OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Sondra Aguilera, Chief Academic Officer
Meeting Date	August 9, 2023
Subject	2023-2024 School Plan for Student Achievement (SPSA) for Prescott School

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Ask of the Board
Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
● Title IV, Parts A and B
● After School Education and Safety (ASES)

Attachment(s)
● 2023-2024 School Plan for Student Achievement (SPSA) for Prescott School

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2023-2024 School Plan for Student Achievement (SPSA)

School:	**Prescott School**
CDS Code:	1612596002125
Principal:	Dewanna Slaughter
Date of this revision:	

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:	Dewanna Slaughter	**Position:**	Principal
Address:	920 Campbell Street	**Telephone:**	510-874-3333
	Oakland, CA 94607	**Email:**	dewanna.slaughter@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/17/2023
The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Prescott School   **Site Number:** 183

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program	[ ] 21st Century Community Learning Centers
[X] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[X] Early Literacy Support Block Grant
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

   Date(s) plan was approved: _____**4/17/2023**_____

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

   [X] Flyers in students' home languages   [ ] Announcement at a public meeting   [X] Other (notices, ParentSquare blasts, etc.)

Signatures: May 3, 2023

Dewanna Slaughter	*Dewanna Slaughter*	May 3, 2023
Principal	Signature	Date
Alicia Simba	*Alicia Simba*	May 3, 2023
SSC Chairperson	Signature	Date
Kathleen Arnold	*K. Arnold*	5/5/23
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	5/9/23
Director, Strategic Resource Planning	Signature	Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/13/2022	Instructional Leadership Team	Shared rationale and overview of site plan.
12/19/2022	Instructional Leadership Team	Review student iReady ELA and math data to include in SPSA
12/31/2022	SSC	Shared rationale and overview of SPSA and voted on Title I and Title IV carryover from last year.
01/30/2023	Instructional Leadership Team	Shared SPSA 2022-2023 discussed needs assessment, strategies, and actions (Part 1).
02/06/2023	Instructional Leadership Team	Shared SPSA 2022-2023 discussed needs assessment, strategies, and actions (Part 2).
2/9/2023	SSC	Shared SPSA 2022-2023 discussed needs assessment, strategies, and actions (Part 1 &2).
2/14/2023	Instructional Leadership Team	Shared SPSA 2022-2023 discussed needs assessment, strategies, and actions (Part 1 &2).
03/08/2023	SSC	Shared SPSA 2022-2023 discussed needs assessment, strategies, and actions (Part 1-3).
04/12/2023	SSC	Shared SPSA 2022-2023 shared revision to Part 2 and Part 4.

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

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$38,130.00
Total Federal Funds Provided to the School from the LEA for CSI	$148,631.73
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$520,483.82

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)	$34,875	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$7,320	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$930	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$87,920	TBD
21st Century Community Learning Centers (Title IV #4124)	$0	TBD	After School Education and Safety Program (ASES #6010)	$130,114	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$2,325	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$108,368	TBD
Comprehensive Support and Improvement (CSI #3182)	$148,632	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$186,762**	**$0**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$333,722**	**$0**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$520,484**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2023-24 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 the oldest public school in Oakland USD. Our school has served generations of students and families who desire to continue the rich cultural and academic legacy for which our school is known. We currently serve approximately 117 students (PreK, ETK/TK and K-5th grades). We celebrated our 150th anniversary in May 2019.

As a small school, students who enroll at Prescott in the primary grades and move from grade to grade are able to show more growth over time than most other schools in OUSD. Our students enjoy our rich and robust Outdoor Education and science program. We are focusing on a research/evidence-based early literacy initiative. We are also implementing a multiple-year Arts Integration grant, while developing a schoolwide program for Resiliency-Building Through Arts-Integration (SEL focused Culture and Climate practices with visual and performing arts opportunities). "

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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
47.1%	52.9%	19.6%	9.8%	10.8%	2.0%	87.3%	5.9%

% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
60.8%	1.0%	27.5%	2.0%	0.0%	1.0%	0.0%	2.9%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness:	All students will continously grow towards meeting or exceeding standards as demonstrated by an increase in the number of kinder, 1st and 2nd grade students math score. Students will increase on iReady math and decrease in distance from standard for SBAC math.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	29.4%	28.6%	*not available until Fall 2023*	30.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	10.3%	14.3%	*not available until Fall 2023*	35.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	20.0%	9.1%	*not available until Fall 2023*	35.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-84.6	n/a	-103.4	*not available until Fall 2023*	-35%
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	.	7.9%	*not available until Fall 2023*	25.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-64	n/a	-111.6	*not available until Fall 2023*	-50.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	10.5%	*not available until Fall 2023*	10.0%

CAST (Science) at or above Standard	All Students	44.4%	n/a	0.0%	*not available until Fall 2023*	60.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for Focal Student Groups:	All African American students will demonstrate excelerated growth resulting in a decrease in disctance from standard for the ELA and math SBAC and iReady.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-112.3	n/a	-123.5	*not available until Fall 2023*	-90.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	African American Students	-99.5	n/a	-115.6	*not available until Fall 2023*	-90.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	0.0%	*not available until Fall 2023*	40.0%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-61.2	n/a	-164.3	*not available until Fall 2023*	-50.0
SBAC Math Distance from Standard Met *2018-19 baseline*	African American Students	-72.6	n/a	-131.2	*not available until Fall 2023*	-57.0

Reclassification Measures & Annual Targets		*Complete Part 1 of ELD Reflection*				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	0.0%	0.0%	7.1%	*not available until Fall 2023*	3.0%
LTEL Reclassification	Long-Term English Learners	0.0%	n/a	n/a	*not available until Fall 2023*	1.5%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for Student & Family Engagement: Multi-tiered systems of support for behavior and SEL families and students will feel welcomed, safe, healthy , and engaged in school learning, which will increase connectedness based on the CHKS and decreased chronic absences.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	61.1%	0.0%	53.3%	*not available until Fall 2023*	50%
Out-of-School Suspensions	All Students	7.5%	n/a	0.8%	*not available until Fall 2023*	5.0%
Out-of-School Suspensions	African American Students	10.6%	n/a	0.8%	*not available until Fall 2023*	5.0%
Out-of-School Suspensions	Special Education Students	17.4%	n/a	0.8%	*not available until Fall 2023*	9.0%
Chronic Absenteeism	All Students	29.7%	40.3%	55.5%	*54%*	30%
Chronic Absenteeism	African American Students	34.1%	46.3%	58.5%	*55.4%%*	35%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for High-Quality Staff: All staff use district curriculum, EL (iReady), Eureka math (iReady) , SIPPS and reading instervention daily to support a strong systemic instructional core.
Teachers provide strong Tier 1 and Tier 2 instruction to support all students and are committed to the student's academic growth.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	57.1%	69.5%	69.9%	*not available until Fall 2023*	70%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College, Career & Community Readiness	Kinder iReady (math & EL), SIPPS groups daily, and Kinder letter naming.	TSA, teachers, and ELA tutors teach multiple groups of SIPPS and iReady groups daily.

LCAP Goal 2: Focal Student Group Supports	Students recieve 30 minutes of iReady English and iReady math twice a week.	Being fully staffed with a TSA that is trained and is able to support in different high needs such as intervention and student support.
LCAP Goal 3: Student & Family Engagement	Prescott has a Behavioral Specialist who facilitates African American Female Excellence, She facilitates a Mastering Cultural Identity class for female all students on campus.	Our Behavior Specialist is a fixture in the Prescott community and able to provide support with families of our Tier 2 and Tier 3 students.
LCAP Goal 4: Staff Supports	Focused PD supportng the new curriculum. Data Dives and modeling unpacking of modules/units.	Network 2 curriculum support staff facilitating PD once a month (Sipps, EL, and math).
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
LCAP Goal 1: College, Career & Community Readiness	Students flatlining and not making expected growth goals. Many students are multiple years below grade level in English and math.	Students lack of letter recognition, phonmic awareness, and computer literacy due to COVID/illness and students excessive absences.
LCAP Goal 2: Focal Student Group Supports	The computer lab was outdated and computers were e-wasted this year. We will purchase computers that will offer differentiated instruction and support students individualized learning plans. Each student will recieve additional instruction in small groups on learning apps like IXL, iReady, Emc etc... Differeniated instruction is inconsistent, pull out intervention group disruption due to lack of sub coverage when teachers are absence.	Prescott lost two veteran teachers last year. Teachers weren't trained how to diffiertiate lessons for students last year. More PD training to support teachers in addressing all learners.
LCAP Goal 3: Student & Family Engagement	Very high chronic absenteeism Disproportionate chronic absenteeism Continued declining enrollment due to district announcement of the school closure last year.	Chronic absenteeism due to COVID/illness and families are still anxious to send students to school. Parents are hesitant to become involved. Parents are concerned with the news that Prescott is slated to close in 2023.

LCAP Goal 4: Staff Supports	Many new teachers/tutors need coaching in SIPPS, differentiation instruction, and consistent PLC structure.	Staff absences, lack of substitutes, high turnover rate in school and district level staff. New teacher needs professional development to help teach the newly adopted EL and Eureka curriculum.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

We are located in one of the most high need communities in OUSD and serve many of the high need students. Enrollment continues to decline due to gentrifying neighborhood & existing families being displaced through public housing changes; 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 all staff had to cover classes in an "all hands on deck" model. Vacancies persisted even with additional funding that could have helped to provide additional classroom support to allow small group support for teachers.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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. Students will recieve Individualized Learning Plans for the upcoming school years. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Prescott School	**SPSA Year Reviewed:** 2022-23
	SPSA Link: 2022-23 SPSA

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

As a small school, we started the year off with two vacanies earlier in the school year which caused disruption in instruction. Two teachers left (1 transferred and 1 out on leave) we weren't able to recieve a stip sub for a month. Our prep teacher volunteered to teach the K-1 class due to the lack of academic continuity for students leaving the teachers without consistent prep periods. The resource teacher was hired to fill the 4-5 combo class in November due to district consolidations of her position.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

A bilingual attendance clerk was hired to aid in speaking with Spanish speaking parents regarding students chronic absences and increased engagement. The Spanish speaking attendance clerk and the Community School Manager have started visiting homes of chronic absence students. Three Early Literacy Tutors were hired from part time to full time to help with SIPPS groups and push in support for teachers. Teachers were given intense support with the adopted curriculum EL and Eureka math by the district leads for Network 2. Teachers recieved instructional support (SIPPS, Eureka, and EL) during Wednesday professional development time for three months.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

A change and challenge has been covering teacher absences and the impact that has had on our ogriginial tier 2 pull out support plan. Teacher absences has greatly impacted our abilty to have consistent PLC's each week. Our goal of using data to impact student achievement and engage teachers in inquiry has been negatively impacted. We will continue with the Early Literacy Tutoring TK-5 grades and classroom push ins. Continue utlizing PLC for teachers to collaborate, data dives, breaking down modules/units for student learning.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why? (Qualitative/quantitative data is required. Describe growth/change using data/metrics.)	Based on this evaluation, what will you change, continue, or discontinue? Why?

Family Engagement		Family and community outreach and engagment for new or reluncant families: provided activities and projects for students which is intergrated with classroom instruction. Opportunities for teacher and parent conferences to support students academic and social emotional learning.	Based on feedback from parent and teacher conferences teachers were able to meet with 60% of parents/guardians are able to meet in person or over Zoom. We did not meet our goal of 70% parent engagement	Prescott School was closed to families last year due to COVID protocals but is currently open to families to visit classrooms and the school. We have held three evening family engagment events with the collaboration of the PFT, community members and staff. We will continue to invite parents/families to Prescott to engage them with student academic and social emotional learning for the remainer of the year.
	Student Connectedness to School			
			The remaining 40% of parents who didn't meet with teachers. are notified by the attendance clerk to schedule an appointment to meet with their child's teacher. We did not meet our goal.	
Intervention Teacher		Provide support/coverage so teachers can plan. collaborate, participate in PD opportunties.	Ms. Williams began the year providing teachers with prep periods. She taught science to students and helped pull out students for academic support and intervention. All the teachers (100%) were recieving support with science and prep time.	Ms. Booker succcesfully hired an experienced teacher who is familiar with our community and students. She provided much experience and skill with engaging students and families. Due to the lack of ESSER funding for the upcoming year the positon has been eliminated. She will teach 1st grade in the fall.
	Student Connectedness to School			
Field Trips		Field trips offer a unique opportunity for students to create connections, which will help them gain understanding and develop an enjoyment of learning.	All teachers (100%) have taken their students on a field trip this year. The teachers aligned their field trips to CCCSS standards to help students connect academics standards to real life experiences.	We will continue taking field trips help students build on classroom instruction, gain a better understanding of topics , build cultural understanding and tolerance, and expose them to worlds outside their own.
	Student Connectedness to School			

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Prescott School	**School ID:** 183

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

School Priority:	All students will recieve rigorous well planned CCSS aligned lessons. Literacy and math lessons will include the componets will include an opening, teacher model and multiple opportunities for students to show mastery. All lessons will be planned to engage students, increase student talk and promote critical thinking.
School Theory of Change:	If we implement the components of the district adopted Eureka math curriculum with fidelity, then students will be able to use strategies to reach their math goals and show one year of growth.
Students to be served by these actions:	*All students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will 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, Math em2 and Notebooking/Participation Quiz which align to the CCSS Standards For Mathematical Practice & check for understanding;	Leadership will calendar Teacher-led PD; planning time & observation cycles (covered by Prep Teacher or subs) wil be focused on Math instructional strategies. The PD/Assessment calendar will designate time for teachers to meet and analyz data, discuss strategies for Number Talks, Daily Practices, and Notebooking/Participation Quiz at least monthly; Teachers will develop structures for Family Math night. Leadership will schedule classroom walk-throughs.	Increase in iReady student participation data. Teachers will recieve feedback to aid them in teaching Eureka and Em2 with fidelity.	All staff use district curriculum, EL (iReady), Eureka math (iReady) , and SIPPS daily to support a strong systemic instructional core. Teachers provide strong Tier 1 instruction to support all students and are committed to the academic growth of Prescott's students.	Tier 1

1-2	Teachers give formative and summative assessments that inform instruction to best support students daily and by standard. Teachers will use these data points to differentiate instruction, create corrective action plans and modify lessons. Teachers engage in data analysis individually and with their grade level teams in order to reflect on their practice and determine action plans moving forward that supports all students.	TSA/Principal will create opportunities for Data conferences 1:1 with teachers. ILT will create specific data dive oppotunities during buy back days. STIP subs will be used for PLC grounded in data.	PLC Agendas. Use of Data analysis protocol at the 1:1 conferences, academic tutors work with students in small groups, the groups will change depending on the students' growth.	All students will continously grow towards meeting or exceeding standards as demonstrated by an increase in the number of kinder, 1st and 2nd grade students math score. Students will increase on iReady math and decrease in distance from standard for SBAC math.	Tier 1
1-3	Teachers will meet weekly in thier PLC and monitor students math progress. Teachers will determine if students will need additional support with math and create homework packets for each student to enhance learning. Teachers will create small groups each Wednesday to reteach standards for students who need additional support.	Leadership will support teachers to re-engage students and provide feedback; Ensure teachers have scheduled time to re-teach as needed;	Students retake assessments and pass with a 70% or higher.	All students will continously grow towards meeting or exceeding standards as demonstrated by an increase in the number of kinder, 1st and 2nd grade students math score. Students will increase on iReady math and decrease in distance from standard for SBAC math.	Tier 1

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1-4	Two 30-minute i-Ready Math My Path or ST Math sessions per week for grades K-1st; and two 45-minute i-Ready/ST Math sessions per week for grades 2nd-5th.	Leadership will provide continued i-Ready/ST Math training for teachers during designated PD time and Staff Retreat:	Teachers will provide feedback via teacher survey pre/post for parents via Parentsquare or email.	All students will continously grow towards meeting or exceeding standards as demonstrated by an increase in the number of kinder, 1st and 2nd grade students math score. Students will increase on iReady math and decrease in distance from standard for SBAC math.	Tier 1

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Priority:	Implementation of rigorous, systematic, research-based, and standards aligned instruction and intervention groups for all students				
School Theory of Change:	If we provide all African American students systematic foundational skills instruction and expliicity and regularly engage students with complex texts and tasks in whole group Tier 1, Tier 2 small group instruction, and Tier 3 intervention, all k-5 students will demonstrate growth in becoming proficient in English and math.				
Students to be served by these actions:	*African American*				
#	**TEACHING ACTIONS**	**LEADERSHIP ACTIONS**	**EVIDENCE OF IMPLEMENTATION**	**IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?**	**WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?**

2-1	Teachers will implement the newly adopted district curriculum (El Education); while also implementing the use of i-Ready and SIPPS for intervention supports;	The Early Literacy Coach will coordinate PDs and PLCs to analyze i-Ready, SIPPS and other literacy data; Schedule minimun days during first 2 weeks of school for TK & K Orientation, intake assessments, and monthly minimum days to continue to plan implementation of the new ELA curriculum; Schedule sub release or coverage by the Prep Teacher during 2nd and 3rd administration of assessments for teacher support;	Students will increase their iReady scores and demonstrate growth and mastery of the CCSS standards.	Students in grades 1-5 will increase their iReady English score by 10%. Seventy percent of Kinder will master letter names and letter sounds.	Tier 1
2-2	Teachers select 5-6 African American Students to collect progress monitoring data weekly;	Leadership will provide PD to demonstrate how to implement progress monitoring; Calendar Family literacy and math night events	Students will increase their iReady scores and demonstrate growth and mastery of the CCSS standards. Teachers will monitor students academic growth and SEL monthly in their PLC's.	African American students will increase their SBAC ELA score by one proficiency band.	Tier 2
2-3	Primary grade teachers K-2 will participate in ELSB trainings. PDs and meetings to increase early literacy instructional knowledge and skills	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;			Tier 1

2-4	Reading Tutors will provide small group/intervention instruction to students in grades K-5.	Ensure the small group and intervention schedules are implemented.	The reading tutors provided small group instructon with students in letter naming, Sipps, and word recognition once a day for 20-30 minutes a day. Students were able to demonstrate growth by scoring profient in each Sipps, letter naming, and word recognition assessment .		Tier 2
2-5	Teachers will implement the newly adopted Eureka math with fidelity. Teachers will meet bi-monthly to unpack modules and work collaboratively teaching strategies to support all learners.	Ensure teachers are meeting bi-monthly during professional development meetings. Facilitate teaching strategies and school wide goals per inquiry cycle and hold teacher accountable. Observing each teacher once in a bi-monthly cycle and offer feedback in 1:1 conference.			
2-6	SIPPS groups K-5	Train Early Literacy Tutors and teachers on the SIPPS program, TSA to analyze data on a monthly basis to make intervention groupings			Tier 1
2-7	Teachers will provide learning opportunities that include outdoor experiences and field trips to enrich their understanding of the CCSS and the curriculum.	Leadership will provide funding for transportation so students can experience and enrich their studeis. Leadership will sipport grade levels in finding quality experiences connected to their units within their curruculum.	Sign up for specials (garden/library) field trip forms, observations (environment, trees, woods, etc done in math and science.		Tier 1

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION		
2-8	Use tech to complement synchronous or in person instruction with adaptive literacy and math learning through the iReady, MyPath adaptive learning platforms.	Attend/provide professional development on adaptive literacy/math learning platforms. Provide time for teachers and PLCs to analyze progress and choose focal students	Data, observations, PD/PLC calendar		

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Priority:	Multi-tiered systems of support for student behavior and SEL				
School Theory of Change:	If we focus on improving implementation of current systems and Tier 1 supports then we will see an increase in social emotional awareness and investment in academic task to ensure a decreased rate of chronic absenteeism and lower URF rate.				
Students to be served by these actions:	*All Students*				
#	**TEACHING ACTIONS**	**LEADERSHIP ACTIONS**	**EVIDENCE OF IMPLEMENTATION**	**WHICH SCHOOL GOAL DOES THIS ADDRESS?**	**WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?**
3-1	Teachers actively build relationships with students and families. Teachers use SEL pratices , community circles and keep all students needs in mind when planning lessons. Teachers are committed to teaching and reinforcing core values . We use Panther card to reinforce being safe, being responsible, and being respectful.	Leadership will provide planning time during the retreat and first cycle of inquiry so teachers can plan and review expectations. Support around implementation of core vlaues so that there is coherance and shared understanding. Leadership will provide observation and feedback connected to PBIS throughout the year. STARS will provide mental health services, support cost team and work with families.	Walkthrough data, weekly plans clearly showing where PBIS strategies are infused with lesson planning. Weekly Fun Friday celebrations for students who recieve Panther Cards earned for being safe, being respectful, and being kind.	All staff use district curriculum, EL (iReady), Eureka math (iReady) , and SIPPS daily to support a strong systemic instructional core. Teachers provide strong Tier 1 instruction to support all students and are committed to the academic growth of Prescott's students.	Tier 1

3-2	Teacher lessons include a focus on teaching and supporting the whole child that encompasses academics and social emotional and physical wellness.	Leadership will look for ways to incorporate enrichment, field trips and extra curricular activities that otherwise wouldn't be available to our students.	Use of the first six weeks plan school wide. SEL /PBIS are present in weekly lesson plans. Teachers meet students each morning on the yard on time and actively engaged.	All staff use district curriculum, EL (iReady), Eureka math (iReady) , and SIPPS daily to support a strong systemic instructional core. Teachers provide strong Tier 1 instruction to support all students and are committed to the academic growth of Prescott's students.	Tier 1
3-3	Teachers create systems of motivation to support the love of learning. All classrooms include evidence of positive of positive reinforcement using the school wide system such as 5 to 1 positive narration and other strategies. Teachers utilize a calming space as a preventive practice. Teachers use a buddy classroom/case manager office for 5 minute with an appropriate calm down and reflective artifiart.	Leadership will plan assembles to build on the systems created in classrooms. Leadership will provide workshops that align to these goals for families.	Walkthrough data, all teachers use behavior chart. Panther cards are actively used to support this system. Calming space is present in all classrooms and students know how to use it.	All students will continously grow towards meeting or exceeding standards as demonstrated by an increase in the number of kinder, 1st and 2nd grade students math score. Students will increase on iRedy math and decrease in distance from standard for SBAC math.	

3-4	Teachers build strong relationships with families through ongoing 2-way communication and contact. Teachers will meet with parents in the Parent Resource Center, in class, or via Zoom. teachers use a messaging system in families home language . Teacher ssend out positive messages to fmily to at least five students per week.	Leadership will create space during PD to send positive messages homes . Staff will be trained on distruct messaging system. Teachers will have access to the Parent Resource Center before, during, and after school.	Use of Parentsquare, home visit/Parent Resource Center calender and monitoring system.	All students will continously grow towards meeting or exceeding standards as demonstrated by an increase in the number of kinder, 1st and 2nd grade students math score. Students will increase on iRedy math and decrease in distance from standard for SBAC math.	
3-5	Bi-monthly Culture and Climate Committee Meetings	Culture and Climate committee will monitor student social emotional awareness. Plan for student evetns that celebrate students academic and SEL growth.	CHKS, parent feedback, and weekly check in check out student data.	Multi-tiered systems of support for behavior and SEL families and students will feel welcomed, safe, healthy , and engaged in school learning, which will increase connectedness based on the CHKS and decreased chronic absences.	Tier 2

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Priority:	All teachers will engage in ongoing professional learning that develops teacher efficacy through inteactions that reflect our shared agreements a. Teachers will engage i continued progress monitoring to increase student achievement.
School Theory of Change:	If we provide time, support and protocals for cycles of inquiry and peer observations and feedback teachers will build efficacy and deepen thier instructional practice inorder to increase student achievement.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Ultilize multiple forms of data to reflect and plan collaboratively to improve student outcomes. Use data to plan effective and differentiated instruction.	Build leadership capacity around PLC implementation by providing protocal, time, and support for teacher collaboration. Provide	PLC Agendas, buy back day agenda, 1:1 data conferences, and parent teacher conferences.	All staff use district curriculum, EL (iReady), Eureka math (iReady) , and SIPPS daily to support a strong systemic instructional core. Teachers provide strong Tier 1 instruction to support all students and are committed to the academic growth of Prescott's students.	Tier 1
4-2	Use protocals to observe peers and give actionable feedback in order to push each others practice and build instructional coherence . Provide thoughtful feedback to leadership on PD's, and PLC's to build teacher efficacy.	Leadership will provide opportunities with protocals and coaching for peer feedback and observaion, data dives in cycles , feedback, and follow the mission and vison of the school. Leadership will build teacher capacity by providing opportunities to practice and time to calibrate on how to give positive corrective feedback.	Teacher monthly check ins during professional development. Wellness Check Forms created by the adminstrator collected and discussed with staff weekly, questions answers on Principal Notes emailed to staff every Friday evening.	All staff use district curriculum, EL (iReady), Eureka math (iReady) , and SIPPS daily to support a strong systemic instructional core. Teachers provide strong Tier 1 instruction to support all students and are committed to the academic growth of Prescott's students.	Tier 1

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4-3	Teachers will participate in grade span PLCs to engage in inquiry cycles to support skill development in trauma informed practices	Leaders will create PD/PLC calendar that includes data-based inquiry about student engagement and academic growth as a result of implementation of trauma informed classroom practices	Beginnng of the year trauma informed training offered .Daily student check ins t the main office, case manager, or AAMA faciliator.	All students will continously grow towards meeting or exceeding standards as demonstrated by an increase in the number of kinder, 1st and 2nd grade students math score. Students will increase on iRedy math and decrease in distance from standard for SBAC math.	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Educating the Whole Child
School Theory of Change:	If we provide consistent professional development for teachers and implement a postive behavior incentive system for culture and climate. Create conditions that support students' readiness to learn, then we can expect to see an increase in students ability to better engage in and achieve academically and improve negative behaviors. Teachers will develop skills to implement trauma informed practices to better support their students.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

#					
5-1	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	Fun Friday for students who earned Panther Cards for Being Safe, Be Responsible and Being Respectful. Weekly drumming circle where positive behavior showcased and celebrated. Schoolwide incentives once a month held in classes , auditorium, or outside on the playground.	African American students will increase their SBAC ELA score by one proficiency band.	Tier 1
5-2	Teachers will check in with students daily in the morning with a thumbs up and thumbs down to gauge students emotions before entering the classroom.	The leader will facilitate PD to train teachers how to monitor students who may need time to decompress before entering class. The staff will create hand signals for students to use to notify adults of how they are feeling. The leaders will create a safe space for students to decompress before entering class each morning.		African American students will increase their SBAC ELA score by one proficiency band.	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
Reference your required pre-work: *Stages of ELD Implementation Self-Assessment*	
School Priority:	English Language Develop (ELD)
School Theory of Change:	If all Teachers implement the embedded ELD strategies to fidelity, then there will be an improvement in English Language acquisition.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	Teachers use Before, During, and After Reading strategies with complex texts from ELA and/or Science (Integrated ELD)	Provide PD on complex text analysis (Before, During, After Reading), observation & feedback on classroom practice Provide PLC time at least once per month to analyze student language progress and plan	Students score increase on iReady EL and EL assessments.	All staff use district curriculum, EL (iReady), Eureka math (iReady), and SIPPS daily to support a strong systemic instructional core. Teachers provide strong Tier 1 instruction to support all students and are committed to the academic growth of Prescott's students.	Tier 1
6-2	Teachers will identify ELL students in classroom and work with ELA TSA to identify opportunities for Designated ELD support for students. Teachers and TSA will identify highest leverage strategies and skills and collaborate to implement during school day.	Establish time for designated ELD in daily schedule Provide PD (complex text analysis, sentence unpacking, ELD Standards), observation & feedback on classroom practice (sentence unpacking) Provide PLC time at least once per month to analyze student language progress and plan ILT ELL data dive at least 2x/year to evaluate and adjust language program and instruction Connect with ELLMA for PD and PLC support	Monthly progress monitoring shared during monthly PLC, teachers will share successful teaching strategies and build on students prior knowledge while incorporating culturally competency.	All students will continously grow towards meeting or exceeding standards as demonstrated by an increase in the number of kinder, 1st and 2nd grade students math score. Students will increase on iRedy math and decrease in distance from standard for SBAC math.	Tier 1

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2023.	$130,114	After School Education & Safety (ASES)	4399	Unallocated	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	n/a	n/a	183-1
12-Month Community School Manager	$133,514	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	4839	12-Month Community School Manager	0.70	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Leadership will provide planning time during the retreat and first cycle of inquiry so teachers can plan and review wxpectations. Support around implementation of core vlaues so that there is chereance and shared understanding. Leadership will provide observation and feedback connected to PBIS throughout the year. STARS will provide mental health services, support cost team and work with families.	183-2
Supplies	$1,486	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Ensure the small group and intervention schedules are implemented.	183-3
11-Month Classroom Teacher on Special Assignment (TSA)	$148,632	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	New	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Reading Tutors will provide small group/intervention instruction to students in grades K-5.	183-4
Teacher, Structured English Immersion	$78,569	Early Literacy Support Block (ELSB) Grant	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	0.62	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers will implement the newly adopted district curriculum (El Education); while also implementing the use of i-Ready and SIPPS for intervention supports;	183-5
Early Literacy Tutor	$14,309	Early Literacy Support Block (ELSB) Grant	2105	Classified Instructional Aide Salaries	8738	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers will identify ELL students in classroom and work with ELA TSA to identify opportunities for Designated ELD support for students. Teachers and TSA will identify highest leverage strategies and skills and collaborate to implement during school day.	183-6

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Early Literacy Tutor	$15,032	Early Literacy Support Block (ELSB) Grant	2105	Classified Instructional Aide Salaries	8739	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Reading Tutors will provide small group/intervention instruction to students in grades K-5.	183-7
School supplies	$459	Early Literacy Support Block (ELSB) Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Train Early Literacy Tutors and teachers on the SIPPS program, TSA to analyze data on a monthly basis to make intervention groupings	183-8
Extended Contracts	$10,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Ensure teachers are meeting bi-monthly during professional development meetings. Facilitate teaching strategies and school wide goals per inquiry cycle and hold teacher accountable. Observing each teacher once in a bi-monthly cycle and offer feedback in 1:1 conference.	183-9
Year end retreat	$5,000	Educator Effectiveness Grant	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Utilitize multiple forms of data to reflect and plan collaboratively to improve student outcomes. Use data to plan effective and differentiated instruction.	183-10
STIP Teacher	$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	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;	183-11
Early Literacy Tutor	$32,009	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	8030	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Reading Tutors will provide small group/intervention instruction to students in grades K-5.	183-12
Extended Contracts	$7,320	LCFF Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Leadership will provide continued i-Ready/ST Math training for teachers during designated PD time and Staff Retreat:	183-13

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	$10,138	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	0.08	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	SIPPS groups K-5	183-14
12-Month Community School Manager	$57,220	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	4839	12-Month Community School Manager	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Leadership will plan assembles to build on the systems created in classrooms. Leadership will provide workshops that align to these goals for families.	183-15
School supplies	$164	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Reading Tutors will provide small group/intervention instruction to students in grades K-5.	183-16
Material, computers	$6,500	LCFF Supplemental	4410	Equipment < $5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	Two 30-minute i-Ready Math My Path or ST Math sessions per week for grades K-1st; and two 45-minute i-Ready/ST Math sessions per week for grades 2nd-5th.	183-17
Conference expenses	$13,898	LCFF Supplemental	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Provide PD on complex text analysis (Before, During, After Reading), observation & feedback on classroom practice. Provide PLC time at least once per month to analyze student language progress and plan	183-18
Library Technician	$78,431	Measure G, Library Support	2205	Classified Support Salaries	7191	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Leadership will look for ways to incorporate enrichment, field trips and extra curricular activities that otherwise wouldn't be available to our students.	183-19

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	$11,200	Preschool Support Budget	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers actively build relationships with students and families. Teachers use SEL pratices , community circles and keep all students needs in mind when planning lessons. Teachers are committed to teaching and reinforcing core vlaues . We use Panther card to reinforce being safe, being responsible, and being respectful.	183-20
Early Literacy Tutor	$4,573	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8030	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Ensure the small group and intervention schedules are implemented.	183-21
Early Literacy Tutor	$36,581	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	8603	Early Literacy Tutor	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Ensure the small group and intervention schedules are implemented.	183-22
Snacks, PFT Events	$930	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will plan assembles to build on the systems created in classrooms. Leadership will provide workshops that align to these goals for families.	183-23
Classroom Technology	$34,875	Title I, Part A Schoolwide Program	4410	Equipment < $5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Two 30-minute i-Ready Math My Path or ST Math sessions per week for grades K-1st; and two 45-minute i-Ready/ST Math sessions per week for grades 2nd-5th.	183-24
Field trips	$2,325	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Leadership will look for ways to incorporate enrichment, field trips and extra curricular activities that otherwise wouldn't be available to our students.	183-25

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:

- Convening a Back to School Night

- Convening a Family Literary Night and/or Science Event

- Teachers will review student assessments at their Parent/Teacher Conferences

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:

- Convening a Back to Night an monthly School Site Council Meetings

- Use Parent Square for communication between home and school.

- Conduct virtual/in person home visits at beginning of during orientation

- Convening 2-3 Parent/Teacher conferences per year

- Convening SST meetings as needed

- Convening Food Distribution events

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.
- Invitation to Prescott's Annual TITLE ! meeting held at the beginning of the school year

- Parent Events and engagement with the Community Schools Manger (CSM);

- Announcements and information found on the School Website and other Social Media sites:

The school communicates to families about the school's Title I, Part A programs by:
- Invitation to Prescott's Annual TITLE 1 meeting held at the beginning of the school year:

- Invitation to monthly SSC Meetings

- Announcement and messages via Parent Square and Flyers text messaging and emails:

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:
- Parent/Teacher Report Card Conferences:

- Annual TITLE 1 Meeting

- Annual Back to School Night at the beginning of the school year.

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 by:
- Translated written and oral communication via interpreters, translation apps, and other on-line supports (See Saw, Talking Points etc):

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 by:
- Providing virtual enrichment tutorials/events for classrooms:

- Providing family sponsored enrichment opportunites/events for students:

- Convening sub-committtees that involves connecting with community organizations:

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 by:

- Zoom/in-person meeting and workshops:

- Parent/Teacher conferences:

- Homework packets:

- Technology support and training for families:

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 by:

- Sharing monthly school calender of events & announcements:

- Sending messagesand announcements via Parent Square and school web page:

- Receiving feedback from parents on the SSC and PFT- Parent Family Team:

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 by:

- Sending announcem:ents of meetings/events to families through Parent Square, flyers and other on-line apps:

- Participating in the SSC meetings and annual Back to School Night

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 by:

- Engaging parents/families in the Annual Title 1 and montly SSC meetings:

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

- Inviting parents t o Title I and monthly SSC meetings:

- Providing translation support during meetings and events as needed:

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

- Parent feedback on family engagement activities through the SSC, Title I and CHKS:

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 by:

- Families are encouraged to participate in a variety of activities and events throughout the year:

- Engagement with support from the CSM:

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the school plan for student achievement (SPSA) to the Strategic Resource Planning Office

Adoption
This policy was jointly developed and adopted by the Prescott Elementary School on August 26,
 2022 and will be in effect for the period August 9, 2022 through May 25, 2023.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Dewanna Slaughter   *Dewanna Slaughter*   **August 30, 2022**
Principal's Name   **Signature of Principal**   **Date**

Please attach the School-Parent Compact to this document.

Prescott Elementary School

2022-23

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 2022-23 school year.

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

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
   a) Implement new English Language Arts curriculum EL Education
   b) Implement new math curriculum Eureka
   c) SIPPS Foundations-Early Literacy Intervention
   d) ELSB-Early Literacy State Block Grant (K-3rd)
   e) FOSS Science Curriculum
2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
   a) Virtual/in person home visits-Homes and Dreams Conversation
   b) Trimester 1 Report Card Conferences
   c) Trimester 2 Report Card Conferences
   d) Trimester 3 Report Card Conferences
3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
   a) Teacher Reports of student progress throughout the trimester
   b) Regularly scheduled (weekly, or every 2 weeks) progress monitoring
   c) Monthly parent workshops
4) **Provide parents reasonable access to staff.**
   a) Multiple means of communication-Parent Square, email, virtual /in person home visits, Zoom and in person events/meetings

5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

   a) Classroom volunteers- (scheduled with principal, teacher, and parent)
   b) Room Parents -(scheduled with principal, teacher, and parent)
   c) Prescott Family Team (PFT)

6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

   a) Weekly communication with student learning targets for the week
   b) Monthly parent workshops

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

   a) Professional Develeopment opportunities

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

   a) Parent Translators to support Prescott's non-English speaking families

Parent Responsibilities

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

- Volunteer in my child's classroom if possible (when COVID restrictions are lifted)
- Participate in decisions related to the education of my child.
- Ensure my child gets to bed on time
- Ensure my child gets to school on time every day
- Promote positive use of my child's extracurricular time.
  Limiting television watching or video games
  Ensuring 20-30 minutes of reading/completing homework packets nightly

This Compact was adopted by Prescott Elementary School on August 30, 2022, and will be in effect for the period of August 8, 2022 to May 25, 2023.

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, 2022.

Dewanna Slaughter	*Dewanna Slaugter*	**August 30, 2022**
Principal's Name	**Signature of Principal**	**Date**

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

PRESCOTT ELEMENTARY SCHOOL
School Site Council Membership Roster
2022-2023

SSC - Officers

Chairperson:	Alicia Simba
Vice Chairperson:	Stefanie Parrott
Secretary:	Portia Boykin

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Term (1st or 2nd year term?)
Stefanie Parrott	☐	☐	☐	☑	**2nd**
Portia Boykin	☐	☐	☐	☑	**1**
Zazzi Cribbs	☐	☐	☐	☑	**2nd**
Jason Williams	☐	☐	☑	☐	**1**
Alicia Simba	☐	☑	☐	☐	**1**
Dewanna Slaughter	☑	☐	☐	☐	**--**
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	2nd WEDNESDAY / MONTH @ 4:00-5:00 PM

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

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members