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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Prescott Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Prescott Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Prescott Elementary School



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

2025-26 School Plan for Student Achievement (SPSA)

School: Prescott School
CDS Code: 1612596002125
Principal: Dewanna Slaughter
Date of this revision: 4/29/25

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
Address: 920 Campbell Street
Oakland, CA 94607

Position: Principal
Telephone: 510-874-3333
Email: dewanna.slaughter@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/29/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Prescott School

Site Number: 183

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☐ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/29/2025

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

Dewanna Slaughter

Signature

4/29/2025

Date

Zazanne Cribbs

SSC Chairperson

Zazanne Cribbs

Signature

April 29, 2025

Date

SELLS Representative (optional)

Signature

Date

Sabrina Moore

Network Superintendent

Sabrina Moore

Signature

5/19/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/20/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/14/2025	ILT	Review ILT Summitt slides with emphasis on LCAP goals 1-4. Completed the Strengths and Challenges section LCAP goals to share with the School Site Committee on 01/15/2025.
1/15/2025	SSC	Shared rationale and overview of site plan. Reviewed Part 1
1/28/2025	SSC	Shared rationale and overview of site plan. Reviewed Part 2
2/26/2025	SSC	Shared rationale and overview of site plan. Reviewed Part 3
3/11/2025	ILT	Reviewed strategies and activities for feedback and any modification to the SPSA for student success.
3/11/0202	SSC	Review the updated SPSA

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$46,990.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$501,595.46

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$45,720
Title I, Part A Parent & Family Engagement (#3010)	\$1,270
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$46,990

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$501,595.46

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$13,800
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$131,885
Community Schools Grant (CCSPP #6332)	\$135,000
Proposition 28 (Arts & Music in Schools #6770)	\$23,920
SUBTOTAL OF STATE & LOCAL FUNDING:	\$454,605

2025-26 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:	Board Approval Date:

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.

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, 2023-24

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

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%	37.5%	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%	32.0%	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%	41.2%	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 & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	-67.1	-100.7	not available until fall 2025	-37.1
SBAC ELA Participation	All Students	100.0%	100.0%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	57.1%	58.1%	not available until fall 2025	80.0%

Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-112.0	not available until fall 2025	-48.0
SBAC Math Participation	All Students	100.0%	100.0%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	21.6%	13.5%	not available until fall 2025	60.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	11.1%	11.1%	not available until fall 2025	50.0%
California Science Test (CAST) Participation	All Students	100.0%	94.7%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

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	-134.9	not available until fall 2025	-37.1
SBAC ELA Distance from Standard Met	African American Students	-80.8	-75.7	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%	72.7%	not available until fall 2025	45.0%
SBAC Math Distance from Standard Met	Special Education Students	-147.7	-151.2	not available until fall 2025	-48.0
SBAC Math Distance from Standard Met	African American Students	-97.6	-108.7	not available until fall 2025	-67.6
Reclassification Measures & Targets		*Reference Stages of ELD Data slides			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	7.1%	6.7%	not available until fall 2025	14.0%
LTEL Reclassification	Long-Term English Learners	0.0%	#N/A	not available until fall 2025	5.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	75.6%	56.0%	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	3.8%	1.1%	not available until fall 2025	1.0%
Out-of-School Suspensions	African American Students	7.8%	2.1%	not available until fall 2025	2.8%
Out-of-School Suspensions	Special Education Students	5.9%	2.0%	not available until fall 2025	2.9%
Chronic Absenteeism	All Students	67.6%	53.7%	not available until fall 2025	25.0%

Chronic Absenteeism	African American Students	66.7%	57.9%	not available until fall 2025	25.0%
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LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
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Identified School Need:	Specifically: <ul style="list-style-type: none"> - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.
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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%	65.3%	not available until fall 2025	80.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"><i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i><i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i><i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i>	<ul style="list-style-type: none"><i>-Supports in place for differentiated support and intervention</i><i>-Support for students with IEPs</i><i>-After school staff overlap with end of day for push-in academic support; opportunity to assign focal students for ASP staff to support</i><i>-Math and Literacy tutors for pull support</i><i>-Ignite Reading program as a Tier 3 intervention</i>
LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"><i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i><i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i><i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i>	<ul style="list-style-type: none"><i>-Students with IEPs are showing growth in reading and decreasing % of students with IEPs performing 3 or more grade levels below</i><i>-Small group support for Newcomers is helping students develop their oral language skills</i>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>-Small group support for Newcomers is helping students develop their oral language skills</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>-Kinder groups started to receive SIPPS instruction in October</p> <p>-The most growth is in 4th & 5th grade where curriculum is being used most consistently</p> <p>-Weekly PLCs for backwards planning and unpacking curriculum (units and lessons)</p> <p>-Veteran teachers mentoring new teachers</p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<ul style="list-style-type: none"> -Student attendance—if students are not here they are not going to make academic growth -Consistency in Tier 1 instruction (many new teachers learning the curriculum and how to implement) -Lacking materials needed to enhance current instructional strategies and to address address specific skill gaps. -Students need experiential learning experiences to engage them in the learning process.
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<ul style="list-style-type: none"> -Teachers understanding IEPs at-a-glance and what modifications should look like in their classrooms (need stronger communication & collaboration between SPED staff and Gen Ed teachers) -ELL students show drop in performance; teachers need more support for non-Spanish speaking newcomers/ELLs -Consistency in ELD instruction

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>-Subset of students with specific barriers in relation to home-life that are challenging to address. Parent engagement needs to increase.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>-Ensuring teachers know how to engage with students by using effective Tier 1 & Tier 2 practices</p> <p>-New teachers attending the foundational PD series in the summer to learn the new curriculum (not required and a couple of teachers hired late)</p> <p>-Teachers understanding how to scaffold instruction</p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Prescott School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the **current** SPSA strategies and actions.

We began the academic school year with four newly hired novice teachers. The grades being taught are kindergarten, first, second, and third. Unfortunately two of the four teachers missed the new teacher support hiring orientation, the event lasted three days and teachers were introduced to the curriculum and teaching strategies. A substantial amount of time during PLC and weekly professional meeting has been reserved for reviewing the district adopted math and ELA curriculum. The school year began with each new teacher accompanied by a support staff which made the transition into teaching smooth and efficient. Last year, we practiced as a school offering teachers three prep periods which included PLC, conference, and USED. We were able to continue our PLC offered to K-2 and 3-5 this time is allotted for collaboration and lesson planning.

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

Most strategies have proven effective with our teachers. Our weekly PLC and professional development meetings has allowed teachers to collaborate, backward plan, and assess student data. This has lead to an increase of students meeting their iReady growth and student daily attendance. Our attendance has increased by 25% from last year.

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 math tutor was hired to provide additional support students who scored multiple grade below on iReady math. Our data indicates an overall positive growth, we plan on continuing to offer support for new teachers with as many resources as possible. One resource for teachers is offering extended contracts to work afterschool on lesson planning, differentiation in instruction, SEL, and teacher strategies. The first grade teacher was absent over 50 days this year and was terminated in December leaving the students without a teacher for a substantial amount of time. The Teacher on Special Assignment and 1.5 Early Literacy Tutors meet once a week to track student progress in SIPPS. The afterschool program tutors push into classes at 12:30 pm and support teachers with SEL and support.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
1122 - Teacher Salaries ET	Extended contract payments for teachers	College/Career Readiness	Teachers engaged in after school hour coaching, collaboration, and planning in order to support a vigorous academic program.	We had improvement in overall academic outcomes. Students showed an increase in iReady Reading .	We will continue to pay for teacher extended contracts to pay for after school tutoring for students needing additional academic support.

5825 - Consultants	Children Rising (Reading Intervention)	Reading Inventory (RI) Multiple Years Below Grade Level	Reading intervention program provides 1:1 ratio with tutor for thirty minutes once a week.	We had improvement in overall academic outcomes. Students showed an increase in iReady Reading	We will continue to use Children Rising but pay for it with a different funding source.
Attendance Specialist	Attendance Specialist (Spanish Speaking)	Student Connectedness to School	We had in 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 .50 of his salary next year from Title I funds.
4310 - Materials and Supplies	Materials and supplies for flyers, ink, paper, plates, and napkins.	Student Connectedness to School	Prescott Family Team meets each Monday and Wednesday with the principal. Each Wednesday morning the families and community meet outside the school to engage with the principal and enjoy coffee and refreshments.	The events spent engaging with the principal, family, and community has increased student enrollment and parent involvement. Parents are able to collaborate with the principal on any concerns regarding students academics growth and social emotional awareness.	We will continue to hold weekly Coffee with the Principal events every Wednesday morning from 8:15 am- 9:00 am. as a way to bridge the gap of school to home.
4311 - Meeting Refreshments	Light refreshments for parents	Student Connectedness to School	Parent participation is low partly due to a need for improved engagement strategies and resources.	We had an increase of parents attending during and after school literacy events.	We will continue to increase our parent engagement.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:		Prescott School	SCHOOL ID:	183
3: SCHOOL STRATEGIES & ACTIVITIES			Click here for guidance on SPSA practices	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
Identified Need:		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
#	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 2- Universal
1-2	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards iReady MyPath goals of at least two lessons per week as a 70% or more passing score. Weekly monitor and reflect personalized instruction reports and provide feedback to students based on performance and data. Teachers have the option of offering after school sessions for identified targeted student support with teacher extended contract. Teachers will have the materials and resources needed to support student academic growth.	All Students	Academic	Tier 2 - Universal
1-3	Provide weekly 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 Collaborative Cohort model to help support teachers with instruction and assessment of core curriculum and learning walk.	All Students	Academic	Tier 1 - Universal
1-4	Teachers will implement strong tier 1 academic supports: visual aids, use of white boards, checklist, criteria for mastery, exemplars, rubrics, sentence frames, graphic organizers, manipulatives, checking for understanding, unpacking learning targets, and academic vocabulary,	All Students	Academic	Tier 1 - Universal

1-5	Create a culture of student ownership and celebration of learning by co-constructing student goals in subject areas, and showing progress towards those goals during parent meetings (report card conferences and family nights) monthly assemblies celebrating student academic growth. Students participant in field trips connecting California Common State Standards to everyday life.	All Students	Academic	Tier 1 - Universal
1-6	All teachers will be provided with necessary instructional materials.	All Students	Academic	Tier 1 - Universal
1-7	Teachers will engage students with daily math lessons using EM2 curriculum. Teachers will teach two modules each trimester and administer end of module assessments. Teachers will meet the 90% student participation goal.	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	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 2 - Supplemental
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
2-5	Develop explicit strategies for ELLs	English Learner Students	Academic	Tier 1 - Universal
2-6	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress , and make adjustments as needed to support students disabilities and IEPs.	Students with IEPs	Academic	Tier 1-Universal

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

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	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
3-5	Chronic Absenteeism: Implement a rewards system where students receive recognition (Panther bucks, Panther cards, certificates, or small rewards) for improvement in attendance.	All Students	Academic	Tier 1 - Universal
3-6	Chronic Absenteeism: Implemente the SART and SARB processes for students who are absent frequently, including students with excessive excused absences due to illness.	All Students	Academic	Tier 3 - Intensified
3-7	Community School Manager - Focus on SELLS and other family engagement opportunities as well as support with attendance	All Students	SEL / Mental Health	Tier 1 - Universal
3-8	Afterschool programming, academic support, and art instruction to engage students.	All Students	SEL / Mental Health	Tier 1-Universal
3-9	Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the classroom. These consultants will provide leadership, mental health support, intervention support, music, art, and library education.	All 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:	By May 2026, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
Identified Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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 walkthroughs 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
5-3	Teachers and staff will partner with AAMA and AAFE to support leadership and learning opportunities for our African American students.	African American	SEL/Mental Health	Tier 1 - Universal

5-4	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	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. Opportunities are provided for oral and written responses, and corrective action plans are made to ensure accelerated learning and make effective student groups.	English Learner Students	Academic	Tier 1 - Universal
6-4	Provide PD/Planning time, minimum days for teachers to unpack language demands and existing language supports in core curriculum (EL ED, Eureka Squared, and Ignite Read).	English Learner Students	Academic	Tier 1 - Universal
6-5	Support staff will push into classrooms to support designated ELD through language dives at least 2x per week.	English Learner Students	Academic	Tier 2 - Supplemental
6-6	Ignite Reading program for English Language Learners tutor is matched with the home language of students.	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2025-26 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
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$106,885	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Afterschool programming, academic support, and art instruction to engage students.	183-1
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Afterschool programming, academic support, and art instruction to engage students.	183-2
Funds will pay for music education provided by a certificated educator three days a week. When classes go to Music education class, teachers will be meeting in weekly PLC.	\$17,686	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10086	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.20001			Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support, recess and class game time support, as well as music, art, and library education.	183-3
Supplies for Art and Music education classes that will provide enrichment opportunities that align with state Art and Music standards	\$6,234	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			All teachers will be provided with necessary instructional materials.	183-4
Funds will pay for teacher Extended Contracts to increase engage in Math Night, Science Night, Literacy Night. Teacher will offer direct support to students identified through COST as needed additional support and relational wealth on campus.	\$6,883	California Community Schools Partnership Program	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			Teacher extended contract to support students after school with SIPPS and iReady math and reading.	183-5
Funds will pay go toward paying an Attendance Specialist to support the CSM in our school wide family initiatives and family engagement events, gathering CHKS parent, staff and student surveys.	\$9,783	California Community Schools Partnership Program	2205	Classified Support Salaries	5184	Attendance Specialist	0.1			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.	183-6
The funds will pay for a Community School Manager who leads the COST, Attendance, and Culture and Climate Committees. Meets with MTSS representative and principal to monitor SEL (Sown to Grow). Meets weekly with Prescott Family Team. The CSM makes home visits to chronically absences students to engage with parents regarding any mitigating factors impeding their ability to bring their child to school.	\$87,234	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 03	11-Month Community School Manager	0.5			Community School Manager - Focus on SELLS and other family engagement opportunities as well as support with attendance	183-7

PROPOSED 2025-26 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
These resources will provide PBIS supplies used in a Tier 1, Tier 2 , and Tier 3 capacity to celebrate student academic and behavioral improvement throughout the academic school year.	\$5,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			Provide professional development on high leverage teaching strategies. Teachers ensure AA students are with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	183-8
Funds will pay for Write Time, whole school supplemental curriculum used to enhance students writing skills in the five difference genres.	\$2,500	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			Teachers will implement strong tier 1 academic supports: visual aids, use of white boards, checklist, criteria for mastery, exemplars, rubrics, sentence frames, graphic organizers, manipulatives, checking for understanding, unpacking learning targets, and academic vocabulary,	183-9
Funds will pay for a consultant to facilitate African American Female Excellence classes twice a week, a culturally relevant pedagogy to enrich the lives of all of the young girls (Grades 2-5) on the Prescott campus. Students are taught positive body imaging, self-affirming strategies, and accelerate academic achievement.	\$17,600	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			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 .	183-10
Funds will pay for Children's Rising Contract to provide Tier 3 reading intervention to students as determined by iReady data	\$6,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing leadership and mental health support, intervention support, and clerical support, recess and class game time support, as well as music, art, and library education.	183-11
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Afterschool programming, academic support, and art instruction to engage students.	183-12
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Teacher extended contract to support students after school with SIPPS and iReady math and reading.	183-13

PROPOSED 2025-26 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
Funds will pay for Teacher Extended Contract for planning, collaboration, data analysis, coaching, and curriculum development the occurs beyond the contractual day to strengthen academic outcomes for students.	\$10,000	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a			Teacher extended contract to support students after school with SIPPS and iReady math and reading.	183-14
Supplies to ensure all teachers can effectively deliver curriculum to ensure positive academic outcomes for students	\$3,800	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Teachers will implement strong tier 1 academic supports: visual aids, use of white boards, checklist, criteria for mastery, exemplars, rubrics, sentence frames, graphic organizers, manipulatives, checking for understanding, unpacking learning targets, and academic vocabulary.	183-15
These funds will pay for supplies used for Prescott Family Team student recruitment, coffee with the principal, and Saturday events.	\$270	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a		Student Connectedness to School	Community School Manager - Focus on SELLS and other family engagement opportunities as well as support with attendance	183-16
Refreshments for various family engagement events	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		Student Connectedness to School	Community School Manager - Focus on SELLS and other family engagement opportunities as well as support with attendance	183-17
Early literacy tutor support for small groups will be provided with this funding. These tutors will help support targeted small group foundational skills based on student needs as determined by assessment. These groups will potentially include SIPPS, letter and sound recognition in Spanish and English, and comprehension groups. This will help bridge the learning gap for our students who are below grade level and provide targeted, responsive support to students. Student progress will be tracked towards academic goals through mClass, SIPPS, and iReady data.	\$44,054	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	New Position 06	Early Literacy Tutor	0.8		Reading Inventory (RI) Multiple Years Below Grade Level	Early Literacy Tutors will provide support to targeted groups daily for 30 minutes.	183-18

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 183

School: Prescott School

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

Title I, Part A School Parent and Family Engagement Policy

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

Prescott Elementary School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- Convening a Back to School Night
- Convening a Family Literary Night
- 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 MeetingsUse 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 28, 2024, and will be in effect for the period August 28, 2024, through May 24, 2025.

The school will distribute this policy to all parents on or before September 30, 2024 of the current school year.

Dewanna Slaughter
Principal's Name

Dewanna Slaughter
Signature of Principal

August 28, 2024
Date

Please attach the School-Parent Compact to this document.



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

Prescott Elementary School

2024-2025

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 2024-2025 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) 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.
 - 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 28, 2024, and will be in effect for the period of August 28, 2024, to May 24, 2025.

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 28, 2024
Date



PRESCOTT ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Zazzi Cribbs
Vice Chairperson:	Alicia Simba
Secretary:	Dewanna Slaughter

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?)
Dewanna Slaughter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	---
Alicia Simba	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
D'Ouita Woods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Jason Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Wanda Stewart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Zazzi Cribbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Pendeka Nimmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Journey Medows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<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)

Every 2nd Tuesday, 4:00 pm

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.

