

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1335
Introduction Date: 6/27/18
Enactment No.: 18-1137
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Peralta Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Peralta Elementary School.

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Peralta Elementary School
CDS Code: 1612596002109
Principal: Giselle Hendrie
Date of this revision: 4/20/2018

The Single 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: Giselle Hendrie	Position: Principal
Address: 460 63rd Street Oakland, CA 94609	Telephone: 510-654-7365 Email: giselle.hendrie@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Peralta Elementary School

Site Number: 145

- | | | |
|--|---|---|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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

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

Date(s) plan was approved: 5/2/18

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

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

Signatures:

Giselle Hendrie, School Principal

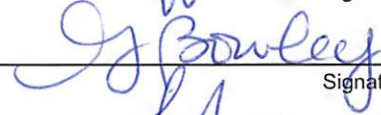


Signature

5/7/18

Date

Gillian Bowley
Print name of SSC Chairperson



Signature

5/7/18

Date

Sara Stone

Sara Stone, Network Superintendent



Signature

5/15/18

Date

Marla Williams

Marla Williams, Officer, State and Federal Programs



Signature

5-31-18

Date

2018-19 SPSA ENGAGEMENT TIMELINE**School Site:** Peralta Elementary School**Site Number:** 145

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/26/2018	Faculty	Discuss and update school description, mission and vision, and family engagement.
1/31/2018	Faculty	Review and revise Needs Assessment as well as Priorities and Practices.
2/7/2018	Faculty/SSC	Share Needs Assessment and Priorities and Practices
2/14/2018	Facutly	Discussed budget priorities
2/16/2018	SSC	Discussed budget priorities

2018-2019 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$57,575.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$46,369.04	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$209,462.73	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$0.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$0.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Peralta Elementary School

School ID: 145

School Description

Peralta Elementary, a small North Oakland school, is a California Distinguished School and a National Blue Ribbon Award School. We are committed to providing our community an integrated art learning focus. At Peralta, all children learn in an environment that is celebratory of their differences, rigorous in complexity, challenging, and joyful. We have partnerships with local museums, book stores and businesses that support all aspects of our program. Our student work is displayed in local hospitals, offices and even in the American Embassy in Moscow. Student work is available on the Alameda County website and on YouTube. In addition, we have developed a unique Intergenerational Project in which our students visit a local senior day care facility and do art projects with the senior residents. Student thinking, creativity, and leadership are encouraged and promoted as is evident in the child-centered campus through arts and gardening. Peralta takes pride in our strong sense of community among students, families, and the Oakland community.

School Mission and Vision

The Peralta School Community works collaboratively to maintain the highest standards for ourselves as we support our individual and collective growth through an arts integrated habits of mind approach to teaching and learning. Peralta is our name and learning is our game!

We believe that integrated art learning experiences offer all children a rich learning environment that is celebratory of differences, rigorous in complexity and joyful. We create curricula and learning experiences that meet the range of all students' needs, builds student voice, enhances self esteem and confidence, while developing a problem solving can-do learner stance. We use art integration to develop intellectual character, deepen subject matter understanding and to help students to invest in their world. Our work challenges students to become metacognitive, independent learners who embrace a growth mindset while developing 21st Century skills.

Family & Student Engagement

We create diverse opportunities for family involvement, such as garden work days, our Walkathon fundraiser, Peralta in Bloom, the Welcoming Dinner, the Halloween Parade, 5th grade promotion, and field trips. The PPTG, School Site Council, parent conferences, and classroom volunteering bring parents to our site. Our faculty is focused on thinking about how to engage a broader range of families on a more consistent basis, outside of all-school events and daily site routines. For example, we are working to provide opportunities in partnership with the PPTG to help parents go through the rigorous volunteer clearance process and recruit more parent volunteers in classrooms and on field trips.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p align="center">LANGUAGE & LITERACY</p>	<p>Overall, literacy scores remain high. 85.4% of students are at or above grade level per SRI scores. 76.8% have met or exceeded standards per SBAC ELA.</p> <p>Socioeconomically disadvantaged (SED) students are experiencing an upward trend in proficiency.</p> <p>89% of students at at or above benchmark in the midyear administration (2017-18) of Fountas and Pinnell assessment.</p>	<p>In spite of successes, an achievement gap exists. Per SRI - 29% of African American students are reading below grade level - 12.9% are multiple years below. Per SBAC - 56.6% did not meet standards.</p> <p>Per the Public School Report Card - though ELA scores are high, they are declining for every subgroup other than Socioeconomically Disadvantaged students.</p>	<p>PD around ELA instruction could more specifically focus on differentiated instruction around reading and focusing on specific subgroups.</p> <p>We need to develop instructional practices that include using technology in the ways that the assessments require in upper grades so that the assessments themselves are not a "disconnect" for students.</p> <p>We can deepen our focus on culturally responsive classroom practices and on focused, consistent, specialized, year-long interventions for these students.</p>

<p style="text-align: center;">STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>According to our California Public School Report Card, overall Math performance is strong and remained steady in 2016-17. This year we are focusing on the first of the Standards for Mathematical Practice - making sense of problems and persisting in solving them - in our Tier I and II intervention strategies. We have allocated resources - intervention specialists and ST Math pilot - to help address this need.</p>	<p>In the 2016-17 SBAC testing cycle 34% of all students, and 70% of African American students, did not demonstrate standards based proficiency in Math.</p> <p>Opportunities for focused, individualized, small group instruction are limited given available resources.</p>	<p>Gaps in student's math knowledge leads to challenges with engagement and persistence. Students struggle to understand problems, understand math language, decode math word problems and to make linkages between math concepts and tasks. We can continue to develop our capacity for whole and small group instruction around both mathematical practices and content in order to meet this need.</p> <p>We can focus on use of manipulatives, multisensory strategies and applications, contextualization of math tasks, using math vocabulary and language to think through and explain problems in all grades. We can work with students to attend to precision using self help strategies and scratch paper.</p> <p>We need to develop instructional practices that include using technology in the ways that the assessments require in upper grades so that the assessments themselves are not a "disconnect" for students.</p> <p>PD around Math instruction could more specifically focus on differentiated instruction around reading and focusing on specific subgroups.</p>
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<p style="text-align: center;">CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE & CLIMATE)</p>	<p>Campuswide, we focus on the six tenets of the Peralta Graduate Profile as an approach to SEL development across grades. Consistent with the growth mindset approach, our students practice collaboration, creative inquiry, engaged persistence, critical thinking, clearly communicating ideas, and community stewardship.</p> <p>Faculty professional learning this year is grounded in brain-based research about learning, particularly as it applies to developing rigorous learning communities in the classroom that are accessible to all students.</p> <p>COST and PBIS are in the developmental stages this year.</p>	<p>The achievement gap indicates that there is still work to be done around making content and skills accessible to our African American students. An ongoing conversation about equity of outcomes is indicated.</p> <p>Anecdotal parent data also indicates that some families are experiencing the larger Peralta community as "unwelcoming" to them. This could also be impacting student outcomes.</p>	<p>We are developing our capacity for culturally responsive teaching and interventions in order to continue to support our work with these students.</p> <p>Ongoing PBIS and COST development is also needed so that our Tiered Supports are appropriately geared towards individualized student needs.</p> <p>We have allocated 20-25% of instructional minutes to enrichments (PE, Visual Art, Vocal and Instrumental Music) and use EEIP Prep for Second Step. We could re-focus some of this time towards Tier I and Tier II instruction.</p> <p>We can also develop structures for parent education around reading and math literacy at home.</p>
<p style="text-align: center;">CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</p>	<p><i>88% of Peralta students are English only. 8% (27 students) enrolled with a home language other than English but designated as Initially Fluent (IFEP).</i></p> <p><i>Our ELL and IFEP students demonstrated high levels of proficiency in both ELA and Math in Spring 2017 - 93% are proficient in ELA and 71.4% are proficient in Math.</i></p>	<p><i>1.5% (5) of Peralta students have been Reclassified. 1.5% (5) are designation ELL students. This is a small number of our student population.</i></p> <p><i>80% of our reclassified students (RFEP) students performed below standard in both ELA and Math SBAC.</i></p>	<p><i>Training needed on implementing ELD standards, particularly given the low numbers of designated English Learners in our student population.</i></p> <p><i>It is important to focus on language development for reclassified students.</i></p> <p><i>50% of ELL/RFEP students are in the resource program.</i></p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Peralta Elementary School

School ID: 145

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	<p>In June 2017, 85% of all students were at or above proficiency in ELA standards as measured by the SBAC. 66% of economically disadvantaged students and 43% of African American students performed at grade level.</p> <p>In June 2018, 85% of students will be at or above proficiency in ELA SBAC with 70% of economically disadvantaged students and 50% of African American students being at grade level.</p> <p>In June 2021, 90% of students will be at or above proficiency in ELA SBAC with 85% of economically disadvantaged students and 65% of African American students being at grade level.</p>			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	African American Students	-9.2	-1.7	5.8
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Fountas and Pinnell Instructional and Individual Levels SRI Lexile Levels				
Theory of Action for Language & Literacy Priority:	If teachers, administrators, and parents are knowledgeable about the culturally responsive and neurological characteristics that equate to high levels of reading and writing performance, if they participate in professional learning that includes analysis of student performance data, assessment protocols and instructional practice, they will be able to reflect on their individual and collective knowledge, adjust instruction based on the needs of students, then students will demonstrate higher levels of performance in ELA.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	Update classroom libraries and instructional materials - including technology - to include materials that are differentiated, engage diverse students, especially our African American students, and that are Common Core State Standards aligned.	Organize resources, including parent raised funds and grant writing, to support refreshing instructional materials and technology	Increased student engagement with reading materials both in print and online.
1-2	Teachers will use ELA software to differentiate instruction in reading comprehension, critical thinking, and writing with evidence. This differentiation will specifically address the needs of low-performing students reading below grade level and high-performing GATE students reading above grade level by providing reading instruction at each student's level.	Purchase NewELA and RAZKids software.	Improved formative and summative proficiency outcomes.
1-3	Incorporate NGSS practices in ELA instruction. In particular, analyzing and interpreting data, constructing explanations, engaging in in argument from evidence, and obtaining, evaluating, and communicating information through use of non fiction texts.	Include non-fiction texts in classroom library updates.	Improved formative and summative proficiency outcomes.
1-4	PD focused on culturally responsive ELA instruction and cultivating lifelong readers of all race/ethnicities, including African-American students, Latino students, Asian/Pacific Islander students, and students of other or multiple ethnicities.	Plan and deliver research based professional learning opportunities with the Instructional Leadership Team, e.g. Guided Language Acquisition Design (GLAD) training.	Increased faculty confidence and developed ELA instruction toolkit
1-5	Parent workshops around reading, literacy, and parenting strategies. Employing strategies geared towards full inclusion of all families.	Plan with PPTG for teacher stipend and parent workshops on monthly parent meeting nights	Increasing parent attendance at workshops over the course of the year.
1-6	Classroom teachers and Special Education teachers will closely collaborate through shared prep periods to support inclusion for students with disabilities.	Create and support collaboration schedule.	Improved formative and summative proficiency outcomes.

1-7	Instructional aides will help teachers in classrooms to support differentiated instruction for all students. Particular attention will be paid to differentiation that meets the needs of low performing African American, economically disadvantaged students as well as supporting growth of GATE students.	Assign resources in site/PPTG budget.	Improved formative and summative proficiency outcomes.
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STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	<p>In June 2017, 66% of all Peralta students were at or above proficiency in Mathematics standards as measured of the SBAC, 51% of low income students and 30% of African-American students performed at grade level.</p> <p>In June 2018, 70% of students will be at or above proficiency in SBAC Math, with 55% of low income students and 35% of African-American students being at grade level.</p> <p>In June 2021, 80% of students will be at or above grade level and 65% of low income students and 45% of African-American students will demonstrate proficiency.</p>			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Math: Cumulative End of Unit Assessments				
Theory of Action for Standards-Based Instruction Priority:	If teachers, administrators and parents are knowledgeable about the culturally responsive and neurological characteristics that equate to high levels of math performance, if faculty are are focused on teaching and learning grounded in math standards, the standards for mathematical practice, and the SBAC claims and target standards, if faculty and administrators participate in professional learning that includes analysis of student performance data, assessment protocols and instructional practice, they will be able to reflect on their individual and collective knowledge, adjust instruction based on the needs of students, and students will demonstrate higher levels of performance in Mathematics.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	Student focused, meaningful, standards based classroom interventions that integrates whole and small group interventions for low performing students. Particular attention will be paid to differentiation that meets the needs of students with disabilities, economically disadvantaged students, students with disabilities, homeless and foster youth, as well as supporting growth of GATE students.	Use STIP, Intervention Specialist, and Instructional Aide time specifically for supporting teachers in providing small group intervention.	Improved student outcomes as demonstrated by both formative and summative assessments.
2-2	Incorporate literacy and spatial temporal approaches into instruction as well as technological literacy in 2-5.	Redesign EEIP Prep to focus technology and literacy. Assign resources to ST Math experiences.	Improved student outcomes as demonstrated by both formative and summative assessments.
2-3	PD focused on strategies for in class small group intervention and math differentiation.	Design and deliver research based professional learning with the Instructional Leadership Team.	Increased faculty confidence and developed small group instruction toolkit
2-4	Parent workshops around math literacy at home	Plan with PPTG for parent workshops on monthly parent meeting nights	Increasing parent attendance at workshops over the course of the year.
2-5	Focus on math standards, standards for mathematical practice, and SBAC claims and target standards in PLC cycles of inquiry, lesson planning, and data conferences.	Focus on math standards, standards for mathematical practice, and SBAC claims and target standards in PLC cycles of inquiry, lesson planning, and data conferences.	Improved proficiency scores on SBAC math and CEoU assessments.

	Priority ("Big Rock"):	JUNE 2021 GOAL
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CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Multi Tiered Systems of Support	<p>In June 2017, 100% of Peralta faculty will have completed the Student Risk Screening Scale (SRSS). This will establish a baseline number of at risk students.</p> <p>By June 2018, 100% of Peralta faculty will have completed the SRSS and will have accessed the COST process to generate intentional supports for struggling students. We will see a 10% reduction in the # of students at risk.</p> <p>By June 2021 Peralta will have fully developed and implemented PBIS and COST systems that serve the academic, social, and emotional needs of all students. Faculty will engage in ongoing, structured small group interventions within the classroom (TIER I) as well as access developed Tier II supports for general education students. We will see another 10% reduction in the number of students at risk.</p>			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Percent of faculty completing the SRSS	All Students	100.0%	100.0%	100.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	<p>COST referrals and completed action steps.</p> <p>URF completion and action steps.</p> <p>Implement Student Intervention and Support Tracking Tool, K-5.</p>				
Theory of Action for Conditions for Student & Adult Learning Priority:	<p>If students, teachers, administrators, and parents are knowledgeable about and able to access positive behavioral interventions as well as the variety of services available to support teachers and students on campus, and if they are able to articulate and practice shared values and norms for student behavior, experiences and outcomes - including but not limited to the Graduate Profile and Peralta Pledge, then we will be able to develop and use tools and assessments that support high levels of reflective, authentic, meaningful engagement and learning for all students including low performing, minority, language learners, newcomers, GATE students, and foster youth.</p>				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Develop instructional practices that allow for small group classroom interventions for low performing students. Particular attention will be paid to differentiation that meets the needs of students with disabilities, economically disadvantaged students, homeless and foster youth, as well as supporting growth of GATE students.	Design and deliver research based professional learning with the Instructional Leadership Team.		Increased faculty confidence and developed small group instruction toolkit	

3-2	Teaching teams will plan for appropriate, standards based, alignment of curriculum within and across grade levels as well as the use of available intervention and support resources.	Support development of K-1, 2-3, and 4-5 teaching teams/PLC with collaboration time built into the week. Create opportunities for K-5 planning to support instructional articulation across all grades.	Support development of K-1, 2-3, and 4-5 teaching teams/PLC with collaboration time built into the week. Create opportunities for K-5 planning to support the articulation of core academic practices across all grades.
3-3	Ongoing PD on culturally responsive teaching and behavior/function based intervention alongside our focus on growth mindset and the graduate profile habits of mind.	Design and deliver research based professional learning with the Instructional Leadership Team.	Increased faculty confidence and developed small group instruction toolkit
3-4	Continue to embed SEL instruction into core academic practices in the general education program.	Explore and provide training on SEL instructional practices.	SEL instructional practices evident in teacher planning and lesson delivery.
3-5	Intervention Specialists will use data to track and develop consistent, individualized supports K-5, develop and track SST plans, and manage Tier III general education interventions.	Adjust EEIP and Intervention Specialists work plan to accommodate structured delivery and tracking of student supports across the grade span. Applied Behavior Analysis (ABA) Training for COST team	Improved performance on formative and summative assessments for struggling students. Improved SEL outcomes on CHKS for marginalized groups of students. Student Risk Screening Scale (SRSS) 3x annually.
3-6	Increased parent engagement.	Assign resources to the development of intentional parent engagement strategies and implementation in partnership with the PPTG.	Increased participation in CHKS as well as growth is expressed satisfaction with connection to the school.
3-7	Meet with each Kindergarten family prior to the first day of school in order to support transitioning preschool students by assessing student readiness for school and to inform placement in Kindergarten classrooms.	Create schedule and provide support for enrollment meetings with families.	100% retention of Kindergarten families at the end of the first trimester.

3-8	Provided extended learning opportunities for supplemental instruction through the after school program.	Work with EBAC to incorporate extended contracts for faculty providing after school instructional opportunities to low performing students. Particular attention will be paid to differentiation that meets the needs of students with disabilities, economically disadvantaged students, students with disabilities, homeless and foster youth.	Improved performance on formative and summative assessments for struggling students.
3-9	Consistent, specialized, year long interventions targeted towards low performing students through ongoing Coordination of Services. Academic support plans will be designed for all students identified through the COST process. Particular attention will be paid to differentiation that meets the needs of economically disadvantaged students, students with disabilities, homeless and foster youth.	Facilitate consistent COST meetings and supervise follow through on academic and behavioral support plans.	Improved formative and summative proficiency outcomes.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Implement ELD standards based instruction for EL and RFEP students	<p>By June 2018 30% of RFEP and EL students will demonstrate proficiency on SBAC ELA and Math assessments or meet IEP goals.</p> <p>By June 2019 40% of RFEP and EL students will demonstrate proficiency on SBAC ELA and Math assessments or meet IEP goals.</p> <p>By June 2021 60% of RFEP and EL students will demonstrate proficiency on SBAC ELA and Math assessments or meet IEP goals.</p>			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	<i>n/a (too few students to report)</i>	<i>n/a (too few students to report)</i>	<i>n/a (too few students to report)</i>
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Fountas and Pinnell Instructional and Independent reading levels Cumulative End of Unit Math Assessments				

Theory of Action for English Language Learners Priority:		If faculty focus intentionally on incorporating language development strategies consistent with ELD standards then academic language development outcomes will improve for all English Language Learners.	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
4-2	Collaborate with English Language Learner and Multilingual Achievement (ELLMA) to develop ELD focused, standards based, core academic practices and instructional strategies given the low number of EL and Newcomer students on our campus.	Create opportunities for interfacing with ELLMA around classroom based strategies given our context. Incorporate this into our Professional Learning plan.	Improved outcomes for RFEP students on formative and summative assessments.

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 145

School: Peralta Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	After School Program	Multi Tiered Systems of Support	A1.6 After School Programs	5825				145-1
\$10,785.80	General Purpose Discretionary	STIP: Instructional Support. Translation. Conferences to Support Data/Analysis and Family Engagement. Assessment and Intervention Support. Release time for Teachers to Support Professional Learning Activities.	Multi Tiered Systems of Support	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP0433	0.27	145-2
\$5,201.15	General Purpose Discretionary	Stipends for Multiple Aspects of Teacher Development and Instructional Support	Mathematics, Literacy	A2.10 Extended Time for Teachers	1122				145-3
\$8,420.92	General Purpose Discretionary	Substitutes for Professional Development and Family Engagement	Mathematics, Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1150				145-4
\$9,786.14	General Purpose Discretionary	Office Staff: Student Support	Multi Tiered Systems of Support	A2.2 Social Emotional Learning	2205	SPECIALIST, ATTENDANCE	SPECAT0022	0.23	145-5
\$5,380.99	General Purpose Discretionary	Supplies	Multi Tiered Systems of Support	A2.1 Implementation of the CCSS & NGSS	4310				145-6
\$18,000.00	General Purpose Discretionary	Mental Health Interns	Multi Tiered Systems of Support	A2.2 Social Emotional Learning	5739				145-7
\$21,172.13	LCFF Supplemental	STIP: Instructional Support. Translation. Conferences to Support Data/Analysis and Family Engagement. Assessment and Intervention Support. Release time for Teachers to Support Professional Learning Activities.	Multi Tiered Systems of Support	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP0433	0.53	145-8
\$323.65	LCFF Supplemental	Supplies for Targeted Intervention Supports	Mathematics, Literacy	A2.1 Implementation of the CCSS & NGSS	4310				145-9

\$24,873.26	LCFF Supplemental	STIP: Instructional Support. Translation. Conferences to Support Data/Analysis and Family Engagement. Assessment and Intervention Support. Release time for Teachers to Support Professional Learning Activities.	Multi Tiered Systems of Support	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP0602	0.50	145-10
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2017-2018

School Site Council Membership Roster – Elementary

School Name: Peralta Elementary

Chairperson : Gillian Bowley
Vice Chairperson: Gann Bierner
Secretary: Rachel Latta

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Giselle Hendrie	X			
Diane Colquhoun		X		
Natalie Ashby		X		
Ana Thomas		X		
Corey Alexander			X	
Gillian Bowley				X
Gann Bierner				X
Rachel Latta				X
Ken Rice				X
Chris Moraes				X

Meeting Schedule (day/month/time)	
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SSC Legal Requirements: (Ed. Code 52852)

1. Members MUST be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community