
4. Increase in academic growth (SRI) for Students in lowest level;	4. Students struggle with number sense, fluency, and automaticity.

5. Some students participating in small reading groups.	5. Many students are not participating in small reading groups.
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**ROOT CAUSE ANALYSIS for Priority #1**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

1. Observation and feedback about implementation of Readers & Writers WORKSHOP varies among classes; some classes require more Bal Lit support to more fully implement the parts 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 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 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 & 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;

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

CHALLENGES: 1. Staff are in the Developing Stage of Bal Lit and are continuing to familiarize themselves with the transition to CCSS;  
 CHALLENGES: 2. Implementing multiple, brand new curriculum with brand new standards makes it challenging to be thorough with any one thing;  
 CHALLENGES: 3. Teachers integrating Blended Learning continues to be a challenge;  
 CHALLENGES 4: Teachers are developing understanding of the new CCS Math standards and the classroom pedagogy needed to implement them.

**STUDENT PERFORMANCE GOAL(S) for Priority #1**

Goal Area	Main Goal (required)	Related SPF	Focal Student	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By 2016-2017 35% of the students will be at or above grade level as measured by SBAC assessment.	SBAC ELA	All Students	11%	20%	30%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	By 2016-2017 35% of the students will be at or above grade level as measured by SBAC assessment.	SBAC Math	All Students	10%	20%	30%	2: Students are proficient in state academic standards.

Academic	80% of students will advance multiple (F&P) levels, as measured by Reading Records. Focal students will grow 1.5 years or more as measured by F&P, among students in Grades 1-5 scoring below benchmark at baseline]	F&P	All Students	35.6%	40%	45%	3: Students are reading at or above grade level.
Academic	75% of TK students will have letter identification and sound-symbol correspondance as measured by the SEEDS assessment	SEEDS	TK students			75%	3: Students are reading at or above grade level.
Academic	75% of K students will have letter identification and sound-symbol correspondance as measured by the F&P Foundations	F&P	K students			75%	3: Students are reading at or above grade level.
Academic Domain	Students grade level 2-5 will grow at least 1 year in reading (SRI) (baseline: 1.0 growth last year). Students grade level (2-5) reading below grade level, will grow by 1.5 years (SRI)	SRI	All Students	24%	36%	46%	3: Students are reading at or above grade level.
Academic	80% of Students will show growth on Constructed Response on the Math C-EOU	Math C-EOU	All Students	-na-	40%	45%	2: Students are proficient in state academic standards.
Academic	90% of students will engage in 3 Number Talks per week based on collected observational data, teacher interviews	Math C-EOU	All Students	-na-	80%	90%	2: Students are proficient in state academic standards.
Academic	70% of students will meet the ST Math monthly progress goals with 75% curriculum completion as measured by the ST Math data report	other	All Students	-na-	50%	70%	2: Students are proficient in state academic standards.
Academic	80% of Kindergarten, 1st & 2nd grade students will complete 2 modules in Project Lead the Way (PLTW) curriculum	other	Second & Third Grade Students	-na-	80%	80%	2: Students are proficient in state academic standards.

**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1**

**Major Improvement Strategy for this priority:**

**Focus PD cycles on unpacking and aligning CCSS to district core curriculum in ELA and STEAM**

**KEY PRACTICES FOR PRIORITY #1**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
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	1. Schedule minimum days during first 2 weeks of school for TK & K Orientation & intake assessments; F & P assessments for K-5th grade students; schedule sub release during 2nd and 3rd administration for support
2. Teachers will track each student's reading growth and confer with students to set growth goals;	2. Lit Coach will lead teachers though 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.
3. Teachers will progress monitor by administering weekly running records with 5-6 focal students;	3. Lit Coach will provide PD to demonstrate how to implement progress monitoring;	3. Family literacy night
4. Teachers will implement Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers; with a specific focus on student groups including GATE, ELLs, Newcomers and Foster Youth	4. Substitute teachers 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;	4. Every classroom will have a daily schedule that includes workshop times, daily objectives including the teaching point for the mini lessons.
5. Teachers will callibrate how to modify and adjust our Bal Lit routines in support of specific student groups including GATE, ELLs, Newcomers and Foster Youth	5. Lit Coach will facilitate the development of shared agreements for Bal Lit implementation expectations across the curriculum;	5. Organize leveled libraries in every classroom for Independent Reading; include RSP program and After School Program;
6. Teachers will use interactive Read-Alouds to reinforce reading strategies;	6. Lit Coach will provide PD focusing on strategies for Read-Alouds;	6. Designate one of the Learning Cycles to focus on Interactive Read-Alouds;
7. Teachers will set up guided reading groups based on student reading levels they identify, which include GATE students.	7. Guided reading resources will be provided to teachers and guided reading will be one of the PD learning cycles;	7. Teacher stipened or early release time for curriculum unit planning time with Lit Coach support; utlize check-out system for centralized guided reading library;
8. Embedded ELD supports for ELLS and Newcomers in Reading Workshop;	8. Lit Coach will provide strategies for implementing ELD support;	8. Teachers will plan together to ensure students needs are being met.
9. Teachers will implement a word-study program into their daily routine;	9. District training and/or webinar made available for word study implementation ;	9

10. Teachers will incorporate Academic Discussion in grades TK-5th; teachers will record individual student participation in Academic Discussion and will guide standards aligned instruction	10. Principal and Lit Coach will provide PD to ; support teachers to develop shared understanding of high quality academic discussions and weekly observations and feedback to teachers;	10. Organize time for calibration around high quality academic discussion
11. Teachers will implement technology integrations in the classroom to help students access across the curriculum;	11. DTL will provide support to classroom teachers to ensure devices for students are available and operable;	11. Schedule DTL to have time to be available to classroom teachers and student needs
12. Teachers will assign a specific reading "computer intervention program" for students in K-5th grade at least 2 times per week at 45 minutes per session;	12. Lit Coach will provide support to teachers;	12. DTL will ensure each teacher abids by the chromebook schedule and be available for trouble shooting issues;
13. 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.	13. The Principal and Math TSA will provide PD, planning time and observation cycles focused on the Math instructional strategies. The Math Coach will lead Math PD focused on instructional strategies ; The Principal & Math Coach will meet monthly to determine coaching strategies in Math;	13. 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; The Math TSA will develop structure for Family Math night. The Principal will schedule classroom walk-throughs with Coaches;
14. Teachers will use the Core Curriculum with Math Expression to plan and deliver daily Math instructions aligned to the CCSS	14. The Principal and Math TSA will provide PD, planning time and observations to teachers monthly, focused on math instruction aligned with the CCSS	14. ILT will develop PD calendar which designates time for teachers to analyze data, and plan. Weekly Preps & PD/PLCs will be scheduled for planning;
15. Teachers will provide hands-on manipulatives to facilitate understanding	15. TSA will meet with teachers to provide support in planning to incorporate manipulatives;	15. Weekly Preps & PLCs are scheduled and other time as needed;
16. Teachers will re-engage students around Math problems that students had difficulty with on the Math C-EOU assessment;	16. Math TSA will support teachers to plan re-engagement & provide feedback;	16. Ensure teachers have scheduled time to re-teacer
17. Teachers will collect and monitor ST Math progress	17. The Principal and Math TSA will guide grade-level teams in developing plans for ST Math;	17. ILT will develop a schedule and plan for Teachers to regularly assess students;
18. 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 intervention	18. The Math TSA will provide continued ST Math training for teachers during designated PD time and Staff Retreat;4	18. ILT will develop a schedule for implementation of PLTW;
19. Teachers will use Foss kits to teach science aligned with the NGSS	19. The ILT will share learnings from each grade level's monthly CIG cycle;	19. ILT and Science Lead Teacher will develop structure for Family Science Night & Science Walk-Through & Science Fair;
20. Teachers will provide opportunities for students to practice test-taking skills;	20. Coaches will meet with teachers during PLC & Preps;	20. Weekly Preps and PLCs will be scheduled & additional time provided as needed;
21. The EEIP/Prep teacher will implement PLTW curriculum for k-2	21. The Principal will ensure that EEIP/staff are trained and certified in PLTW (STEAM curriculum);	21. Ensure PLTW teacher/staff attend weekly WED PD with other PLTW staff;

**MAJOR IMPROVEMENT PRIORITY #2: Data-Driven Collaboration**

**PERFORMANCE STRENGTHS & CHALLENGES for Priority #2**

Student Performance Strengths	Student Performance Challenges
1. Teachers participate in collaborative unit-planning on Saturdays & during school breaks with teachers from own site & other sites;	1. Teacher's weekly Preps & PLCs lack multiple teachers at same grade level;
2. Teachers met in grade-level clusters to analyze data after each Benchmark assessment; created Data Wall and updated after each benchmark period;	2. Additional common planning needed during the week to collaborate on stated content area or specific subject area;
3. Teachers developed Data Binders to organize focal students, student goals by month, intervention groups, & intervention strategies;	3. Lack of well-prepared differentiated lessons;
4. Teachers collaborate with students to communicate reading levels and provide feedback for mathematics	4. Not all students understand their strengths and challenges in relationship to their data and goals.

**ROOT CAUSE ANALYSIS for Priority #2**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

We created a master schedule that attempted to give common planning time to grade level clusters more than once a week; paid opportunities for teachers to collaborate with grade-a-like teachers on Saturdays with support. Teachers seek out expert curriculum coaches to co-plan and collaborate. Teachers spend a bulk of their planning time learning and understanding standards and pedagogical methods and this takes focus away from specific lesson planning, confident delivery and deep differentiation and personalization.

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

1. The data shows that teachers do not meet to collaborate during scheduled common planning time because most teachers don't have a grade-a-like partner or their grade-a-like partner is combo or another language; their classrooms are structured differently. We are a hard-to-enroll school; our enrollment stays open and as a result, split classes are created. Our K-3 enrollment projections include bilingual thereby making splits necessary in the EO classrooms as well. The needs of split-classrooms are different than the needs of straight-grade classrooms. Planning looks different, classroom organization is different and these differences make collaboration challenging. Also, when data analysis occurs split classroom teachers must chose a grade level to collaborate around and this makes it hard to find time to focus on the other grade level. Staff is overwhelmed by the sheer amount of new curriculum. Teachers are using the curriculum to varying degrees. Furthermore, some of our staff members have different teaching styles and personalities.

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

Goal Area	Main Goal (required)	Related SPF	Focal Student	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
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Academic Domain	By 2016-2017 35% of the students will be at or above grade level as measured by SBAC assessment.	SBAC ELA	All Students	11%	20%	30%	3: Students are reading at or above grade level.
<b>Goal Area</b>	<b>Related Sub-Goals (optional)</b>	<b>Related Indicator</b>	<b>Focal Student</b>	<b>2014-2015 EOY Baseline</b>	<b>2015-2016 EOY Target</b>	<b>2016-2017 EOY Target</b>	<b>Related LCAP Goal</b>
Academic Domain	By 2016-2017 35% of the students will be at or above grade level as measured by SBAC assessment.	SBAC Math	All Students	10%	20%	30%	2: Students are proficient in state academic standards.
Academic Domain	75% of TK students will have letter identification and sound-symbol correspondance as measured by the SEEDS assessment	SEEDS	TK students			75%	3: Students are reading at or above grade level.
Academic	80% of students will advance multiple (F&P) levels, as measured by Reading Records. Increase percentage of students who grow 1.5 years or more as measured by F&P, among students in Grades 1-5 scoring below benchmark at baseline]	F&P	All Students	35.6%	40%	45%	3: Students are reading at or above grade level.
Academic	75% of TK students will have letter identification and sound-symbol correspondance as measured by the SEEDS assessment	SEEDS	TK students			75%	3: Students are reading at or above grade level.
Academic	75% of K students will have letter identification and sound-symbol correspondance as measured by the F&P Foundations	F&P	K students			75%	3: Students are reading at or above grade level.
Academic Domain	Students grade level 2-5 will grow at least 1 year in reading (SRI) (baseline: 1.0 growth last year). Students grade level (2-5) reading below grade level, will grow by 1.5 years (SRI)	SRI	All Students	24%	36%	46%	3: Students are reading at or above grade level.
Academic	80% of Students will show growth on Constructed Response on the Math C-EOU;	Math C-EOU	All Students	-na-	80%	80%	2: Students are proficient in state academic standards.

Academic	90% of students will engage in 3 Number Talks per week based on collected observational data, teacher interviews;	Math C-EOU	All Students	-na-	80%	90%	2: Students are proficient in state academic standards.
Academic	70% of students will meet the ST Math monthly progress goals with 75% curriculum completion as measured by the ST Math data report;	other	All Students	-na-	50%	70%	2: Students are proficient in state academic standards.
Academic	80% of Kindergarten, 1st & 2nd grade students will complete 2 modules in Project Lead the Way (PLTW) curriculum;	other	Second & Third Grade Students	-na-	80%	80%	2: Students are proficient in state academic standards.

#### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

**Major Improvement Strategy for this priority:** *Establish strong DDI practices within cross grade-level teams to increase use of assessments to drive planning and weekly data analysis (e.g., LASW to guide planning)*

#### KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
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	1. Schedule minimum days during first 2 weeks of school for TK & K Orientation & intake assessments; F & P assessments for K-5th grade students; schedule sub release during 2nd and 3rd administration for support
2. Teachers will analyze SRI trends in conjunction with F&P to use multiple measures to understand student learning	2 - 5. Principal and TSA will hold data conferences after each data cycle to discuss student work analysis and next steps for instruction; principals and TSA will do walk throughs to observe next steps in action	2. Collect and organize data so that teachers have time during PLC's to look at the data
3. Teachers will use data walls to understand student growth trends		3. ILT create PLC time to create and analyze data wall
4. Teachers will progress monitor by administering weekly running records with 5-6 focal students;		4. Create classroom routines that support teachers ability to pull students for running records during class time

5. Teachers will use data from F&P, SRI, Running Records and informal observations to make recommendations for reading clinic and LLI		5. ILT create PLC time to create and analyze data wall
6. Teams of teachers will do consultancies around focal student data in reading	6. Principals and coaches engage in consultancies around larger school trends	6. Set up consultancy protocol and times for teachers to engage in consultancy protocols
7. Parent conferences--having upper grade students share learning goals; conducting parent data nights so parents understand student progress	7. LT meets to discuss data trends	7. Establishing structure for Tutors and staff who work with students in small group to join data analysis sessions to improve cross-articulation about Tier 2 and Tier 3 students
8. Teams of teachers will analyze on demand writing, and student work samples from writing units.	8. create structures to support teacher teams.	8. ILT create PLC time to create and analyze data from student work
9. Grade level partners will collaborate around analysis of student work trends from unit performance tasks (entry, formative, expert and summative) and trimester district CEOU's	9 - 10. Principal and TSA will hold data conferences after each data cycle to discuss student work analysis and next steps for instruction; principals and TSA will do walk throughs to observe next steps in action	9. ILT create PLC time to create and analyze data from student work
10. Teachers will analyze SMI trends in conjunction with Performance Tasks and CEOUs to use multiple measures to understand student math learning		10. Collect and organize data so that teachers have time during PLC's to look at the data
11. Teachers will observe grade alike partners teaching BAL and Math Core Curriculum and debrief their observation of student learning	11. Principals and TSAs will facilitate observation protocol;	11. Create schedules, and protocols and get substitutes to support peer observation and analysis
12. Teachers will collect and monitor Science progress/ assessments;	12. ILT and Principal will facilitate science progress;	12. Create schedules and protocols that allow teachers to analyze and debrief science work & assessments;
13. The EEIP teacher will get through at least 2 modules of PLTW for grades k-2	13. Principal and DTL will ensure participation in the weekly PLC for PLTW staff;	13. create master schedule that allows K-2nd grade, then eventually increasing to include other grades;

**MAJOR IMPROVEMENT PRIORITY #3: Multi-Tiered Systems of Support (MTSS)**

<b>PERFORMANCE STRENGTHS &amp; CHALLENGES for Priority #3</b>	
<b>Student Performance Strengths</b>	<b>Student Performance Challenges</b>
1. Student Suspensions remain at 0% for all sub-groups several years in a row;	1. Student chronic absenteeism remains high at 27.10%
2. Focal students working in small intervention groups with experienced retired teachers	2. Student chronic tardies remains significant

3. Focal students receiving targeted intervention with literacy coach and reading clinic	3. A specific reading intervention program is not consistently used throughout the school
4. Students participating in Puma Time (community building) each day	4. Many students reading significantly below grade level
5. All students using self-paced (personalized) Math and ELA programs	5. Puma Time activities are not consistent across the school
6. PBIS strategies used throughout the school	6. PBIS recognition is still developing
7. Improving SART process with a strong COST team; teachers improving ABI usage and accuracy; attendance clerk is capturing data more accurately and having better follow through with families	7. Attendance data looks worse because we are more accurate in our data reporting

<b>ROOT CAUSE ANALYSIS for Priority #3</b>	
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>	
<p>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;</p> <p>2. With the support of the Attendance clerk, our attendance tracking, parent contacts &amp; follow-up are more accurate, consistent and beginning to be effective;</p> <p>3. Some of our positive attendance recognition strategies are effective in encouraging students &amp; their families toward improved positive attendance;</p>	
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>	
<p>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;</p> <p>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;</p> <p>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;</p>	

<b>STUDENT PERFORMANCE GOAL(S) for Priority #3</b>							
Goal Area	Main Goal (required)	Related SPF	Focal Student	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	98% of Students will maintain positive Attendance as a result of building and strengthening existing schoolwide systems and practices	Chronic Absence	All Students	27.10%	23.7%	18%	5: Students are engaged in school everyday.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/ Emotional Domain	98% of classes will formalize the PBIS schoolwide expectations policy;	SEL	All Students	-na-	75%	98%	5: Students are engaged in school everyday.
Climate & Culture	Students who are designated as Chronic Severe Absent (CSA) will show a reduction by 2.8%	Chronic Absence	All Students	6.6% (15 students)	7.8% (18 kids)	5%	5: Students are engaged in school everyday.
Climate & Culture	Students who are designated as Chronic Absent (CA) will show a reduction by 6.9%	Chronic Absence	All Students	20.5% (47 kids)	15.9 % (37 kids)	9%	5: Students are engaged in school everyday.
Climate & Culture	Students who are designated as Chronic Tardies (CT) will show a reduction by 10%	Attendance Rate	All Students	-na-	12.23% (28 kids)	11.01% (25 kids)	5: Students are engaged in school everyday.
Climate & Culture	85% of students can name schoolwide PBIS expectations	SEL	All Students	-na-	44%	85%	5: Students are engaged in school everyday.
Climate & Culture	90% of students can report receiving recognition of some sort for exhibiting schoolwide expectations	SEL	All Students	-na-	67%	90%	5: Students are engaged in school everyday.
Climate & Culture	Student recognition program will increase to monthly acknowledgement of students displaying positive schoolwide expectaions;	SEL	All Students	-na-	75%	100%	5: Students are engaged in school everyday.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** Refine structures to progress monitoring reading acceleration and SEL/Mental Health supports for Tier 2 and Tier 3 students, focusing on SEL/Mental Health and Chronic Absences

### KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
1. Teachers and attendance clerk will complete accurate attendance reporting via the ABI system daily;	1. Community and Family Engagement Coordinator and Principal will guide COST/ Attendance team to implement & monitor focus strategies for targeted students;	1. Attendance Clerk will provide to CFEC a weekly status report of those students on the Chronic Severe Absent (CSA), Chronic Absent (CA) & Chronic Tardies (CT) List;

2. Teachers and attendance clerk will communicate with parents/families when students have multiple days of reported absences (even if excused) and tardies;	2. Community Family Engagement Coordinator 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 CFEC will monitor the Attendance Support Plans for CSA, CA, CT list;
3. Community Family Engagement Coordinator will arrange for late students who have not eaten breakfast to go to the late breakfast (during morning recess);	3. Community Family Engagement Coordinator will develop a Recognition Program for Positive & Improved Attendance;	3. CFEC will ensure maintenance of a Positive & Improved Attendance Bulletin Board & ensure distribution of certificates and other incentives;
4. During Parent/Teacher conferences, SST's and IEPs teachers will address attendance concerns and possible resolutions with parents;	4. 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 Lincoln Center.	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. Community Family Engagement Coordinator will utilize support materials from the Attendance Works packet/ website and the Lincoln Child Center MOU for West Oakland to help encourage positive attendance;	5. Provide opportunities for staff to improve capacity to encourage positive behavior patterns; include AfterSchool Staff, SSO, Custodians, and Cafeteria Server with strategies for encouraging positive behavior.	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.. Continue implementation Tier 1 PBIS program through implementation of schoolwide policies, procedures, and expectations	6. Build up tier 1 PBIS team with staff, parents, and students representation	6. Schedule daily puma time, weekly recognitions during morning circle, public recognition posting in hallways and classrooms and monthly PBIS assemblies to provide recognition and reinforcement.
7. Collaboratively create and implement PBIS lesson plans and classroom systems that build continuity and reinforce schoolwide expectations	7. Community Family Coordinator will create a protocol to facilitate PBIS lesson plans to support fidelity of implementation	7. Community Family Coordinator will schedule PD's to deepen staff buy in and understanding of PBIS expectations
8. Teachers will collaborate to create structures for Daily Puma Time/ Morning Meeting based on PBIS expectations and monthly themes	8. Community Family Engagement Coordinator and PBIS lead determine themes, procedures and recognition; They will observe and give feedback in classrooms to insure fidelity of implementation	8. Schedule daily puma time, weekly recognitions during morning circle, public recognition posting in hallways and classrooms and monthly PBIS assemblies to provide recognition and reinforcement.
9. Teachers will use class meetings or community circles to provide space to discuss importance and connections to college, career & community ready young adults;	9	9
10. Teachers, and instructional support staff (retired teachers, stip, academic mentors and IA's) will be trained in specific intervention strategies from programs (i.e. SIPPS, ST Math, Acheive 3000, Fast Forward)	10. Afterschool Intervention Coordinator, Resource Specialist and Literacy and Math TSA will provide training, support and feedback to teachers and instructional support staff for modifications and next steps	10. There will be PD scheduled and if need be compensation during non school time. Leadership will coordinate around content needs and creation and scheduling of student groups
11. Schoolwide Project-Based Learning: school-wide recycling & composting program;1	11. CFEC coordinates PBL recycling and composting program	11. Scheduling and planning recycling and composting program schoolwide

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LDAP Action	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$41,977.54	21st Century	Partial payment of the BACR After School Program.	10. After-school Intervention Coordinator, Resource Specialist and Literacy and Math TSA will provide training, support and feedback to teachers and instructional support staff for modifications and next steps	A1.6: After School Programs	8825	n/a	n/a	n/a	183-1	183
\$105,882.88	After School Education & Safety (ASES)	Partial payment of the BACR After School Program consultants & stipends for certificated and classified staff during After School Intervention/Acceleration.	Provide homework help and enrichment/ sports program to students in the After School Program	A1.6: After School Programs	5825	n/a	n/a	n/a	183-2	183
\$25,239.32	General Purpose Discretionary	Partial salary of a Community/Family assistant to support in attendance, SEL, and parent engagement.	3. Community Family Engagement Coordinator will develop a Recognition Program for Positive & Improved Attendance.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	COMM SERVICE WORKER I	20CSW19999	0.42	183-3	183
\$6,130.60	General Purpose Discretionary	Supplies and materials	2. Teachers will track each student's reading growth and confer with students to set growth goals.	A3.4: Teacher Professional Development focused on Literacy	4310	n/a	n/a	n/a	183-4	183
\$7,600.00	General Purpose Discretionary	Equipment maintenance agreement;	Copier maintenance	A2.9: Targeted School Improvement Support	5810	n/a	n/a	n/a	183-5	183
\$8,178.80	General Purpose Discretionary	Supplies and materials	6. Continue implementation Tier 1 PBIS program through implementation of schoolwide policies, procedures, and expectations	A3.2: Reading Intervention	5734	n/a	n/a	n/a	183-6	183
\$9,614.98	LCFF Concentration	Partial salary of a Community/Family assistant to support in attendance, SEL, and parent engagement.	3. Community Family Engagement Coordinator will develop a Recognition Program for Positive & Improved Attendance;	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	COMM SERVICE WORKER I	20CSW19999	0.16	183-7	183
\$38,426.80	LCFF Concentration	Partial salary of a TSA to support in developing the math and balanced literacy instructional practices of the teachers.	2. Lit Coach will lead teachers through using the Literacy Continuum to set goals with students	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0144	0.5	183-8	183
\$6,684.82	LCFF Concentration	Partial salary for a STIP substitute to support in teacher professional development.	10. Teachers will incorporate Academic Discussion in grades TK-5th; teachers will record individual student participation in Academic Discussion and will guide standards aligned instruction	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP0447	1	183-9	183
\$3,800.00	LCFF Concentration	Stipends for classified staff;	7. Guided reading resources will be provided to teachers and guided reading will be one of the PD learning cycles;	A3.1: Blended Learning	2220	n/a	n/a	n/a	183-10	183
\$255.85	LCFF Concentration	Supplies and materials	8. Teachers will plan together to ensure students' needs are being met.	A2.2: Social Emotional Learning	4310	n/a	n/a	n/a	183-11	183
\$40,000.00	LCFF Concentration	Salary for 1.0 FTE STIP sub	8. Teachers will plan together to ensure students' needs are being met.	A2.10: Extended Time for Teachers	4399	n/a	n/a	n/a	183-12	183
\$7,211.23	LCFF Supplemental	Salary of new positions: Community Service Worker I	8. Schedule daily puma time, weekly recognitions during morning circle, public recognition posting in hallways and classrooms and monthly PBIS assemblies to provide recognition and reinforcement.	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	COMM SERVICE WORKER I	20CSW19999	0.12	183-13	183
\$113,263.11	LCFF Supplemental	Salary of a 1.0 FTE TSA for Bal Lit - to support in developing the balanced literacy instructional practices of the teachers.	1. Teachers will use F&P Reading Records 3 times a year to understand individual students skills and guide instruction.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0178	1	183-14	183
\$11,372.70	LCFF Supplemental	Supplies and materials	2. Teachers will track each student's reading growth and confer with students to set growth goals;	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	183-15	183
\$19,006.14	Measure G (School Libraries)	Salary of Senior Library Clerk I - support school library and classroom library needs	7. Teachers will set up guided reading groups based on student reading levels they identify, which include GATE students.	A3.2: Reading Intervention	n/a	LIBRARY CLERK SR	LBCLK90019	0.5	183-16	183
\$1,993.86	Measure G (School Libraries)	To purchase books other than textbooks	7. Guided reading resources will be provided to teachers and guided reading will be one of the PD learning cycles;	A3.2: Reading Intervention	4200	n/a	n/a	n/a	183-17	183
\$16,746.39	Measure G (TGDS)	Salary of STIP - to cover classes while teachers participate in the TGDS program;	5. Teachers will calibrate how to modify and adjust our Bal Lit routines in support of specific student groups including GATE, ELLs, Newcomers and Foster Youth	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0601	0.47	183-18	183
\$308.61	Measure G (TGDS)	Stipends for Alternate Observers participating in the TGDS process	12. Teachers will assign a specific reading "computer intervention program" for students in K-5th grade at least 2 times per week at 45 minutes per session;	A3.2: Reading Intervention	4310	n/a	n/a	n/a	183-19	183
\$6,009.39	Program Investment	Salary of new positions: Community Service Worker I	7. Guided reading resources will be provided to teachers and guided reading will be one of the PD learning cycles;	A2.2: Social Emotional Learning	n/a	COMM SERVICE WORKER I	20CSW19999	0.1	183-20	183

\$1,006.09	Program Investment	Partial salary of STIP position	2. Teachers will track each student's reading growth and confer with students to set growth goals;	A2.9: Targeted School Improvement Support	n/a	TEACHER STIP	TCSTIP0601	0.03	183-21	183
\$369.35	Program Investment	Materials and supplies	10. Teachers will incorporate Academic Discussion in grades TK-5th; teachers will record individual student participation in Academic Discussion and will guide standards aligned instruction	A3.4: Teacher Professional Development focused on Literacy	4310	n/a	n/a	n/a	183-22	183
\$16,061.20	Program Investment	Staff retreat - planning and reflection;	10. Teachers, and instructional support staff (retired teachers, stip, academic mentors and IA's) will be trained in specific intervention strategies from programs (i.e. SPPS, ST Math, Achieve 3000, Fast Forward)	A2.9: Targeted School Improvement Support	6734	n/a	n/a	n/a	183-23	183
\$39,399.40	Title I Basic	Partial salary of an EEIP teacher @ 1.0 FTE to expand the PLTW - engineering program	18. ILT will develop a schedule for implementation of PLTW;	A1.1: Pathway Programs	n/a	TCHR EDUC ENHNCMNT/NTVNT PROG	TCEEP9999	0.45	183-24	183
\$9,200.00	Title I Basic	Licensing Agreement to continue the use of Blended/Personalized Learning Programs - Achiev 3000 & ST Math	11. Teachers will implement technology integrations in the classroom to help students access across the curriculum;	A3.1: Blended Learning	2926	n/a	n/a	n/a	183-25	183
\$54.74	Title I Basic	materials to support intervention/acceleration programs	5. Teachers will calibrate how to modify and adjust our Bal Lit routines in support of specific student groups including GATE, ELLs, Newcomers and Foster Youth	A2.9: Targeted School Improvement Support	4310	n/a	n/a	n/a	183-26	183
\$600.00	Title I Parent Participation	Meeting materials and supplies for parent/ family engagement meetings	2. Community Family Engagement Coordinator supported by the attendance clerk and COST team, will develop Individual Attendance Support Plans for students who are designated as CBA, CA, & CT;	A6.4: Parent / Guardian Volunteer Support	4310	n/a	n/a	n/a	183-27	183
\$688.82	Title I Parent Participation	Meeting refreshments during parent/familyengagement meetings;	7. Parent conferences--having upper grade students share learning goals; conducting parent date nights so parents understand student progress	A3.3: Family Engagement focused on Literacy Development	4311	n/a	n/a	n/a	183-28	183



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## **PLACE @ PRESCOTT ELEMENTARY SCHOOL COMPACT**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

### **STUDENT PLEDGE:**

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

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***Student Signature***

### **PARENT/ GUARDIAN/ or FAMILY MEMBER PLEDGE:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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***Parent/Guardian/ or Family Member Signature***



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### **TEACHER PLEDGE:**

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

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*Teacher*

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

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 2015.



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## **Title I School Parental Involvement Policy 2015-2016**

**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.

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- **Teacher/Parent conferences at minimum with every reportcard 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**

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- **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**

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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

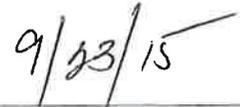
- **Annual TITLE I Meeting**
- **Monthly SSC/ELAC Meetings**
- **Parent/Teacher Conferences**
- **Grade-Level/Cluster Potluck Meetings**

This policy was adopted by the **PLACE @ PRESCOTT** School Site Council on and will be in effect for the period of **2015-2016**. The school will distribute this policy to all parents of participating **TITLE I**, Part A, children on or before **10/30/2015**. It will be made available to the local community on or before **10/30/2015**. 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.



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**Enomwoyi Booker - Principal**



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**DATE**



### School Site Council Membership Roster – Elementary

School Name: PLACE @ PRESCOTT ES

School Year: 2015-2016

<b>Chairperson :</b> REV. CURTIS FLEMMING	<b>Vice Chairperson:</b> MR. GARION DELANY & MS. ALETHIA WASHINGTON
<b>Secretary:</b> ADELMA KILLINGSWORTH	<b>*LCAP Parent Advisory Nominee:</b> MS. STEFANIE PARROTT* (temp)
<b>*LCAP EL Parent Advisory Nominee:</b> TBD	<b>*LCAP Student Nominee:</b> -NA-

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
REV. CURTIS FLEMMING				X
MR. GARION DELANY				X
MS. ALETHIA WASHINGTON				X
MS. LATRICE AMBROSE-THOMAS				X
MS. STEFANIE PARROTT				X
MRS. ADELMA KILLINGSWORTH			X	
MRS. SORAYA SAJOUS-BROOKS		X		
MS. LINDA FOX		X		
MS. CICELY DAY		X		
MS. ENOMWOYI BOOKER	X			

Meeting Schedule (day/month/time)	4:30-6:30 TUESDAYS (EVERY 4-6 WEEKS)
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**SSC Legal Requirements: (Ed. Code 52852)**

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers;
- Parent/community members cannot be OUSD employees at the site.

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

\*Please submit nominees' contact information to [raquel.iimenez@ousd.org](mailto:raquel.iimenez@ousd.org) for participation in district elections.

Revised 9/2/15