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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Prescott School

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**Ask of the Board** Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Prescott 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Prescott School



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

## **2026-27 School Plan for Student Achievement (SPSA)**

**School:** Prescott School  
**CDS Code:** 1612596002125  
**Principal:** Dewanna Slaughter  
**Date of this revision:** 4/22/26

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:

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

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/22/2026  
*The District Governing Board approved this revision of the SPSA on:* 6/24/2026

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

**2026-27 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:** 4/22/2026

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

4/22/2026  
Date

Zazanne Cribbs  
*SSC Chairperson*

Zazanne Cribbs  
Signature

4/27/26  
Date

SELLS Representative (optional)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Sabrina Moore  
*Network Superintendent*

Dr. Sabrina Moore  
Signature

05/04/2026  
Date

Lisa Spielman  
*Director, Strategic Resource Planning*

Lisa Spielman  
Signature

5/4/26  
Date

**2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
12/5/2025	SSC & SELLS	Reflected on instructional practices and supports
1/27/2026	ILT	Reviewed SPSA goals and strategies
2/5/2026	SSC	Reviewed SPSA goals and strategies
2/11/2026	SELLS	Discussed proposed expenditures and priorities
	SSC	Discussed proposed expenditures and priorities
3/11/2026	SELLS	

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$66,640.00
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	\$652,098.41

### 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 Resource 3010	\$65,450
Title I Parent & Family Engagement Resource 3010	\$1,190
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$66,640</b>

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
<b>\$652,098.41</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$13,600
LCFF Equity Multiplier Resource 7399	\$157,527
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$139,698
After School Education & Safety (ASES) Resource 6010	\$133,060
Community Schools Grant (CCSPP) Resource 6332	\$113,706
Proposition 28 (Arts & Music in Schools) Resource 6770	\$27,867
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$585,458</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Prescott School</b>		<b>School ID: 183</b>
<b>CDS Code: 1612596002125</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**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, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
48.2%	57.0%	25.2%	0.0%	5.9%	14.8%	94.1%	19.3%	1.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
51.9%	5.2%	2.2%	0.0%	0.0%	0.0%	94.8%	7.4%	71.5%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2027, 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
<b>Identified School Need:</b>	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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	70.0%	37.5%	16.7%	35%	45%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	83.3%	32.0%	6.7%	35%	45%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	81.8%	41.2%	33.3%	45%	55%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-67.1	-100.7	-107.9	-37.10	-27.1
SBAC ELA Participation	All Students	100.0%	100.0%	95.9%	95.0%	100.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	57.1%	58.1%	27.7%	52.8%	62.8%

<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b> <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC Math Distance from Standard Met	All Students	-78.5	-112.0	-121.1	-48.0	-38.0
SBAC Math Participation	All Students	100.0%	100.0%	95.9%	95.0%	100.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	11.1%	11.1%	11.8%	40.0%	50.0%
California Science Test (CAST) Participation	All Students	100.0%	94.7%	94.4%	95.0%	100.0%

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

<b>School Goal:</b>	By May of 2027 <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>
<b>Identified School Need:</b>	<ul style="list-style-type: none"> <li>- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment</li> <li>- D-ELD in daily schedules for all ELLs</li> <li>- IEPs completed on time</li> <li>- Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly</li> </ul>

<b>Academic Measures &amp; Targets for Focal Student Groups</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	Special Education Students	-98.4	-134.9	-161.7	-37.1	-32.1
SBAC ELA Distance from Standard Met	African American Students	-80.8	-75.7	-110.1	-60.0	-45.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	71.4%	72.7%	88.9%	70.4%	50.0%
SBAC Math Distance from Standard Met	Special Education Students	-147.7	-151.2	-175.1	-48.0	-38.0

SBAC Math Distance from Standard Met	African American Students	-97.6	-108.7	-128.5	-67.6	-57.6
<b>Reclassification Measures &amp; Targets</b> <i>*Reference <a href="#">ELL Progress Data</a></i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	7.1%	6.7%	14.3%	14.0%	20.0%
LTEL Reclassification	Long-Term English Learners	0.0%	#N/A	0.0%	5.0%	10.0%

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

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
<b>Identified School Need:</b>	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	2026-27 New Target
Student Connectedness to School	All Students	75.6%	56.0%	81.9%	90.0%	95.0%
Out-of-School Suspensions	All Students	3.8%	1.1%	1.9%	1.0%	1.0%
Out-of-School Suspensions	African American Students	7.8%	2.1%	3.2%	2.8%	1.0%
Out-of-School Suspensions	Special Education Students	5.9%	2.0%	8.0%	2.9%	1.0%
Chronic Absenteeism	All Students	67.6%	53.7%	40.8%	25.0%	20.0%
Chronic Absenteeism	African American Students	66.7%	57.9%	52.6%	25.0%	20.0%

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

**School Goal:** By May 2027, 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 School 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.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	67.3%	65.3%	60.8%	80.0%	90.0%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	By May 2027, 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	Supports in place for differentiated support and intervention Support for students with IEPs, after school tutoring with teachers and instructional aide After school staff overlap with end of day for push-in academic support; opportunity to assign focal students for ASP staff to support Math and Early Literacy Tutors for push in and pull out support and intervention Ignite Reading program as a Tier 3 intervention All teachers are holding after school tutoring twice a week for ELL, AA, and students with IEPs IXL platform used to support ELA and math homework

<i>LCAP Goal 2:</i>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Students with IEPs are showing growth in reading and decreasing number of students with IEPs performing 3 or more grade levels below. Students with IEPs increased performance on iReady reading from 1 grade below to early on grade level</p> <p>Small group support for ELL students is helping students develop their oral and written language skills</p> <p>Professional Learning Communities focus on EL learners to support all students</p> <p>Push in and pull out support for students with IEPs</p>
<i>LCAP Goal 3:</i>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>Prescott attendance has approved to 92.8%, exceeding the district 89.4% goal. Chronic absenteeism decreased from 40.8 % to 29.9%, The suspension rate is currently at .7%, exceeding the district goals.</p>
<i>LCAP Goal 4:</i>	<p>By May 2027, 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>The TSA (Teacher on Special Assignment) has allowed for weekly coaching of teachers and collaborative calibration on feedback between the coach and administration. We provide PLC days to support teachers to plan with the TSA and have established bi-weekly "coach/admin" huddles to ensure next steps for teacher support are timely and effective. We have created an open-door culture where veteran teachers feel comfortable reaching out to the TSA for help with management and planning. One of our staff members is part of the new teacher support and she is able to coach teachers as well.</p>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>LCAP Goal 1:</i>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<ul style="list-style-type: none"> <li>-Student attendance—if students are not here, they will not make academic growth. Providing engaging learning opportunities, including educational field experiences, can help strengthen student motivation and connection to school.</li> <li>-Consistency in Tier 1 instruction (many new teachers are learning the curriculum and how to implement effectively)</li> <li>-PLC time is not always consistently used to collaborate, analyze student data, and backwards plan</li> <li>-Weekly Professional development can be better utilized to share teacher strategies and areas of expertise</li> </ul>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Teachers need more time to understand IEPs at-a-glance and what modifications should look like in their classrooms (need stronger communication &amp; collaboration between SPED staff and Gen Ed teachers)</p> <ul style="list-style-type: none"> <li>-ELL students show drop in performance; teachers need more support for non-Spanish speaking newcomers/ELLs. We need more professional development focused on designated and integrated ELD</li> <li>-Daily ELD instruction in all grade levels is inconsistent</li> </ul>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>A subset of students experience chronic absenteeism due to significant home-life challenges such as homelessness, family loss, and other circumstances that can be difficult for schools to address without coordinated support. Strengthening connections between the school and families is critical to improving attendance and student engagement. We also need to increase parent participation during school and after-school events, such as literacy and math nights, by providing coordinated outreach and support, access to engagement materials and resources, and welcoming meeting environments that encourage families to attend and participate.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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>	<ul style="list-style-type: none"> <li>-We need to ensure teachers know how to engage with students by using effective Tier 1 &amp; Tier 2 practices and strategies</li> <li>-We need to ensure teachers are attending weekly professional development and professional learning communities</li> <li>-We need to ensure teachers are reviewing weekly lesson plans and learning how to actively engage students in learning</li> <li>-We need to ensure teachers are consistently using the Prescott Five Instructional Strategies: checking for understanding, equity of voice, unpacking the learning target, positive praise and narration, and academic conversations and engagement.</li> </ul>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Prescott School

**SPSA Year Reviewed:** 2025-26

**SPSA Link:** [2025-26 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.

We began the academic school year with four newly-hired experienced teachers to the Prescott Elementary School campus this school year. The grade level of the teachers are kindergarten, first, second, and third. This year a new phonics curriculum is being implemented in K-2 classrooms. All the teachers were introduced to the curriculum UFLI and EL ED teaching strategies. A substantial amount of time during PLC and weekly professional development has been reserved for implementing UFLI in the K-2 classes with support from the teacher on special assignment and literacy coaches. The school year began with each teacher accompanied by a support staff in the classroom, 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 UED. We were able to continue our PLC offered to K-2 and 3-5, and this time is allotted for collaboration, lesson internalization, and backwards 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 have allowed teachers to collaborate, backwards plan, and analyze student data. This has led to an increase of students meeting their iReady growth and improved 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 to students who scored multiple grades below on iReady math. Our data indicates an overall positive growth, we plan on continuing to offer support for teachers with as many resources as possible. We received the Educator Effectiveness Grant which paid for additional time for teachers to plan, analyze student data, and backwards plan for assessments. An additional resource for teachers is offering extended contacts to work after school on lesson planning, differentiated instruction, SEL, and teacher strategies. The Teacher on Special Assignment transferred to another school in December 2025, leaving the staff without a literacy specialist. The Teacher on Special Assignment and the Early Literacy Tutors were meeting once a week to track student progress in SIPPS.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Materials and supplies for flyers, ink, paper, plates, and napkins.</p>	<p>Student Connectedness to School</p>	<p>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 light refreshments.</p>	<p>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.</p>	<p>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.</p>
<p>Light refreshments for parents</p>	<p>Student Connectedness to School</p>	<p>Parent participation is low partly due to a need for improved engagement strategies and resources.</p>	<p>We had an increase of parents attending during and after school literacy events.</p>	<p>We will continue to increase our parent engagement.</p>

Early Literacy Tutor	Reading Inventory (RI) Multiple Years Below Grade Level	Early Literacy Tutor provides support small-group and one-on-one reading instruction under teacher direction, focusing on decoding, fluency, and comprehension.	We had improvement in overall academic outcomes. Students showed an increase in iReady Reading. SIPPS progress monitoring data indicates that approximately 70% of participating students demonstrated accelerated growth, advancing one or more instructional levels within a shortened instructional time frame compared to expected growth. Teacher feedback and coaching notes reflect increased instructional capacity, including stronger alignment to UFLI routines and more effective use of explicit phonics and decoding strategies.	Continue funding this position but decreasing from 1.0 to .40 FTE
Prescott paid admission fees to instructional activities outside of school. The admission fees are to pay for students to enjoy instruction beyond the classroom.	Student Connectedness to School	The admission fees gives teachers the opportunities to teach the students beyond the classroom. The teacher can supplement the learning by taking the students to the California Academy of Sciences.	The school has conducted about 3 field trips that supported student learning beyond the classroom.	Continue admission for Prescott students to attend field trips to enhance learning in the classroom.

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Prescott School	<b>SCHOOL ID:</b> 183
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**3: SCHOOL STRATEGIES & ACTIVITIES** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	By May 2027, 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
<b>Identified Need:</b>	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 [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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.**

<b>School Goal:</b>	By May of 2027 - 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
<b>Identified Need:</b>	- 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.**

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
<b>Identified Need:</b>	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.**

<b>School Goal:</b>	By May 2027, 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.
<b>Identified Need:</b>	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

<b>CONDITIONS FOR BLACK STUDENTS</b>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<i>ELL Progress Data</i>		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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 2026-27 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
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$108,060	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			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)	5826	External Work Order Services			0.00			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.	\$27,867	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10086	Teacher Education Enhancement	0.30			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.	183-3
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.	\$30,905	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	4839	Program Mgr Community School	0.15			Community School Manager - Focus on SELLS and other family engagement opportunities as well as support with attendance	183-4
Part-time Case Manager to provide tiered supports for students referred through COST and attendance teams	\$49,329	California Community Schools Partnership Program	2405	Clerical Salaries	10746	Case Manager 20	0.50			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.	183-5
To support field trips so students can see the work they are doing in their expeditions(EL) come alive	\$15,000	California Community Schools Partnership Program	5826	External Work Order Services			0.00			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.	183-6

**PROPOSED 2026-27 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
This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	\$6,016	California Community Schools Partnership Program	5829	Admission Fees			0.00			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.	183-7
Funds will pay for office and instructional supplies to support schoolwide operations and the implementation of SPSA strategies. This will improve student outcomes by ensuring staff have the necessary materials to deliver high-quality instruction, facilitate family communication, and manage school climate initiatives, benefiting all students and staff.	\$12,456	California Community Schools Partnership Program Carryover	4310	School Office Supplies			0.00			All teachers will be provided with necessary instructional materials.	183-8
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$114,698	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Afterschool programming, academic support, and art instruction to engage students.	183-9
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			0.00			Afterschool programming, academic support, and art instruction to engage students.	183-10
Teacher on Special Assignment to focus on professional development, PLCs, and instructional coaching to support high quality implementation of curriculum for all students	\$135,893	LCFF Equity Multiplier	1119	Certificated Teachers on Special Assignment Salaries		TSA 10Pay	1.00			Teachers will engage in meaningful professional learning communities and use evidence from data analysis to drive instruction.	183-11
Funds will pay for certificated teacher stipends (extended duty) for teacher leadership and collaborative planning. This will improve student outcomes by allowing teacher leaders to backwards-map curriculum, analyze student data, and lead professional development on Science of Reading and EL Education practices, benefiting all students through more rigorous and aligned classroom instruction.	\$21,634	LCFF Equity Multiplier	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			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.	183-12

**PROPOSED 2026-27 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
Funds will pay for office and instructional supplies to support schoolwide operations and the implementation of SPSA strategies. This will improve student outcomes by ensuring staff have the necessary materials to deliver high-quality instruction, facilitate family communication, and manage school climate initiatives, benefiting all students and staff.	\$13,600	LCFF Supplemental	4310	School Office Supplies			0.00			All teachers will be provided with necessary instructional materials.	183-13
<p>Funds will be used to support the salary and benefits of a Teacher on Special Assignment (TSA) who will serve in an instructional leadership and coaching role. The TSA will facilitate Professional Learning Communities (PLCs), provide instructional coaching to teachers, and support the implementation of effective, standards-aligned teaching practices across classrooms.</p> <p>The TSA will work collaboratively with staff to analyze student data, support lesson planning, model instructional strategies, and help build teacher capacity to improve student learning outcomes. Through ongoing coaching and facilitation of collaborative learning, the TSA helps strengthen instructional quality and consistency.</p> <p>This expenditure supports schoolwide improvement by enhancing teacher professional practice and supporting student achievement. All students benefit from this investment through improved instruction and stronger academic programming across classrooms.</p>	\$85,594	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10749	TSA 11Mon 12Pay	0.50			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.	183-14

**PROPOSED 2026-27 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
<p>Funds will be used to support the salary of a Community Schools Manager who will coordinate schoolwide efforts to strengthen family engagement, improve student attendance, and expand community partnerships that support student success. The Community Schools Manager will work collaboratively with staff, families, and community organizations to connect students with resources that support academic achievement, health, and overall well-being.</p> <p>A key responsibility of the Community Schools Manager will be supporting attendance improvement efforts by helping identify barriers that may prevent students from coming to school regularly and connecting families with appropriate supports. The position will help promote positive attendance messaging, outreach to families, and coordination of services that encourage students to attend school consistently.</p> <p>The Community Schools Manager will also develop and maintain partnerships with community organizations to expand enrichment, family support services, and student opportunities. By strengthening collaboration between the school and community resources, the role helps support the whole child and creates a more welcoming and supportive school environment.</p> <p>This expenditure benefits all students by promoting higher attendance, stronger family and community connections, and increased access to resources that support academic success and student well-being.</p>	\$10,302	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	4839	Program Mgr Community School	0.50			Community School Manager - Focus on SELLS and other family engagement opportunities as well as support with attendance	183-15
<p>This funding source will pay for the CSM position that will support families with attendance, students with engagement, and community partners with supporting the school with resources.</p>	\$103,016	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	4839	Program Mgr Community School	0.50			Community School Manager - Focus on SELLS and other family engagement opportunities as well as support with attendance	183-16

**PROPOSED 2026-27 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
<p>Funds will be used to support the salary of an early literacy tutor who will provide targeted literacy assistance to students in the early grades and to students in upper grades still working on foundational skills. The early literacy tutor will work with students individually and in small groups to reinforce foundational reading skills, including phonemic awareness, decoding, fluency, vocabulary development, and reading comprehension strategies.</p> <p>The tutor will collaborate with classroom teachers to support classroom instruction and help identify students who may benefit from additional literacy practice and intervention. Services will be aligned with instructional goals to help strengthen early reading skills and promote student confidence as emerging readers.</p> <p>This expenditure supports schoolwide academic success by strengthening early literacy development. All students benefit from this investment because strong foundational reading skills support long-term learning across all subject areas.</p>	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	8615	Early Literacy Reading Tutor	0.80			Early Literacy Tutors will provide support to targeted groups daily for 30 minutes.	183-17
<p>Funds will pay for an enrichment music teacher. This will improve school climate and student joy providing diverse opportunities to learn and demonstrate multiple ways of showcasing their talents and abilities outside of the academic curriculum.</p>	\$37,215	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	11490	Teacher Education Enhancement	0.30			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 participate in field trips connecting California Common State Standards to everyday life.	183-18
<p>This funding source will fund the Library Tech position that supports reading, books distribution, and quality library time to all of the classes within the school site.</p>	\$84,999	Measure G, Library Support	2205	Classified Support Salaries	7191	Library Technician	1.00			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.	183-19

**PROPOSED 2026-27 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
<p>Funds will be used to support the salary of a music teacher who will provide standards-aligned music instruction to all students. The music teacher will deliver developmentally appropriate lessons that promote musical literacy, rhythm and movement, singing, and exploration of instruments and musical expression. Instruction will support creativity, cultural awareness, and student engagement through structured and interactive music learning experiences.</p> <p>In addition to student instruction, the music teacher may provide limited support for teacher preparation time, including classroom coverage when needed and participation in Professional Learning Community (PLC) collaboration when applicable. This support helps provide teachers with time to plan instruction and review student learning data.</p> <p>This expenditure supports schoolwide enrichment and student development. All students benefit from regular access to music instruction, which promotes creativity, social-emotional growth, and engagement in learning across the school community.</p>	\$28,244	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10086	Teacher Education Enhancement	0.30			<p>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.</p>	183-20

**PROPOSED 2026-27 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
<p>Funds will be used to purchase classroom and instructional school supplies to support teachers in effectively implementing the adopted curriculum. Supplies will be made available to all teachers to ensure they have the materials needed to deliver high-quality instruction across subject areas.</p> <p>Instructional materials may include, but are not limited to, paper products, writing tools, art and learning manipulatives, organizational materials, and other classroom resources that support daily teaching and learning activities. These supplies help teachers provide engaging, standards-aligned instruction and support varied learning styles.</p> <p>All students will benefit from this expenditure as access to appropriate instructional supplies supports lesson implementation, student participation, and academic success across classrooms. This investment helps maintain equitable access to learning materials and supports positive educational outcomes for the entire student population.</p>	\$3,000	State Preschool One-Time Funds	4310	School Office Supplies			0.00			All teachers will be provided with necessary instructional materials.	183-21
<p>This funding source will pay for a music and dance teacher for PK and TK students. These classes will enrich students learning in class while allowing the teachers to engage in professional learning collaboration time.</p>	\$5,000	State Preschool One-Time Funds	5825	Consultants			0.00			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.	183-22

**PROPOSED 2026-27 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
Supplies and materials used during parent workshops and engagement activities that build parents' skills and capacity to support their child's academic success.	\$190	Title I, Part A Parent & Family Engagement	4310	School Office Supplies			0.00		Student Connectedness to School	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.	183-23
Light refreshments for parent meetings and workshops to encourage family participation and create a welcoming environment that supports parents in learning strategies to support their child's academic success.	\$1,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		Student Connectedness to School	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.	183-24
This funding sources pays the transportation fees of the field trips that lead to instruction beyond the classroom. All the students will benefit from attending the field trips that transportation will fund.	\$3,000	Title I, Part A Schoolwide Program	5826	External Work Order Services			0.00		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.	183-25
Admission fees for educational field trips that provide hands-on learning experiences aligned with classroom instruction and help build background knowledge, academic vocabulary, and engagement that support improved academic outcomes.	\$640	Title I, Part A Schoolwide Program	5829	Admission Fees			0.00		College/Career Readiness	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.	183-26

**PROPOSED 2026-27 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
This funding will support in paying for a TSA position that will support coaching teachers, conducting professional development, and providing interventions for teachers. The teachers will benefit from learning the curriculum to student outcomes. The students will get quality teaching and learning that will support them in showing evidence of student learning.	\$51,356	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10749	TSA 11Mon 12Pay	0.30			Community School Manager - Focus on SELLS and other family engagement opportunities as well as support with attendance	183-27

**PROPOSED 2026-27 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
<p>Funds will be used to support extended contract salaries for certificated employees to compensate teachers for time spent participating in school-related professional and instructional activities beyond the regular workday. Extended contract time may be used for responsibilities such as supporting after-school events, participating in collaborative planning sessions, engaging in unit and lesson design, reviewing student data, and participating in professional learning opportunities.</p> <p>Providing compensation for extended time supports high-quality instructional preparation, strengthens teacher collaboration, and promotes consistent implementation of curriculum and instructional strategies. These activities help build teacher capacity and improve classroom instruction.</p> <p>This expenditure supports schoolwide academic improvement and student success. All students benefit from this investment through enhanced instructional planning, increased teacher collaboration, and improved learning experiences. Funds will be used to support extended contract salaries for certificated employees to compensate teachers for time spent participating in school-related professional and instructional activities beyond the regular workday. Extended contract time may be used for responsibilities such as supporting after-school events, participating in collaborative planning sessions, engaging in unit and lesson design, reviewing student data, and participating in professional learning opportunities.</p> <p>Providing compensation for extended time supports high-quality instructional preparation, strengthens teacher collaboration, and promotes consistent implementation of curriculum and instructional strategies. These activities help build teacher capacity and improve classroom instruction.</p> <p>This expenditure supports schoolwide academic improvement and student success. All students benefit from this investment through enhanced</p>	\$5,515	Literacy Coaches & Reading Specialists Grant	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			Teachers will engage in meaningful professional learning communities and use evidence from data analysis to drive instruction.	183-28





**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 School Night and monthly School Site Council Meetings. Use Parent Square for communication between home and school.
- Weekly teacher newsletters
- 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
- Conduct Literacy and Math Learning Showcases

## **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 27, 2025, and will be in effect for the period August 27, 2025, through May 28, 2026.

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

Dewanna Slaughter  
Principal's Name

Dewanna Slaughter  
Signature of Principal

August 27, 2025  
Date



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

## Prescott Elementary School

**2025-2026**

*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 2025-2026 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 27, 2025, and will be in effect for the period of August 27, 2025, to May 28, 2026.

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, 2025.

Dewanna Slaughter  
Principal’s Name

Dewanna Slaughter  
Signature of Principal

August 27,2025  
Date







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

## Prescott Elementary School

### 2025-2026

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#### **School Responsibilities**

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- 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
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  - a) Teacher Reports of student progress throughout the trimester
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  - 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)
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  - b) Monthly parent workshops
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  - a) Professional Development opportunities
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Dewanna Slaughter  
Principal’s Name

Dewanna Slaughter  
Signature of Principal

August 27, 2025  
Date





# PRESCOTT ELEMENTARY SCHOOL

## School Site Council Membership Roster

**2025-2026**

### SSC - Officers

Chairperson:	Zazzi Cribbs
Vice Chairperson:	Portia Boykin
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?)
1 Dewanna Slaughter	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	---
Alica Simba	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
D'Ouita Woods	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1 Jason Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
1 Zazzi Cribbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Journey Medows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1 Pendeka Nimmer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Portia Boykin	<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"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	Every 2nd Wednesday, 4:00 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.

