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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Prescott Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Prescott Elementary 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) ● 2024-2025 School Plan for Student Achievement (SPSA) for Prescott School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Prescott School
CDS Code: 1612596002125
Principal: Dewanna Slaughter
Date of this revision: 5/17/2024

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 Oakland, CA 94607	Telephone: 510-874-3333 Email: dewanna.slaughter@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/17/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Prescott School

Site Number: 183

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input checked="" type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: 5/17/2024

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

- Flyers in students’ home languages
 Announcement at a public meeting
 Other (notices, ParentSquare blasts, etc.)

Signatures:

Dewanna Slaughter Principal	<i>Dewanna Slaughter</i> Signature	5/17/2024 Date
Zazanne Cribbs SSC Chairperson	<i>Zazanne Cribbs</i> Signature	05/17/2024 Date
Sabrina Moore Network Superintendent	<i>Dr. Sabrina Moore</i> Signature	5/20/24 Date
Lisa Spielman Director, Strategic Resource Planning	<i>Lisa Spielman</i> Signature	5/20/24 Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/20/2023	SSC	Reviewed 2023-2034 SPSA
12/12/2023	ILT	Conducted student focus groups gathering data and effective teaching practice and strategies.
12/8/2023	SSC	Reviewed 2023-2034 SPSA and discussed needs of students and school.
1/20/2024	SSC	Reviewed goals for SPSA and CCSPP
2/1/2024	Community	The community reviewed SPSA and CCSPP goals and voted in the best interest of out students to rcontinue to work on the previous years SPSA goals in Tab 1 and 2.
1/16/2024	ILT	Reviewed iReady (reading and math) Data, brainstormed inntervention strategies
2/27/2024	SSC	Review the SPSA changes and recieve feedback from the SSC (parents, teachers, and community).
3/13/2024	SSC	Review the SPSA changes and recieve feedback from the SSC (parents, teachers, and community).
4/17/2024	SSC	Review the SPSA changes and recieve feedback from the SSC (parents, teachers, and community).
5/17/2024	SSC	Review the SPSA changes and vote on math tutor salary for paid from CCSPP next year.

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$41,870.00
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	\$669,334.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$38,160	LCFF Discretionary (General Purpose Discretionary #0000)	\$7,350
Title I, Part A Parent & Family Engagement (Title I #3010)	\$1,060	LCFF Supplemental (LCFF Supplemental #0002)	\$93,825
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	LCFF Equity Multiplier	\$139,997
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$2,650	After School Education & Safety (ASES) (ASES #6010)	\$131,340
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$235,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$19,952
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$41,870		\$627,464

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$669,334.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Prescott School		School ID: 183	
CDS Code: 1612596002125	SSC Approval Date: 5/17/2024	Board Approval Date: 8/14/2024	

School Mission and Vision

Our Mission: The Prescott Community seeks to provide students with an orderly, trusting, and caring environment. Our students will be both challenged and guided as they develop the skills they need to become leaders and motivators in today's world. Through equitable and engaging access to a rigorous curriculum we seek to produce inspired students who are mindful, healthy, and knowledgeable. We strive to ensure that our students will be successful in academics and in life.

Our Vision: Prescott Elementary School's vision is that students at Prescott will love to learn and learn to love. Students will demonstrate compassion, acceptance for others, show respect, practice, humility, and appreciate our diverse backgrounds. Students will develop a foundation of learning focusing on skills that build literary, numeracy, and transferrable skills that establishes building blocks for a life of learning.

Purpose of the Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Black/African American Students, Latino Students

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
39.3%	51.4%	32.7%	0.0%	1.9%	8.4%	92.5%	22.4%	0.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
60.8%	6.5%	3.7%	0.0%	0.0%	0.9%	93.5%	4.7%	72.2%

1B: GOALS & IDENTIFIED NEEDS

LCAP Goal1: All students graduate college, carrer, and community ready.

School Goal for College, Career & Community Readiness:	If we continue to offer teachers coaching support with unpacking module assessments, backward planning and lesson demonstration during professional learning communities and professional developments, teachers will be able to incorporate Common Core standards in daily instruction, provide engaging opportunities for students to become college and career ready. The students will become problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
Identified School Need:	Students in grades K-5 will increase their iReady reading and math scores by 15%. Seventy-five percent of students will master letter naming.

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	70.0%	not available until fall 2024	not available until fall 2025	92.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	83.3%	not available until fall 2024	not available until fall 2025	92.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	81.8%	not available until fall 2024	not available until fall 2025	92.0%

English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-67.1	not available until fall 2024	not available until fall 2025	-37.1
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	57.1%	not available until fall 2024	not available until fall 2025	80.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-78.5	not available until fall 2024	not available until fall 2025	-48.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	21.6%	not available until fall 2024	not available until fall 2025	60.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	11.1%	not available until fall 2024	not available until fall 2025	50.0%

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

<p>School Goal for Targeted Supports for focal Student Groups:</p>	<p>In order for African American students to demonstrate accelerated growth in iReady and SBAC scores, teachers will monitor students using Prescott's Individualized Learning Plan in grades 3-5. Students will meet with AAFA and AAMA for cultural lessons and reflections on a weekly basis. Students will receive pull out/intervention support in SIPPS, reading, and math. We will partner with families providing literacy/SIPPS instruction daily, and ensure staff plan for focal students accommodations and weekly support resulting in a decrease in distance from standard for the ELA and math SBAC and iReady assessment data.</p>
<p>Identified School Need:</p>	<p>56% of African American students scored standard not met on SBAC in literacy and 72.0 scored standard not met in math on the SBAC.</p>

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-98.4	not available until fall 2024	not available until fall 2025	-70.0
SBAC ELA Distance from Standard Met	African American Students	-80.8	not available until fall 2024	not available until fall 2025	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	71.4%	not available until fall 2024	not available until fall 2025	45.0%
SBAC Math Distance from Standard Met	Special Education Students	-147.7	not available until fall 2024	not available until fall 2025	-120.0
SBAC Math Distance from Standard Met	African American Students	-97.6	not available until fall 2024	not available until fall 2025	-67.6

Reclassification Measures & Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	7.1%	not available until fall 2024	not available until fall 2025	14.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	5.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	If we continue to offer 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 decrease chronic absences.				
Identified School Need:	Students severe chronic absent is 25.2% according the attendance group snapshot.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	75.6%	not available until fall 2024	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	3.8%	not available until fall 2024	not available until fall 2025	1.0%
Out-of-School Suspensions	African American Students	7.8%	not available until fall 2024	not available until fall 2025	2.8%
Out-of-School Suspensions	Special Education Students	5.9%	not available until fall 2024	not available until fall 2025	2.9%
Chronic Absenteeism	All Students	67.6%	not available until fall 2024	not available until fall 2025	25.0%
Chronic Absenteeism	African American Students	66.7%	not available until fall 2024	not available until fall 2025	25.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	If teachers continue using district adopted curriculum, EL (iReady), Eureka math (iReady), SIPPS, and reading intervention 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 their growth students will improve their reading, math, and writing skills.				
Identified School Need:	40% of students made no change in growth from the first assessment in iReady math and 60% made no change in math to the midyear assessment.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	67.3%	not available until fall 2024	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1: College, Career & Community Ready	<i>If we continue to offer teachers coaching support with unpacking module assessments, backward planning and lesson demonstration during professional learning communities and professional developments, teachers will be able to incorporate Common Core standards in daily instruction, provide engaging opportunities for students to become college and career ready. The students will become problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i>	TSA, teachers, and early literacy tutors teach multiple groups of SIPPS, daily. Students will participate in iReady (reading & math) and intervention groups twice a week. Students spend 30 minutes twice a week on iReady Reading during EL block. Students work on iReady, Mypath and Great Minds for math three times a week.

<p><i>LCAP Goal 2:Focal Student Group Supports</i></p>	<p><i>In order for African American students to demonstrate acccelerated growth in iReady and SBAC scores, teachers will monitor students using Prescott's Individualized Learning Plan in grades 3-5. Students will meet with AAFA and AAMA for cultural lessons and reflections on a weekly basis. Students will receive pull out/intervention support in SIPPS, reading, and math. We will partner with families providing literacy/SIPPS instuction daily, and ensure staff plan for focal students accomondations and weekly support resulting in a decrease in distance from standard for the ELA and math SBAC and iReady assessment data.</i></p>	<p>Students will recieve 30 minutes of iReady bi-weekly, biweekly pull out intevention groups in math and reading. Students will participate in an AAMA and AAFA classes once a weekly academic progress monitoring and SEL lessons .</p>
<p><i>LCAP Goal 3:</i></p>	<p><i>If we continue to offer 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 decrease chronic absences.</i></p>	<p><i>Prescott has a Behavioral Specialist who facilitates African American Female Excellence, She facilitates a Mastering Cultural Identity class for female all students on campus.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Focused PD supporting the new curriculum. Data Dives and modeling unpacking of modules/units.</i></p>	<p>Network 2 curriculum support staff facilitating PD once a month (SIPPS, EL, and math).</p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>If we continue to offer teachers coaching support with unpacking module assessments, backward planning and lesson demonstration during professional learning communities and professional developments, teachers will be able to incorporate Common Core standards in daily instruction, provide engaging opportunities for students to become college and career ready. The students will become problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i></p>	<p>Students flatlining and not making expected growth goals. Many students are multiple years below grade level in English and math.</p>

<p><i>LCAP Goal 2:</i></p>	<p><i>In order for African American students to demonstrate accelerated growth in iReady and SBAC scores, teachers will monitor students using Prescott's Individualized Learning Plan in grades 3-5. Students will meet with AAFA and AAMA for cultural lessons and reflections on a weekly basis. Students will receive pull out/intervention support in SIPPS, reading, and math. We will partner with families providing literacy/SIPPS instruction daily, and ensure staff plan for focal students accommodations and weekly support resulting in a decrease in distance from standard for the ELA and math SBAC and iReady assessment data.</i></p>	<p>Differentiated instruction and support students individualized learning plans is needed. Each student will receive additional instruction in small groups on learning apps like IXL, iReady, Emc etc... Differentiated instruction is inconsistent, pull out intervention group disruption due to lack of sub coverage when teachers are absence.</p>
<p><i>LCAP Goal 3:</i></p>	<p><i>If we continue to offer 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 decrease chronic absences.</i></p>	<p>Differentiated instruction and support students individualized learning plans is needed. Each student will receive additional instruction in small groups on learning apps like IXL, iReady, Emc etc... Differentiated instruction is inconsistent, pull out intervention group disruption due to lack of sub coverage when teachers are absence. We have been especially challenged to support the chronic absenteeism for the following student groups: African American Students and Latino/a Students based on the impact of Pandemic school closures and the OUSD teacher's strike in May 2023.</p>
<p><i>LCAP Goal 4:</i></p>	<p>Focused PD supporting the new curriculum. Data Dives and modeling unpacking of modules/units.</p>	<p>Many new teachers/tutors need coaching in SIPPS, differentiation instruction, and consistent PLC structure.</p>

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Latino/a Students	65.1%	not available until fall 2024	not available until fall 2025	36.9%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Prescott School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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 vacancies 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 receive 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. Two of the three Early Literacy Tutors began working with students in the beginning of the year. The Early Literacy Tutors and TSA hold daily 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 received instructional support (SIPPS, Eureka, and EL) during Wednesday professional development time. The TSA was able to work with teachers in two separate Professional Learning Collaborative groups (K-2 on Fridays and 3-5 on Mondays once a week.)

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 occurred when the 2nd grade teacher left in December, this has been a challenge finding substitute to cover the class. The 2nd grade class has been without a full time teacher. The stip sub has been working with students, the TSA, and other teachers to learn the curriculum. When teachers are absent it impacts Tier 2 pull out support plan. Teacher absences has greatly impacted our ability 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 utilizing 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 <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Snacks, PFT Events	Student Connectedness to School	Prescott Family Team meets every Wednesday morning hosting the Coffee with the Principal. The PFT also meets on Monday afternoon 4:00 pm-5:00 pm with staff and the principal to discuss community and school concerns/updates.	Every Wednesday morning from 8:30 am-9:30 am the Prescott Family Team hosts Coffee with the Principal. This hour is dedicated to discussing school data, meeting perspective parents, school tours, and building community. Community leaders also use this event to meet and dialogue with Prescott families. Every Wednesday 30% of the student population parent/guardian participants in Coffee with the Principal Event.	Continued Coffee with the Principal on Wednesday will bring more parents to the school in the mornings. We continue to schedule events in the evening with food provided so parents can attend with their children.
Classroom Technology	College/Career Readiness	Students work on iReady two to three times a week. They are learning how to navigate the internet and other educational platforms. Each classroom was provided a document camera, projector, screen, and speakers to enhance learning in the classroom.	Classroom Technology purchased at Prescott: nine document cameras, nine projectors, ten pairs of speakers, and two screens.	We will incorporate more opportunities and for students and teachers to use technology in class. These items were just purchased, will evaluate how effective later in the school year.
Field trips	Student Connectedness to School	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.

Attendance Specialist (Spanish Speaking)	Student Connectedness to School	We had an increase in Spanish speaking families and needed a bilingual attendance clerk.	The Attendance Specialist is bilingual speaking Spanish and English. He is able to make telephone calls, engaging with Spanish speaking families, and translate when needed in the office or on the telephone for the Prescott staff. Our Attendance Specialist has increased our communications efforts with Spanish speaking families by 100% by reaching out to parents verifying absences and chronic absenteeism.	Our Attendance Specialist has continued employment for next year. We are paying .35 of his salary next year from Title I funds.
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Prescott School	SCHOOL ID: 183
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

LCAP Goal1: All students graduate college, carrer, and community ready.

School Goal:	If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
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Identified Need:	Students in grades K-5 will increase their iReady reading and math scores by 15%. Seventy-five percent of students will master letter naming.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Early Literacy Tutors will provide support to targeted groups daily for 30 minutes.	All Students	Academic	Tier 1 - Universal
1-2	Teacher will engage students in SEL lesson daily using the district adopted curriculum.	All Students	Behavioral	Tier 1 - Universal
1-3	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 - Universal
1-4	Provide collaboration time in PLC and PD to internalize core curriculum and data dives to monitor student progress. Analyze student work, assessments, SIPPS, iReady data and reflect on instruction. TSAs will participate in the Colloborative Cohort model to help support teachers with instruction and assessment of core curriculum and learning walk.	All Students	Academic	Tier 1 - Universal
1-5	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum.	All Students	Academic	Tier 1 - Universal

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

School Goal: In order for African American students to demonstrate accelerated growth in iReady and SBAC scores, teachers will monitor students using Prescott's Individualized Learning Plan in grades 3-5. Students will meet with AAFA and AAMA for cultural lessons and reflections on a weekly basis. Students will receive pull out/intervention support in SIPPS, reading, and math. We will partner with families providing literacy/SIPPS instruction daily, and ensure staff plan for focal students accommodations and weekly support resulting in a decrease in distance from standard for the ELA and math SBAC and iReady assessment data.

Identified Need: 56% of African American students scored standard not met on SBAC in literacy and 72.0 scored standard not met in math on the SBAC.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers will collect focal student data and action plan for those in PLC cycles.	African American Students	Academic	Tier 1 - Universal
2-2	Teachers will partner with AAMA and AAFE to support students in their learning. Students will meet weekly with the facilitators of AAFE and AAMA to monitor academics and SEL update .	African American Students	Academic	Tier 2 - Supplemental
2-3	Teachers and staff will provide home visits to African American families a minimum of twice a year.	African American Students	Behavioral	Tier 2 - Supplemental
2-4	Leaders ensure all ELL students are receiving designated ELD in class during all block.	Latino/a Students	Academic	Tier 1 - Universal

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

School Goal: If we continue to offer 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 decrease chronic absences.

Identified Need: Students severe chronic absent is 25.2% according the attendance group snapshot.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Host meetings with chronic absenteeism parents at least once per semester. Discuss the importance of students attending school everyday. Monthly incentives for student attendance improvement during assemblies.	All Students	Academic	Tier 1 - Universal
3-2	Teachers and staff will make home visits to families with children whom are moderate and chronically absent.	All Students	Academic	Tier 2 - Supplemental
3-3	Leaders provide learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture. Leaders direct teachers to professional learning series to strengthen these practices. Leadership provide support and coaching to ensure effective implementation of Sown to Grow, Oakland Healthy Schools, and Caring School Community.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Bilingual Attendance Specialist to speak with Spanish speaking students and parents in person and over the telephone. This will support targeted assistance for chronic absenteeism as well.	Latino/a Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal:	If teachers continue using district adopted curriculum, EL (iReady), Eureka math (iReady), SIPPS, and reading intervention 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 their growth students will improve their reading, math, and writing skills.			
Identified Need:	40% of students made no change in growth from the first assessment in iReady math and 60% made no change in math to the midyear assessment.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Teachers will engage in meaningful professional learning communities and use evidence from data analysis to drive instruction.	All Students	Academic	Tier 1 - Universal
4-2	MTSS teacher training during professional development and in class with SEL, and Tier 1, 2, and 3 support.	All Students	Behavioral	Tier 2 - Supplemental
4-3	Teacher extended contract to support students after school with SIPPS and iReady math and reading.	All Students	Academic	Tier 2 - Supplemental
4-4	All teachers will receive weekly coaching and support from the TSA and Principal during walk throughs with central partners, leadership observation, and peer observations.	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Black students have multiple opportunities to learn about their history, culture, and identity.	African American	Academic	Tier 1 - Universal
5-2	Develop partnerships with African American families based around academic and SEL growth of students.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Establish time for designated ELD in daily all block schedule for all ELL students in TK-5	English Learner Students	Academic	Tier 1 - Universal
6-2	ILT conducts an ELL data dive at least twice a year to evaluate and adjust language program and instruction.	English Learner Students	Academic	Tier 1 - Universal
6-3	Teachers collaboration through grade level PLC's where student work is analyzed, lessons are planned, high quality complex texts are identified. Opportunites are provided for oral and writtten repsonses, and corrective action plans are made to ensure accerlated learning and make effective student groups.	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Field Trip Buses	\$5,000	LCFF Supplemental	5826	Non-Contracted Services		n/a			Student Connectedness to School	Black student have multiple opportunities to learn about their history, culture, and identity.	183-3
Field Trip Admission	\$6,009	LCFF Supplemental	5829	Admission Fees		n/a			Student Connectedness to School	Develop partnerships with families with African American families based around academic and SEL growth of students.	183-4
Extended time for teachers	\$14,104	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a			Staff Participation in Foundational Professional Learning	Provide collaboration time in PLC and PD to internalize core curriculum and data dives to monitor student progress. Analyze student work, assessments, SIPPS, iReady data and reflect on instruction.	183-5
Attendance Specialist	\$15,177	LCFF Supplemental	2205	Classified Support Salaries	5184	Attendance Specialist	0.15		Student Connectedness to School	Bilingual Attendance Specialist to speak with Spanish speaking students and parents in person and over the telephone.	183-6
Materials and Supplies	\$19,531	LCFF Supplemental	4310	School Office Supplies		n/a			College/Career Readiness	Teachers will collect focal student data and action plan for those in PLC cycles.	183-7
To be allocated in Fall 2024.	\$34,004	LCFF Supplemental	1119						n/a	n/a	183-8

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Equipment Maintenance & Repairs	\$2,000	LCFF Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	i-Ready Reading at or above Mid-Grade	Early Literacy Tutors will provide support to targeted groups daily for 30 minutes.	183-1
Materials and Supplies	\$5,350	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Teacher will engage students in SEL lesson daily using the district adopted curriculum.	183-2
Field Trip Buses	\$5,000	LCFF Supplemental	5826	Non-Contracted Services		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Black student have multiple opportunites to learn about their history, culture, and identity.	183-3

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Field Trip Admission	\$6,009	LCFF Supplemental	5829	Admission Fees		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Develop partnerships with families with African American families based around academic and SEL growth of students.	183-4
Extended time for teachers	\$14,104	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Staff Participation in Foundational Professional Learning	Provide collaboration time in PLC and PD to internalize core curriculum and data dives to monitor student progress. Analyze student work, assessments, SIPPS, iReady data and reflect on instruction.	183-5
Attendance Specialist	\$15,177	LCFF Supplemental	2205	Classified Support Salaries	5184	Attendance Specialist	0.15	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Bilingual Attendance Specialist to speak with Spanish speaking students and parents in person and over the telephone.	183-6

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Materials and Supplies	\$19,531	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	College/Career Readiness	Teachers will collect focal student data and action plan for those in PLC cycles.	183-7
To be allocated in Fall 2024.	\$34,004	LCFF Supplemental	1119					Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	n/a	n/a	183-8
1122 - Teacher Salaries ET	\$650	Title I, Part A Schoolwide Program	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Teacher extended contract to support students after school with SIPPS and iReady math and reading.	183-9

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$2,098	Title I, Part A Schoolwide Program	5825	Consultants		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Staff Participation in Foundational Professional Learning	Teachers will engage in meaningful professional learning communities and use evidence from data analysis to drive instruction.	183-10
Attendance Specialist	\$35,412	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	5184	Attendance Specialist	0.35	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Bilingual Attendance Specialist to speak with Spanish speaking students and parents in person and over the telephone.	183-11
4310 - Materials and Supplies	\$260	Title I, Part A Parent & Family Engagement	4310	School Office Supplies		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	College/Career Readiness	Teachers will collect focal student data and action plan for those in PLC cycles.	183-12

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4311 - Meeting Refreshments	\$800	Title I, Part A Parent & Family Engagement	5829	Admission Fees		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	All new teachers attend foundational curriculum training.	183-13
5829 - Admission	\$1,000	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Leaders provide learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture. Leaders direct teachers to professional learning series to strengthen these practices. Leadership provide support and coaching to ensure effective implementation of Sown to Grow, Oakland Healthy Schools, and Caring School Community	183-14
5826 - Prof-Services Non-Contract	\$1,650	Title IV, Part A Student Support & Academic Enrichment	5826	External Work Order Services		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Teachers will provide learning opportunities that include outdoor experiences and field trip to enrich their understanding of the CCSS and the curriculum.	183-15

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5829	Admission Fees		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Staff Satisfaction with Professional Development	Teachers collaboration through grade level PLC's where student work is analyzed, lessons are planned, high quality complex texts are identified. Opportunites are provided for oral and writtten repsonses, and corrective action plans are made to ensure acceralated learning and make effective student groups.	183-16
5100 - Subagreements For Services	\$106,340	After School Education & Safety (ASES)	5829	Admission Fees		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Black student have multiple opportunites to learn about their history, culture, and identity.	183-17
1120 - Teachers Salaries Stipends	\$6,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	SBAC ELA Distance from Standard Met	All new teachers attend foundational curriculum training.	183-18

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5200 - Travel And Conferences	\$9,000	Educator Effectiveness Grant	5200	Travel And Conferences		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Staff Satisfaction with Professional Development	Provide collaboration time in PLC and PD to internalize core curriculum and data dives to monitor student progress. Analyze student work, assessments, SIPPS, iReady data and reflect on instruction.	183-19
Materials and Supplies	\$186	California Community Schools Partnership Program	4310	School Office Supplies		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	College/Career Readiness	Teachers will collect focal student data and action plan for those in PLC cycles.	183-20
Consultants: AAFE	\$11,320	California Community Schools Partnership Program	5825	Consultants		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	College/Career Readiness	Establish time for designated ELD in daily all block schedule for all ELL students in TK-5	183-21

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Math Tutor	\$43,714	California Community Schools Partnership Program	1119	Classified Early Literacy Tutor		Early Literacy Tutor	0.80	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Reading Inventory (RI) Multiple Years Below Grade Level	Early Literacy Tutors will provide support to targeted groups daily for 30 minutes.	183-22
Early Literacy Tutor	\$40,430	California Community Schools Partnership Program	1119	Classified Early Literacy Tutor		Early Literacy Tutor	0.80	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Reading Inventory (RI) Multiple Years Below Grade Level	Early Literacy Tutors will provide support to targeted groups daily for 30 minutes.	183-23
Program Mgr Community School	\$139,350	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	4839	12-Month Community School Manager	0.70	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Host meetings with chronic absenteeism parents at least once per semester. Discuss the importance of students attending school everyday. Monthly incentives for student attendance improvement during assemblies.	183-24

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 Materials and Supplies	\$835	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	i-Ready Math at or above Mid-Grade	Teachers collaboration through grade level PLC's where student work is analyzed, lessons are planned, high quality complex texts are identified. Opportunites are provided for oral and writtten repsonses, and corrective action plans are made to ensure acceralated learning and make effective student groups.	183-25
Teacher Education Enhancement	\$19,117	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries		Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.15	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Teacher will engage students in SEL lesson daily using the district adopted curriculum.	183-26
Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants		n/a		Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Leaders provide learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture. Leaders direct teachers to professional learning series to strengthen these practices. Leadership provide support and coaching to ensure effective implementation of Sown to Grow, Oakland Healthy Schools, and Caring School Community.	183-27

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Library Technician	\$83,909	Measure G, Library Support	2205	Classified Support Salaries	7191	Library Technician	1.00	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Student Connectedness to School	Teachers will collect focal student data and action plan for those in PLC cycles.	183-28
11-Month Teacher on Special Assignment	\$130,253	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries		11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	Reading Inventory (RI) Multiple Years Below Grade Level	Early Literacy Tutors will provide support to targeted groups daily for 30 minutes.	183-29
Intervention support	\$9,744	LCFF Equity Multiplier	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 5: Over three years, student academic outcomes will improve at Korematsu Discovery Academy, Markham Elementary School, and Prescott Elementary School.	i-Ready Reading at or above Mid-Grade	Early Literacy Tutors will provide support to targeted groups daily for 30 minutes.	183-30



Prescott Elementary School

2023-2024

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 2023-2024 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 English Language Arts curriculum EL Education
 - b) Implement 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 Development 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
 - Ensure my child read for 20 minutes and complete the Reading Log
 - 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 29, 2023, and will be in effect for the period of August 29, 2023, to May 24, 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, 2023.

Dewanna Slaughter
Principal’s Name

Dewanna Slaughter
Signature of Principal

August 29, 2023
Date



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 1 meeting held at the beginning of the school year
- Parent Events and engagement with the Community Schools Manager (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 (Parentsquare 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 opportunities/events for students:
- Convening sub-committees 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 calendar of events & announcements:
- Sending messages and 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 announcements 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 monthly 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 to 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 29, 2023, and will be in effect for the period August 29, 2023, through May 24, 2024.

The school will distribute this policy to all parents on or before September 30, 2023 of the current school year.

Dewanna Slaughter
Principal’s Name

Dewanna Slaughter
Signature of Principal

August 29, 2023
Date

Please attach the School-Parent Compact to this document.



Strategic Resource Planning (SRP)



PRESCOTT ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Zazzi Cribbs
Vice Chairperson:	Protia Boykins
Secretary:	Elisa Lozano

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?)
Portia Boykin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Wanda Stewart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Zazzi Cribbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Pendeka Nimmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Jason Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Elisa Lozano	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Soraya Brooks-Sajous	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Dewanna Slaughter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	2nd WEDNESDAY / MONTH @ 4:00-5:00 PM
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SSC Legal Requirements (EC Sections 65000-65001):

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

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