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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Prescott School.

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

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

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

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

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Prescott School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Prescott School
CDS Code: 1612596002125
Principal: Enomwoyi Booker
Date of this revision: 3/25/2020

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

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 3/25/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Prescott School

Site Number: 183

<input checked="" type="checkbox"/> Title I Schoolwide Program	<input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI)	<input checked="" type="checkbox"/> LCFF Concentration Grant
<input type="checkbox"/> Title I Targeted Assistance Program	<input checked="" type="checkbox"/> After School Education & Safety Program (ASES)	<input type="checkbox"/> 21st Century Community Learning Centers
<input type="checkbox"/> Comprehensive Support & Improvement (CSI)	<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant	<input type="checkbox"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> Low-Performing Students Block Grant (LPSBG)

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

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

Date(s) plan was approved: March 25, 2020

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

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

Enomwoyi Booker	<i>Enomwoyi Booker</i>	5/15/2020
Principal	Signature	Date
Stefanie Parrott	<i>Stefanie Parrott</i>	5/15/2020
SSC Chairperson	Signature	Date
Kathleen Arnold	<i>Kathleen Arnold</i>	6/30/2020
Network Superintendent	Signature	Date
Lisa Spielman	<i>Lisa Spielman</i>	7/1/2020
Director, Strategic Resource Planning	Signature	Date

Jody London

Kyla Johnson Trammell

2020-21 SPSA ENGAGEMENT TIMELINE**School Site:** Prescott School**Site Number:** 183

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/3/2019	Students TK-5	Shared PBIS videos that were produced with Prescott students to display schoolwide expectations;
9/11/2019	Parents, Community, Students, staff	Back-to-School event with Partners & staff available for parents/ community engagement; TITLE I annual meeting;
09/19-20/2019	Students TK-5	Big Smiles - Dental Clinic provided students with basic dental support with prior approval from parents;
9/20/2019	Parents, Community, Students, staff	Assembly: "Our Lives Matter - It's About Human Rights!"; students presented songs, dances, skits pertaining to the meaning of what it means to be in this global community;
9/26/2019	Parents, Community, Students, staff	Movie Night - sponsored by our PFT - Parent/Family Team in the auditorium w/ pizza and fruit flavored water;
10/31/2019	Parents, Community, Students, staff	Harvest Festival and Costume Parade; opportunity to engage with families about school goals and projects that they can participate in;
11/22/2019	Parents, Community, Students, staff	Assembly: "Gratitude" - students present songs, dances, skits, speeches about what it means to be grateful; opportunity to engage with families about school goals and projects;
12/18/2019	Parents, Community, Students, staff	Holiday Family Brunch & Student Program; our school partners share with families opportunities to be engaged, recruit for student enrollment;
1/17/2020	Parents, Community, Students, staff	Assembly: celebrating the life and causes of Dr. Martin Luther King, Jr.
2/21/2020	Parents, Community, Students, staff	Movie Night - sponsored by our PFT - Parent/Family Team in the auditorium w/ pizza and fruit flavored water;
02/26-27/2020	Parents, Community, Students, staff	47th Annual Walk Through Black History - 2 days of students presentations;

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$39,520.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$221,517.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$38,688.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$6,728.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$832.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$91,800.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$10,800.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$72,669.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$39,520.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$181,997.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$221,517.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School:** Prescott School**School ID:** 183**School Description**

Prescott was established in historic West Oakland in 1869 and is one of the oldest public schools in Oakland. Our school has served generations of students and families who desire to continue the rich cultural and academic legacy for which our school is known. We currently serve approximately 140 students (PreK, ETK and K-5th grades). We celebrated our 150th anniversary in May 2019.

School Mission and Vision

Our VISION is to transform Prescott into an effective "Full-Service Community School". Students will be prepared for future access to college preparatory, real-world learning opportunities and diverse career pathways.

Our MISSION at Prescott is to provide students with an orderly, trusting and caring environment, a vibrant integrated visual and performing arts program (including instruments, chorus, drumming, dance, drama and oratory) where high-quality teaching and experiential learning occur. Our students will be both challenged and guided as they develop the responsibility they need to become leaders in social activism while also contributing to the improvement of their local and global communities. Through equitable and engaging access to a rigorous curriculum aligned to the Common Core Content Standards (CCCS), we seek to produce inspired students who are healthy in body, mind and soul while embracing linguistic diversity and utilizing a lens of Culturally relevant Pedagogy (CRP). We strive to ensure that our students will be academically successful; will develop and/or maintain cultural competence; and will develop a critical consciousness through which they challenge the status quo of the current social order for the betterment of their communities.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	5th grade growth in Math and ELA	High quality, engaging instruction in 5th grade, on-site reading clinic that meets with students individually based on student need
<i>Focal Student Supports</i>	Effective COST meetings with focused support on students. Counseling, social skills groups, targeted regulation of students receiving somatosensory supports	Targeted professional development for all staff, utilizing resources to create sensory room on site, providing preventative interventions from support staff
<i>Student/Family Supports</i>	Reduction overall in chronic absences. Effective COST system that identified high needs students and connected them with community and site resources.	Robust COST team, teacher buy-in for COST process

<i>Staff Supports</i>	Calm down corners in every classroom, including sensory regulation activities. Staff continued to use Puma Card system to reinforce students for positive behaviors.	Average of 3 hours per month of staff professional development on Neurosequential Model. Individual teacher coaching around trauma informed practices. Buyback day focused on staff wellness and Neurosequential Model. Staff utilized PBIS behavior expectations videos as well as campus walkthroughs to teach specifics around behavior.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	2nd grade students have lower F & P scores due to lack of strong academic instruction; <i>current F & P scores are not posted at this time</i>	Lack of Tier 2 supports (reading tutors), chronic absence, dysregulated behavior, non credentialed, long term substitute in a combo class (grade 1/2), lack of strong academic instruction
<i>Focal Student Supports</i>	1st and 2nd grade students are currently below standard on F&P	Lack of Tier 2 supports (reading tutors), chronic absence, dysregulated behavior, high exposure to ongoing community trauma, lack of academic instruction, technology/internet access, and structure while at home during COVID-19 school closure
<i>Student/Family Supports</i>	<p>Suspension: Students in the SDC/ICE program tend to be suspended at higher rates than the rest of the students</p> <p>Chronic absence: Despite growth in this area, data still indicates need for improvements in absence interventions</p>	<p>Lack of parent collaboration and engagement, lack of basic needs which impacts student readiness, chronic absence</p> <p>Teachers feel unprepared to handle so many students with high need trauma; staff behaviors become escalated when they feel incompetent to effectively follow the steps of the PBIS protocol (the Prescott Way); the overall nature of the socio-economically challenged community from which our families come; 5. many of our students, and especially the majority of our primary grade students (TK, K, 1st) come to school not ready to learn (lack of sleep, hungry, tantrums, unwilling to comply with adult authority; disobedient; resistant to following directions; elopers)</p>

<i>Staff Supports</i>	Lack of access to high quality professional development for academics, lack of ability to collaborate with grade level staff members, 3/6 classrooms are combination classes	Inadequate training for non credentialed staff, 3/6 classrooms are combination classes, teachers did not have access to prep from the beginning of the school year until the end of February
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1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	We will focus on how we want to preserve what students have learned from Prescott as well as our history among community, teachers, and former staff.
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Instructional Focus Goal: *All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	8.3%	n/a	49.3%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	39.1%	n/a	33.0%

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-84.6	n/a	-41.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	40.0%	n/a	55.0%

Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Math and Science.*

SBAC Math	All Students	+15 points DF3	-64.0	n/a	-55.7
CAST (Science)	All Students	TBD	44.4%	n/a	55.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	By EOY 20-21, 3rd-5th grade students will reach -41 DF3 on SBAC ELA. By EOY 20-21, 50% of students will be at or above grade level and 26% or less will be multiple years below as measured by RI.
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Instructional Focus Goal: *All students continuously grow towards meeting or exceeding standards in Language Arts.*

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-112.3	n/a	-72.6
SBAC ELA	Low Income Students	+20 points DF3	-88.3	n/a	-36.3
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	44.6%	n/a	26.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-61.2	n/a	-60.00%
SBAC Math	Low Income Students	+20 points DF3	-67.2	n/a	-45.00%
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	7.7%	n/a	10.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	30.5%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023:		By May 2021, we will see an increase in student readiness through the implementation of the neurodevelopmental approach and arts integration.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	60.0%	n/a	78.0%
Suspensions	All Students	-2pp	5.3%	n/a	5.5%
Suspensions	African-American Students	-2pp	7.1%	n/a	4.0%
Suspensions	Students with Disabilities	-2pp	12.1%	n/a	1.5%
Chronic Absence	All Students	-2pp	55.8%	n/a	35.0%

Chronic Absence	African-American Students	-2pp	58.8%	n/a	35%
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Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023: By May 2021, Teachers will consistently practice self care, and will be implementing the core concepts of resiliency building through arts integration

Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Classroom Walkthrough tool	All Teachers	TBD	n/a	n/a	95.0%
PD evaluations	All Teachers	TBD	n/a	n/a	100.0%
URFs	All Teachers	TBD	116	n/a	95.0%

1D: IDENTIFIED NEED

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

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

We are located in one of the most high need communities in OUSD and serve many of the high need students. Enrollment continues to decline due to gentrifying neighborhood & existing families being displaced through public housing; we are considered a "hard to staff" school where substitutes do not respond to sub requests. Inability to hire a PREP teacher for seven months this year; Wednesday early release PD was sacrificed to provide make-up preps for teachers - therefore very little opportunity for PD and PLC. Instructional programs were interrupted when subs did not show and classes had to be either combined or small groups of students were sent to other classes. Lack of additional funds to help secure additional classroom support in order to provide small group support for teachers. We do not have very many volunteers who can help provide the additional adult support in classes and with students.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Prescott School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Literacy	
Theory of Change:	If we implement the 8 components of balanced literacy emphasizing PD, coaching & collaboration (with fidelity), then students will be able to use strategies to reach their literacy goals and show multiple years growth.
Related School Goal:	By EOY 19-20, 3rd-5th grade students will reach -56 DF3 on SBAC ELA.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Efforts were made to implement the 8 components of balanced literacy by focusing on Tier 2 intervention support. PD, modeling and coaching supports have been provided to teachers. However, we still need to fine-tune organizational and implementation of the components of balanced literacy. It was determined that we needed to spend more time on trauma-informed practices thereby extending our focus in this area with additional PD and coaching supports in order to improve the conditions for learning.	
What evidence do you see that your practices are effective?	
Evidence varies classroom to classroom. Teachers were able to utilize trauma-informed strategies to better implement balanced literacy program. Students were better engaged, student intervention groups were established, struggling readers in 2nd and 3rd grade referred to on-site reading clinic;	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We are concerned about needed on-going coaching supports for teachers without on-site coaches available; enrollment is declining thereby reducing staff and creating combination grade classes which presents issues for addressing needs of high need students in mixed grade classes at capacity. Also, more opportunity for teachers to do backwards planning in preparation of lesson design.	
19-20 Standards-Based Instruction Priority: Mathematics	
Theory of Change:	If we implement the components of the district adopted math program with fidelity, then students will be able to use strategies to reach their math goals and show multiple years growth.
Related School Goal:	By EOY 19-20, 3rd-5th grade students will reach -43.7 DF3 on SBAC Math.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Refocused instructional efforts on 3 school-wide practices: daily routines/ quick practices, math/number talks, and participation quiz.	
What evidence do you see that your practices are effective?	
60% of teachers are using the district Core Curriculum Guide and Math Expression in their daily instructional practices	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	

The school will continue to promote the strong instructional practices in the 4th and 5th grades.	
19-20 Conditions for Student & Adult Learning Priority: Attendance	
Theory of Change:	- If student attendance rates (tardies & absences) improve, then we can expect to decrease the amount of chronic absences/tardies which would provide more opportunities for students to improve toward their academic & SEL goals.
Related School Goal:	By June 2020, 96% of students will maintain positive attendance as a result of building and strengthening existing schoolwide systems for attendance and connectedness
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
The school's focus on meeting the social and emotional needs of the students, including trauma informed practices, addressed many of the barriers to learning.	
What evidence do you see that your practices are effective?	
As of March 2020, the moderate and severe chronic absences has decreased to 30.5%	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Continue to have PDs that will inform and prepare all staff with strategies on addressing the social emotional needs of all students.	
19-20 Conditions for English Language Learners Priority: English Language Develop (ELD)	
Theory of Change:	If all teachers implement the embedded ELD strategies to fidelity, then we will see an improvement in English language acquisition.
Related School Goal:	By EOY 19-20, all ELL students will show growth on ELPAC scores that indicate adequate progress towards reaching English fluency in six years or less.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Teachers are ensuring that instruction for all students (ELLs and ELD) is aligned to grade-level standards in all content areas.	
What evidence do you see that your practices are effective?	
Through coaching, learning walk and F&P, CORE assessments data.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
All staff will ensure that there is a welcoming and nurturing environment that builds inclusiveness and encourages risk-taking for all students. Our ELL enrollment continues to decrease significantly since the dismantling of our BIL-Spanish program about 3 years ago.	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	

We were not able to secure a candidate for the following positions: 0.6 FTE STIP position, 1.0 FTE Teacher for the SDC/ICE program, one of the two 0.2 noon supervisors for recess and lunch periods, and PREP/Intervention Teacher @ 1.0 FTE.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Prescott School

School ID: 183

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):	Student Resiliency			
School Theory of Change:	If we implement a neurodevelopmental approach to creating conditions that support students readiness to learn, then we can expect to see an increase in students ability to better engage in and achieve academically.			
Related Goal(s):	By May 2021, we will see an increase in student readiness through the implementation of the neurodevelopmental approach and arts integration.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teachers will provide incentives to individual students for improved and perfect attendance weekly, monthly, trimester & end of year (PUMA cards, extra "free time", priority choice time, etc.)	Community Schools Manager (CSM) will coordinate the COST/ Attendance team to implement & monitor focus strategies for targeted students; 2. Attendance Clerk will provide to CSM, OHA & the West Oakland Initiative a weekly status report of those students on the Chronic Severe Absent (CSA) list, Chronic Absent (CA) list & Chronic Tardies (CT) List;	Weekly review of all attendance lists & note changes;	2nd grade students have lower F & P scores due to lack of strong academic instruction; current F & P scores are not posted at this time
1-2	Teachers will provide individual incentives to acknowledge improved and perfect attendance weekly, monthly, semester & year	CSM, supported by the attendance clerk and COST team, will develop individual Attendance Support Plans for students who are designated as CSA, CA, & CT; 2. Attendance Clerk and CSM will monitor the Attendance Support Plans for CSA, CA, CT list;	Weekly review of all attendance lists & note changes; weekly analysis of Attendance Support Plans;	1st and 2nd grade students are currently below standard on F&P
1-3	Teachers will utilize heart rate monitoring for focal students, sensory break spaces, patterned rhythmic instruction and transitions, and somatosensory arts activities as part of regular instruction	Ongoing Neurosequential model PDs Consistent communication and planning with Destiny Arts, School Arts Leadership Team (SALT) During classroom walkthroughs, staff will be able to see other teachers' sensory break spaces	Heart rate monitoring logs Attendance tracking for use of sensory room Classroom walkthroughs to identify use of in-class sensory break spaces	1st and 2nd grade students are currently below standard on F&P

1-4	Teachers will collaborate with Library Technician to plan and provide opportunities for students to access culturally relevant support materials and books to support academic achievement.	Library Technician will provide schedule for teachers to access the library for their students with direct connection to areas of study;	Weekly Library Schedule for classroom access	1st and 2nd grade students are currently below standard on F&P
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics
School Theory of Change:	If we implement the components of the district adopted math program with fidelity, then students will be able to use strategies to reach their math goals and show multiple years growth.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Teachers will use the District Core Curriculum Guide Mathematics with Math Expressions to plan and deliver daily Math instruction aligned to the CCSS. Teachers will implement the OUSD Toolkit Strategies for Mathematics including: Daily Practices, Number Talk, ST Math and Notebooking/Participation Quiz which align to the CCSS Standards For Mathematical Practice & check for understanding;	The Teachers will provide PD; planning time and observation cycles will be focused on Math instructional strategies. Leadership will develop the PD Calendar which designates time for teachers to analyze data, discuss strategies for Number Talks, Daily Practices and Notebooking/Participation Quiz at least monthly; Teachers will develop structures for Family Math night. Leadership will schedule classroom walk-throughs;	- Data from CEOUs; data from formative assessments;	

2-2	Teachers will utilize hands-on manipulatives to students to facilitate better understanding;	Leadership will meet with teachers to provide support in planning to incorporate manipulatives; Weekly Preps & PLCs are scheduled and other time as needed;	Teacher observations	
2-3	Teachers will re-engage students around Math problems that students had difficulty with on the Math C-EOU assessment;	Leadership will support teachers to re-engage students and provide feedback; Ensure teachers have scheduled time to re-teach as needed;	Teacher observations	
2-4	Two 30-minute ST Math sessions per week for grades K-1st; and two 45-minute ST Math sessions per week for grades 2nd-5th. After school will offer ST Math and reading interventions;	Leadership will provide continued ST Math training for teachers during designated PD time and Staff Retreat:	ST Math reports will be monitored and reviewed.	

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Literacy
School Theory of Change:	If we implement the 8 components of balanced literacy emphasizing PD, coaching & collaboration (with fidelity), then students will be able to use strategies to reach their literacy goals and show multiple years growth.
Related Goal(s):	By EOY 20-21, 3rd-5th grade students will reach -41 DF3 on SBAC ELA. By EOY 20-21, 50% of students will be at or above grade level and 26% or less will be multiple years below as measured by RI.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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3-1	Teachers will use F&P Reading Records 3 times a year to understand individual students skills and guide instruction;	Lead Teacher/ Lit Coach lead PLC time to analyze F&P Scores and plan CCSS aligned next steps; Schedule minimum days during first 2 weeks of school for TK & K Orientation & intake assessments; and for the F & P assessments for students in K-5th grade; schedule sub release during 2nd and 3rd administration of assessments for teacher support; Calibration of comprehension section of F&P assessment	Completed F&P assessments including the comprehension section; CORE Assessments Data for primary grades	2nd grade students have lower F & P scores due to lack of strong academic instruction; current F & P scores are not posted at this time
3-2	Teachers will progress monitor by administering weekly running records with 5-6 African-American focal students;	Leadership will provide PD to demonstrate how to implement progress monitoring; Family literacy night;	Teachers will maintain running record notes	
3-3	Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with GATE students;	Coverage will be provided to allow teachers to attend PD, conduct student assessments, plan collaboratively with peers, participate in classroom observations and visit other schools to observe teachers; 2. Leadership will provide strategies for implementing support for GATE students; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. Students will have reading response journals (2-5) and writing folders (K-5).	
3-4	Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with ELs and Latino students;	Coverage will be provided to allow teachers to attend PD, conduct student assessments, plan collaboratively with peers, participate in classroom observations and visit other schools to observe teachers; Leadership will provide strategies for implementing support for EL students; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. Students will have reading response journals (2-5) and writing folders (K-5).	

3-5	Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with Low-Income students ;	Coverage will be provided to allow teachers to attend PD, conduct student assessments, plan collaboratively with peers, participate in classroom observations and visit other schools to observe teachers; Leadership will provide strategies for implementing support for Low-Income students; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. Students will have reading response journals (2-5) and writing folders (K-5).	
3-6	Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with Newcomer students ;	Coverage will be provided to allow teachers to attend PD, conduct student assessments, plan collaboratively with peers, participate in classroom observations and visit other schools to observe teachers; Leadership will provide strategies for implementing support for Newcomer students; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. Students will have reading response journals (2-5) and writing folders (K-5).	
3-7	Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with Homeless students ;	Coverage will be provided to allow teachers to attend PD, conduct student assessments, plan collaboratively with peers, participate in classroom observations and visit other schools to observe teachers; Leadership will provide strategies for implementing support for Homeless students; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. 2. Students will have reading response journals (2-5) and writing folders (K-5).	
3-8	Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with Foster Youth ;	Coverage will be provided to allow teachers to attend PD, conduct student assessments, plan collaboratively with peers, participate in classroom observations and visit other schools to observe teachers; Leadership will provide strategies for implementing support for Foster Youth; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	Every classroom will have a daily schedule that includes workshop times, daily learning objectives including the teaching point for the mini lessons. Students will have reading response journals (2-5) and writing folders (K-5).	

3-9	Embedded ELD supports and GLAD strategies in Reading and Writing Workshop to support students with disabilities ;	Leadership will provide strategies for implementing ELD support for students with disabilities; During PLC teachers will ensure the needs of students with disabilities are being met;	Review student work from reading and writing workshop.	
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District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Staff Resiliency
School Theory of Change:	If we provide consistent professional development for teachers, teachers will develop skills around self care and will implement trauma informed practices to better support their students
Related Goal(s):	By May 2021, Teachers will consistently practice self care, and will be implementing the core concepts of resiliency building through arts integration
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers will implement their self care plans to fidelity	Leaders will prompt teachers to revise their self care activities and will provide reminders for implementation. PD time will be designated for staff resiliency & creation of self care plans.	Self care plans PD calendar	
4-2	Teachers will utilize Think Sheets consistently in their classrooms. Teachers will participate in and provide feedback about professional learning	Reminders and training will be provided to staff around Think Sheets protocol. COST/PBIS team will analyze data from URFs and Think Sheets to present back to staff. During PD, data will be collected on staff heart rates	URF Data, Think Sheet Data PD evaluations	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Language Develop (ELD)
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School Theory of Change:		If all teachers implement the embedded ELD strategies to fidelity, then we will see an improvement in English language acquisition.		
Related Goal(s):		By EOY 20-21, all ELL students will show growth on ELPAC scores that indicate adequate progress towards reaching English fluency in six years or less.		
Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Teachers will invite families to participate in classroom activities such as: field trips, class presentations, volunteer support;	Send Flyers/ Newsletter to families for invitation to school events; School to establish a monthly newsletter for parents to communicate about school events and school news.	Teacher records of parent attendance.	
5-2	Plan orientation process to transition new students entering Prescott as PreK/ETK/K (Pre-school to Elementary);	Coordinate with teacher leaders, CSM and other school staff to plan incoming TK/K orientation and TK/K transition to next grade level. TK/Kindergarten Orientation for Kindergarten parents to support transition into kindergarten. TK/Kinder workshop to support transition to next grade level;	Parent sign in sheets.	
5-3	Strengthen home-school connections and family presence at school with access to support & resource information;	Collabrate with Community Schools Manager (CSM) to plan engagement topics for parents. Host ongoing parent outreach programs; post ongoing events on family calendar.	Parent sign in sheets;	
5-4	Teachers will have access to COST referral forms;	CSM will facilitate SART meetings for parents that positively engage parents as partners and to problem solve and suport; partner with SST and COST Teams to support all students, including foster youth and homeless students, and to encourage families to work togehter; Weekly Attendance meetings with Principal, Student Attendance Review Team (SART) & CSM; weekly meetings with Attendance Clerk/ COST Coordinator & CSM; monthly recognition of students with most improved, "good" and "perfect" attendance for the month; recongition raffle for parents' suppprt with improving attenance;	COST review form returned to referring staff; electronic invites to attend SST meetings;	

5-5	Teachers and staff will spend 30 minutes per day with students during PUMA-time to implement or review SEL expectationsn, develop SEL skills, problem solve SEL incidents;	Leadership will provide weekly schedule which allocates 30 minutes at the beginning of each day for all classes to participate in PUMA-time activities;	classroom observation	
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PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 183

School: Prescott School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Contract with After School Program lead agency: Bay Area Children's Resources BACR;	\$72,669	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Strengthen home-school connections and family presence at school with access to support & resource information;	183-1
Supplies and materials to support overall school operations;	\$1,728	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Strengthen home-school connections and family presence at school with access to support & resource information;	183-2
Copier maintenance;	\$5,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Send Flyers/ Newsletter to families for invitation to school events; School to establish a monthly newsletter for parents to communicate about school events and school news.	183-3
Contract with After School Program lead agency: Bay Area Children's Resources BACR	\$10,800	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Strengthen home-school connections and family presence at school with access to support & resource information;	183-4
Community School Manager to provide support and guidance with family engagement and outreach, chronic absence & tardies; support school-wide SEL/PBIS programs;	\$129,770	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	4839	Program Mgr Community School	0.44	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	1. CSM, supported by the attendance clerk and COST team, will develop individual Attendance Support Plans for students who are designated as CSA, CA, & CT; 2. Attendance Clerk and CSM will monitor the Attendance Support Plans for CSA, CA, CT list;	183-5
Assist certificated staff to provide supplemental academic support to targeted students;	\$27,698	LCFF Supplemental	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Coverage will be provided to allow teachers to attend PD, conduct student assessments, plan collaboratively with peers, participate in classroom observations and visit other schools to observe teachers; Leadership will provide strategies for implementing support for Low-Income students; Organize leveled libraries in every classroom for Independent Reading; include RSP Program and After School Program as needed;	183-6
Materials and supplies to support attendance and SEL programs;	\$1,909	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will provide individual incentives to acknowledge improved and perfect attendance weekly, monthly, semester & year	183-7

Library Technician to provide support and guidance to students and staff with the school library;	\$27,964	Measure G: Library	2205	Classified Support Salaries	7191	Library Technician	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with ELs and Latino students;	183-8
Provide culturally relevant trade books for teachers and students to access;	\$7,674	Measure G: Library	4200	Books other than Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with ELs and Latino students;	183-9
Intervention teacher to provide additional academic support to targeted students;	\$29,101	Title I: Basic	1105	Certificated Teachers' Salaries	3566	Teacher Education Enhancement	0.30	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will implement and calibrate Reader's Workshop & Writer's Workshop aligned to CCS Standards to enhance & reinforce strategies that help build excellent readers with GATE students;	183-10
Community School Manager to provide support and guidance with family engagement and outreach, chronic absence & tardies; support school-wide SEL/PBIS programs;	\$17,696	Title I: Basic	2305	Classified Supervisors' and Administrators' Salaries	4839	Program Mgr Community School	0.06	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	1. CSM, supported by the attendance clerk and COST team, will develop individual Attendance Support Plans for students who are designated as CSA, CA, & CT; 2. Attendance Clerk and CSM will monitor the Attendance Support Plans for CSA, CA, CT list;	183-11
Provide access to intervention software to support student academic achievement;	\$1,114	Title I: Basic	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Two 30-minute ST Math sessions per week for grades K-1st; and two 45-minute ST Math sessions per week for grades 2nd-5th. After school will offer ST Math and reading interventions;	183-12
Meeting materials and supplies to support parent/family participation;	\$332	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Strengthen home-school connections and family presence at school with access to support & resource information;	183-13
Meeting refreshments to support parent/family participation;	\$500	Title I: Parent Participation	4311	Meeting Refreshments	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Collaborate with Community Schools Manager (CSM) to plan engagement topics for parents. Host ongoing parent outreach programs; post ongoing events on family calendar.	183-14
Provide access to intervention software to support social/emotional learning targets for staff and students;	\$2,600	Title IV: Student Support & Academic Enrichment	5846	Licensing Agreements	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Ongoing Neurosequential model PDs Consistent communication and planning with Destiny Arts, School Arts Leadership Team (SALT) During classroom walkthroughs, staff will be able to see other teachers' sensory break spaces	183-15



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

PRESCOTT ELEMENTARY SCHOOL

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

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

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy.

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Adoption

This policy was adopted by the PRESCOTT School Site Council on 12/17/2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

ENOMWOYI BOOKER

Name of Principal


Signature of Principal

09/11/2019

DATE



School-Parent Compact

PRESCOTT ELEMENTARY SCHOOL

2019-2020

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2019-2020 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
- 2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
- 3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
- 4) **Provide parents reasonable access to staff.**
- 5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
- 6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners

- 7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*

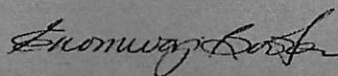
Student Responsibilities

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the PRESCOTT Elementary School on 09/11/2019 and will be in effect for the period of the 2019-2020 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2019.



Enomwoyi Booker - Principal

September 11, 2019

Date



Strategic Resource Planning

2019-2020

School Site Council Membership Roster

School Name: Prescott School

Chairperson : Stefanie Parrott

Vice Chairperson: Samantha Bier

Secretary: D'Ouita Woods

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Enomwoyi Booker	X			
Stefanie Parrott				X
Samantha Bier				X
Raina Armstrong				X
D'Ouita Woods			X	
Lorraine Mann		X		

Meeting Schedule
(day/month/time)

Every 3rd Tuesday of every month at 5:00 p.m.

SSC Legal Requirements (EC Sections 65000-65001):

- 1.** Members **MUST** be selected/elected by peer groups;
- 2.** There **MUST** be an equal number of school staff and parent/community/student members;
- 3.** Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- 4.** Parents/community members cannot be OUSD employees at the site.

1 Principal
1 Classroom Teachers
1 Other Staff
AND
3 Parents/Community Members