OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 24, 2015

To: Board of Education

From: Antwan Wilson, Superintendent
             Allen Smith, Chief of Schools
             Vernon Hal, Senior Business Officer
             Ruth Alahydoian, Chief Financial Officer
             Susana Ramirez Director, State and Federal Compliance

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 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, 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 to 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).

> ➢ Title I
> ➢ After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Peralta Elementary School.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2015-2016 Single Plan for Student Achievement (SPSA)

School:	**Peralta Elementary School**
CDS Code:	1612596002109
Principal:	Rosette Costello
Date of this revision:	6/10/2015

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Rosette Costello	**Position:**	Principal
Address:	460 63rd Street	**Telephone Number:**	510-654-7365
	Oakland, CA 94609	**Email Address:**	rosette.costello@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 6/24/2015

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

School Site Name: Peralta Elementary School

Site Number: 145

X	Title I Schoolwide Program	X	Local Control Funding Formula (LCFF) Base Grant		School Improvement Grant (SIG)
	Title I Targeted Assistance Program	X	LCFF Supplemental Grant		21st Century
X	After School Education & Safety Program (ASES)		LCFF Concentration Grant		

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: _April 1, 2015_

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

☑ Fliers in students' home languages ☑ Announcement at a public meeting ☑ Other (Notices and Media Announcements, etc.)

Signatures:

Rosette Costello	_signature_	4/1/15
Print name of School Principal	Signature	Date
Ethan Andelman	_signature_	4/1/15
Print name of SSC Chairperson	Signature	Date
Kyla Johnson-Trammell	Kyla Johnson-Trammell	4-1-15
Print name of Network Superintendent	Signature	Date
Susana Ramirez	_signature_	5/29/15
Susana Ramirez, Director, State & Federal Programs	Signature	Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site Name: Peralta Elementary School   **Site Number:** 145

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
10/22/2014	Instructional Leadership Team	Continuous Improvement Plan Disucssion for SPSA foundational work
1/7/2015	SSC	Foundational work identifying Priorities for SPSA and budget
2/4/2015	Faculty and Staff	Focus on identfiying data driven SPSA targets, strategies and aligning budgets.
2/4/2015	SSC	Priorities for SPSA and budget are viewed and aligned.
2/4/2015	PPTG	Priorities for SPSA and budget are reviewed and comments solicited.
4/1/2015	Faculty, Staff and SSC	SPSA and Budget feedback leading to final plan approval.

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 Base #0000**	$70,595.00	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$33,549.40	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$0.00	TBD
After School Education and Safety Program (FTE Only) **… ASES #6010**	$96,879.17	TBD
TOTAL:	**$201,023.57**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**	$15,750.39	TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**	$393.26	TBD
School Improvement Grant **… SIG Resource #3180**	$0.00	TBD
21st Century Community Learning Centers (FTE only) **… Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$16,143.65**	**$0.00**

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1:   **INTEGRATED LEARNING**

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
-   3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
-   5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

• Teachers will report that 100% of their students positively collaborated/ completed project/tasks, took risks, and powerfully communicated (speaking, writing, art) each marking period.

• Students will be powerfully engaged in learning, as evidenced by positive behavior and by their literacy performance.

• Art Integration will support instruction.

STUDENT GOAL TARGET(S) for Improvement Priority #1

Indicators for Student Goal(s)	*Indicator Description*	*Fall 2014 Baseline*	*2014-15 Target*	*2015-16 Target*
Teacher Checklist	Checklist on each child for two marking period	N/A	N/A	100%
Teacher Checklist	Project/task completion measures	N/A	N/A	100%
Teacher Checklist	Student risk taking measures	N/A	N/A	100%
Suspension	Number of students suspended per year	0	0	0
Teacher Checklist	Powerful Communication measures in Speaking, Art and Writing	N/A	N/A	100%
Fountas & Pinnell	Performance at or above benchmark	81%	85% At or Above	87% At or Above

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
Students are developing a can-do attitude.	Students evidence a drive to be "correct' rather than to explore and learn. How can we more effectively support innovation and imagination?
Students work with art integrated instruction in certain areas.	Participation and facility seem to some degree to be correlated with indicators of confidence as well as race and socioeconomic status How can we address this?.
Students partricipate in activities that contribute to the broader community.	How do we help students set and carry out realistic goals?
	How do we support students to maintain engagement and persevere through difficult tasks? How can we provide more opportunities to personalize learning?
	How can we better align the Graduate Profile across grades?
	How can we implement assessements the better align with our goals?

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Peralta's commitment to collaboration and high standards is woven through all aspects of the site. The school is a seamless community of learners.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Common Core implementation aligning with Art Integration, Create California Blueprint and Graduate Profile.
A culture of discrete skill measurments of competence- that correlates value to performance on tests rather than 21st century skills promoted in the profile.
Inconsistent professional development and art instruction modeling
Little exploration of implict inhibors on students, especially with implications for specific socio-economic groups.

MAJOR IMPROVEMENT STRATEGY #1

Professional Development will embrace the six components of the Graduate Profile (Creativity, Collaboration, Completion of Tasks, Critical Thinking, Communication and CItizenship), as aligned with Common Core Standards and Create Californis, A Blueprint for Creative Schools.

Teaching Practices:	*Leadership Practices:*	*Organizational Practices:*
Begin a school wide instructional thrust to define competencies for the Graduate Profile components and identify alignment within common core units	Implement staff inclusive reflection sessions to build and strengthen common understanding and define grade level cluster identifiers of effective practice within the profile components.	Create scheules, provide release time and resources that will provide the opportunity to identify Graduate Profile alignment with Common Core.
Begin to learn about Create California, A Blueprint for Creative Schools and explore alignment with the Graduate Profile.	Work with staff and collaborators to faciliate building a common understanding of this blueprint.	Identify and use consultant services for expanding staff understanding and modeling in-class art integration units.
Promote social-emotional learning, extending what we do to include additioal strategies such as Growth Mindset, that develop student efficacy with acute attention to target students.	Utilize staff expertise and best practices to expand staff knowledge and implementation of this program.	Create schedules, provide research and other materials.
Begin to explore ways to offer students more authentic learning opportunites as well as off-site learing opportunities.	Collaboratively explore, determine and implement more opportunities for personalized learning and off site learning excursions.	Provide release time, align budget to include technology and study tours.
Determine and provide student performance driven interventions.	Monitor intervention effectiveness.	Consultant support for data analysis and intervention.

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✔ 1. College & Career Readiness (LCAP Goal 1)
- ✔ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
-    3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✔ 4. Student Engagement (LCAP Goal 5)
-    5. Parent/Family Engagement (LCAP Goal 6)
-    6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

• At least 87% of students in all grades will score at or above grade level on Fauntas and Pinnell and.or SRI Assessments

STUDENT GOAL TARGET(S) for Improvement Priority #2

Indicators for Student Goal(s)	*Indicator Description*	*Fall 2014 Baseline*	*2014-15 Target*	*2015-16 Target*
Fountas & Pinnell	Proficiency level of students as confident readers-school wide percent indicators.	Fountas and Pinnell scores indicate 16% of 1st graders, 4% of second graders, 23% of third graders, 11% of 4th graders and 12% of 5th graders are not instructional at grade level	Increase the number of students who are instructional at grade level by 4 %age points in all grades.	At or above grade level targets: 2nd - 88%, 3rd, 100%, 4th 79% and 5th 93%.
SRI	Percent of SWD at or about grade level.	68% at or above grade level	75% at or above grade level	80% ar or above grade level
EL reclassification rates	Percent of ELLS at or above grade level	100%	100%	100%
Suspension	Percent of Af Am suspensions	0	0	0
SBAC English proficiency rate	SBAC	N/A	N/A	70% grade level

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
Comparision of Fall SRI and Fauntas/Pinnell scores provided valuable information.	Technology variables confounded SRI scores in the beginning of the year, especially in grade 2.
With the exception of 2nd grade, where facility with technololgy factored into student performance, in all grades, students scored over 75% at or above grade level on the SRI.	African American Students are the lowest peforming subgroup.
Conferences with parents are ongoing and provide information about student progress and needs.	On the SRI, the percent of students scoring below/multiple years below ranges from 21 to 57%.

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

We have not directed focused attention to variables that impact student confidence and perfomance with a focus on implicit inhibitors to low income and minority students.
Self Assessement of Balanced Literacy implemention has been infrequent.
Areas that need balanced literacy implementation have been identified for support.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Learning and planning Common Core units and addressing needs generated by technology preparation for SBAC has been very time consuming.
Areas that need balanced literacy implementation support have been identified.

MAJOR IMPROVEMENT STRATEGY #2

Self-reflection and assessment will guide implementation and adjustment of literacy instruction to support the growth of all students.

Teaching Practices:	*Leadership Practices:*	*Organizational Practices:*
Provide intervention supports for targeted students Low-performing, ELL students and GATE students.	Data conferences each trimester focusing on literacy achievement with specific attention to ELL , AAM students and GATE students.	Consultants are used to analyze data, develop curriculum and provide intervention.
Identify Professional development targets driven by self-assessments of balanced literacy implementation needs in all classrooms.	Review interim progress reports, monitor timeliness of SST's.	Schedule alignment.
Spring and summer meetings with incoming kindergarten families include discussions about literacy goals and strategies. All incoming students have readiness inventories.	Supports the capacity of staff to learn and model new learing for each other.Recognize and utilize common assets as a foundation for persistence as well as individual and collective growth.	Align professional development with staff needs, using evidence to assess, adjust and align resources to meet challenges. Consultant support will be used to support balanced literacy implementation.
Align after school resources to adequately provide extended learning time for students tareting foster youth.	Organize conference sessions and provide needed resources.	Set up structures that facilitate incoming family meetings.
Regularly determine the adequacy of leveled libraries to provide appropriate books for students.	Co-ordinate with academic liasion to ensure common understanding of student needs is shared with afterschool staff.	Establish a climate of reciprocal communication about student progress and needs.
Develop and implement thematic, integrated units of study in all grade levels. Target 3rd grade for intensive linked learning supports.	Monitor the effectiveness of classroom libraries to meet student needs and align budgets appropriately.	Consider grant funding to make up for limited site resources for books.
Schedule regular parent conferences to discuss student progress; survey the need for parent training evenings.	Monitor the frequency and effectiveness of efforts to inform parents about student progress.	Align budget to prioritze providing materials, transportation costs, supplies, computers and computer programs, equipment, copiers, that help shape a vigorous, engaging and challenging curriculum.
Ongoing data analysis will direct instruction, intervention and grade level alignment of curriculum targets.	Participate and monitor student performance data and instructional targets.	Align budget to provide substitute release time for parent conferences, assessment and collaboration. Consultant assistance will be used to develop and implement parent engagement strategies for target students.

Address specific needs that may be triggered by povery, race and class designations.	Priorize data review and application of findings to instuction.	STIP sub support will prioritize assessment, collaboration and intervention.
	Seek sources of information about the impact of race, class and poverty as shapers of student needs.	Align budget to provide materials and consultant services.

MAJOR IMPROVEMENT PRIORITY #3:   **Linked Learning Explorations**

LCAP strategic priorities addressed by this Major Improvement Priority:

✔ 1. College & Career Readiness (LCAP Goal 1)

2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)

3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)

✔ 4. Student Engagement (LCAP Goal 5)

5. Parent/Family Engagement (LCAP Goal 6)

6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

• The percent of students scoring proficient or above on the SBAC English will increase 10 percentage points each year.

• The percent of students scoring proficient or above on the SBAC Math will increase 10 percentage points each year.

• The percent of students who have participated in Linked Learning activities during the year will increase 10 percentage points each year.

• Explore and pilot personalized learning interventions. Increase personalized learning opportunities. Create a more student-centered learning environment.Access data points on an ongoing basis.

• Use the resources technology provides to expand our art based instruction.

STUDENT GOAL TARGET(S) for Improvement Priority #3

Indicators for Student Goal(s)	*Indicator Description*	*Fall 2014 Baseline*	*2014-15 Target*	*2015-16 Target*
SBAC English proficiency rate	Percent of students at grade level	N/A	70% at grade level performance	80% at grade level performance

SBAC Math proficiency rate	Percent of students at grade level	N/A	70% at grade level performance	80% at grade level performance
Linked Learning participation rate	Student participation rate in linked learning activities	N/A	N/A	30% participation school wide

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
We are eager to explore the potential for linked learning to support student achievement and provide more personalized learning time.	Major issues with internet connectivity and capacity which erode interest.
Some grade levels have begun to explore linked learning and ar committted to a deeper implementtion.	Inconsistent interest across grade levels.
Staff has begun to explore grant writing as a source of funding.	Very limited funding capacity from the site budget.
Professional Development has taken place on both a school-wide and classroom specific basis.	Very limited funding capacity from the site budget.
	Some classrooms rely more heavily on technology to support instruction.

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Observation and feedback indicate that there is a willingness to learn the potential for linked learning to support multiple aspects of teaching and learning and to capture that potential.

Given this analysis of our practices, what are the key root causes for the performance challenges identified above?

Limited funding, internet access and technology are the primary causes for performance challenges.

MAJOR IMPROVEMENT STRATEGY #3

Research effective models of linked learning and determine how they can be adapted to this site. Consider specific grade levels for piloting the models.

Teaching Practices:	*Leadership Practices:*	*Organizational Practices:*
Research different models of linked learing that can support our art integrated program and provide more personalized learning opportunties for students.	Provide direction and support for research inquiries.	Consultant support will be used to lead this inquiry.
Use linked learning and personalized learing to meet the varied needs of ELL, low performing and GATE students.	Monitor the use of linked learning and personalized learing to meet the varied needs of ELL, low performing and GATE students.	Budget will be aligned to provide release time for professional development and site visits.
Provide specific Kinder Transition Programs that target literacy.	Monitor implentation of early literacy programs.	EEIP support to facilitate equitable access to technology resources for students and staff
Self-assess to determine professional development needs..	Align professional development to address indicated needs.	Align budget appropriately and provide tech support for early literacy targets.
	Coordiate with parent leadership to identify needed parent engagment supports	Utilize Consultant support for staff professional development and addressing parent engagement and education needs..

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	$745,469
Early Childhood Education	$1,964,450
Mental Health Services	$175,000
Literacy	$800,000
Summer School	$400,000

• Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff

• District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)

• After–School and Summer School programs funded by categorical programs

• Data analysis services, software, and training for assessment of student progress

• Early Childhood Education services for preschool children

School:		Peralta Elementary School											
BUDGET ACTIONS & FUNDING:		**IMPROVEMENT PRIORITY #1 (INTEGRATED LEARNING)**											*Click here for the full list of LCAP strategies.*
Key Practice	**School Goal Indicator**	**Targeted LCAP Student Group**	**Budget Action**	**Budget Resource**	**Object Code**	**Position Title**	**UPC**	**FTE**	**Budget Amount**	**Budget Action Number**	**Title I Schoolwide Action?**	**Associated LCAP Strategy**
Begin a school wide instructional thrust to define competencies for the Graduate Profile components and identify alignment within common core units	Fountas & Pinnell	Low-Income Students	N/A							145-1A	Targeted Approaches	
Begin to learn about Create California, A Blueprint for Creative Schools and explore alignment with the Graduate Profile.	Fountas & Pinnell	Low-Income Students								145-1B	Targeted Approaches	
Promote social-emotional learning, extending what we do to include additial strategies such as Growth Mindset, that develop student efficacy with acute attention to target students.	Suspension	African American Students	Hire noon recess supervisor.	General Purpose Discretionary	0	Noon Support	NOONSU0058	0.13		145-1C	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Determine and provide student performance driven interventions.	SRI	African American Students	N/A							145-1D	Targeted Approaches	
Implement staff inclusive reflection sessions to build and strengthen common understanding and define grade level cluster identifiers of effective practice within the profile components.	SRI	Low-Income Students	N/A							145-1E	Teacher PD	
Work with staff and collaborators to faciliate building a common understanding of this blueprint.	SRI	Low-Income Students	N/A							145-1F	Teacher PD	
Utilize staff expertise and best practices to expand staff knowledge and implementation of this program.	SRI	Low-Income Students	N/A							145-1G	Teacher PD	
Collaboratively explore, determine and implement more opportunities for personalized learning and off site learning excursions.	SRI	Low-Income Students	N/A							145-1H	Extended Learning Time	
Monitor intervention effectiveness.	Fountas & Pinnell	English Language Learners	N/A							145-1I	Targeted Approaches	
Create schedules, provide release time and resources that will provide the opportunity to identify Graduate Profile alignment with Common Core.	Other	Low-Income Students	STIP sub support							145-1J	Targeted Approaches	
Identify and use consultant services for expanding staff understanding and modeling in class art integration units.	Other	African American Students	Hire a consultant to develop arts integration models and provide demonstration lessons	General Purpose Discretionary	5825	Consultant			$10,000.00	145-1K	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
Create schedules, provide research and other materials.	Other	African American Students	N/A							145-1L		
Provide release time, align budget to include technology and study tours.	Other	Low-Income Students	Supplies to support arts program. STIP sub support.	LCFF Supplemental	4310				$54.82	145-1M	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
Consultant support for data analysis and intervention.	Fountas & Pinnell	African American Students	N/A							145-1N		

BUDGET ACTIONS & FUNDING:	IMPROVEMENT PRIORITY #2 (Literacy)											
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Provide intervention supports for targeted students Low-performing, ELL students and GATE students.	SRI	Low-Income Students	Consultant support for student performance data analysis, student intervention,parent training and parent confencing.	Title I Basic	5825				$15,750.39	145-2A	Targeted Approaches	A2.1: Implementation of CCSS & NGSS
Provide intervention supports for targeted students Low-performing, ELL students and GATE students.	SRI	African American Students	Academic Mentor support for student intervention.	LCFF Supplemental	2928	Mentor	ACAMNTOO10		$8,820.00	145-2B	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Provide intervention supports for targeted students Low-performing, ELL students and GATE students.		English Language Learners	Academic Mentor	LCFF Supplemental	2928	Mentor	ACAMNT0195			145-2C		
Provide intervention supports for targeted students Low-performing, ELL students and GATE students.			Academic Mentor benefits	LCFF Supplemental	2928	Mentor	ACAMNT0195		$2,774.58	145-2D	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Identify Professional development targets driven by self-assessments of balanced literacy implementation needs in all classrooms.	Fountas & Pinnell	Low-Income Students	Consultant Support for data analysis, professional development, assessment and interventions	General Purpose Discretionary	5825	Consultant			$14,000.00	145-2E	Teacher PD	A2.8: Data & Assessment
Spring and summer meetings with incoming kindergarten families include discussions about literacy goals and strategies. All incoming students have readiness inventories.	Fountas & Pinnell	African American Students	N/A							145-2F	K Transition	
Align after school resources to adequately provide extended learning time for students tareting foster youth.	Fountas & Pinnell	African American Students	Enrichment and academic support	After School Education & Safety (ASES)	5825	Lead Agency			$96,879.17	145-2G	Extended Learning Time	A1.6: After School Programs
Regularly determine the adequacy of leveled libraries to provide appropriate books for students.	Fountas & Pinnell	African American Students	N/A							145-2H	Targeted Approaches	
Develop and implement thematic, integrated units of study in all grade levels. Target 3rd grade for intensive linked learning supports.	SRI	Students with Disabilities	N/A							145-2I	Targeted Approaches	
Schedule regular parent conferences to discuss student progress; survey the need for parent training evenings.	SBAC English proficiency rate	African American Students	N/A							145-2J	Family Engagement	
Data conferences each trimester focusing on literacy achievement with specific attention to ELL , AAM students and GATE students.	SRI	Low-Income Students	N/A							145-2K	Family Engagement	
Review interim progress reports, monitor timeliness of SST's.	SRI	African American Students	N/A							145-2L	Family Engagement	
Supports the capacity of staff to learn and model new learing for each other.Recognize and utilize common assets as a foundation for persistence as well as individual and collective growth.	SRI	Low-Income Students	N/A							145-2M	Targeted Approaches	
Organize conference sessions and provide needed resources.	SRI	African American Students	Materials and supplies to facilitate communication focusing on target students progress and supports.	Title I Parent	4310				$393.26	145-2N	Family Engagement	A6.5: Academic Parent-Teacher Communication & Workshops
Co-ordinate with academic liasion to ensure common understanding of student needs is shared with afterschool staff.	Suspension	Low-Income Students	N/A							145-2O	Extended Learning Time	

Description	Assessment	Student Group	Item	Fund Source	Object Code	Staff	Position ID	FTE	Amount	ID	Category	Strategy
Monitor the effectiveness of classroom libraries to meet student needs and align budgets appropriately.	Fountas & Pinnell	Low-Income Students	N/A							145-2P	Targeted Approaches	
Monitor the frequency and effectiveness of efforts to inform parents about student progress.	SRI	Low-Income Students	N/A							145-2Q	Family Engagement	
Seek sources of information about the impact of race, class and poverty as shapers of student needs.	SRI	African American Students	N/A							145-2R	Teacher PD	
Participate and monitor student performance data and instructional targets.			N/A							145-2S	Targeted Approaches	
Consultants are used to analyze data, develop curriculum and provide intervention.	SRI	African American Students	N/A							145-2T	Teacher PD	
Schedule alignment.			N/A							145-2U		
Align professional development with staff needs, using evidence to assess, adjust and align resources to meet challenges. Consultant support will be used to support balanced literacy implementation.			N/A							145-2V	Teacher PD	
Set up structures that facilitate incoming family meetings.			N/A							145-2W	K Transition	
Establish a climate of reciprocal communication about student progress and needs.			N/A							145-2X	Family Engagement	
Consider grant funding to make up for limited site resources for books.			N/A							145-2Y	Targeted Approaches	
Align budget to prioritze providing materials, transportation costs, supplies, computers and computer programs, equipment, copiers, that help shape a vigorous, engaging and challenging curriculum.	SRI	Low-Income Students	Materials and supplies	General Purpose Discretionary	4310				$10,569.00	145-2Z	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
Align budget to prioritze providing materials, transportation costs, supplies, computers and computer programs, equipment, copiers, that help shape a vigorous, engaging and challenging curriculum.			Copiers	LCFF Supplemental	5610				$15,000.00	145-2AA	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
Align budget to provide substitute release time for parent conferences, assessment and collaboration. Consultant assistance will be used to develop and implement parent engagement strategies for target students.	Fountas & Pinnell	African American Students	Substitutes	LCFF Supplemental	1120				$6,900.00	145-2BB	Family Engagement	A2.9: Targeted School Improvement Support
Align budget to provide materials and consultant services.			N/A							145-2CC	Targeted Approaches	
Create schedules, implement intervention and assessment protocols, provide release time for teachers professional development and conferencing with families.	Fountas & Pinnell	African American Students	Personnel to support all aspects of targeted intervention	General Purpose Discretionary	1105	STIP Sub	TCSTIP0433	1.00	$36,026.00	145-2DD	Targeted Approaches	A2.9: Targeted School Improvement Support

	IMPROVEMENT PRIORITY #3 (Linked Learning Explorations)											
BUDGET ACTIONS & FUNDING:												
Key Practice	**School Goal Indicator**	**Targeted LCAP Student Group**	**Budget Action**	**Budget Resource**	**Object Code**	**Position Title**	**UPC**	**FTE**	**Budget Amount**	**Budget Action Number**	**Title I Schoolwide Action?**	**Associated LCAP Strategy**
Research different models of linked learing that can support our art integrated program and provide more personalized learning opportunties for students.	SBAC English proficiency rate	African American Students	N/A							145-3A		Extended Learning Time
Use linked learning and personalized learing to meet the varied needs of ELL, low performing and GATE students.	SBAC English proficiency rate	English Language Learners	N/A							145-3B		Extended Learning Time
Provide specific Kinder Transition Programs that target literacy.	SBAC English proficiency rate	African American Students	N/A							145-3C		K Transition
Self-assess to determine professional development needs..	SBAC English proficiency rate	African American Students	N/A							145-3D		Teacher PD
Provide direction and support for research inquiries.	SBAC English proficiency rate	Low-Income Students	N/A							145-3E		Teacher PD
Monitor implentation of early literacy programs.	SBAC English proficiency rate	Latino Students	N/A							145-3F		Targeted Approaches
Align professional development to address indicated needs.			N/A							145-3G		Teacher PD
Coordinate with parent leadership to identify needed parent engagment supports	SBAC English proficiency rate	African American Students	N/A							145-3H		Family Engagement
Consultant support will be used to lead this inquiry.										145-3I		Family Engagement
Budget will be aligned to provide release time for professional development and site visits.	SBAC English proficiency rate	Low-Income Students	N/A							145-3J		Teacher PD
Align budget appropriately and provide tech support for early literacy targets.	SBAC English proficiency rate	English Language Learners	N/A							145-3K		Targeted Approaches
Utilize Consultant support for staff professional development and addressing parent engagement and education needs..			N/A							145-3L		Teacher PD
EEIP support to facilitate equitable access to technology resources for students and staff	SBAC English proficiency rate	Low-Income Students	N/A	General Purpose Discretionary			TCEEIP0019	0.20		145-3M		

Peralta - Parent Compact 14-15

Peralta School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California 's high academic standards.

This School-Parent Compact is in effect during the 2014-15 school year.

School Responsibilities - Peralta will:

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:
- *We will set high standards for all.*
- *We will welcome you and treat you with respect as a partner in your child's education.*
- *We will respond in a timely manner to your request for information.*
- *We will regularly share with your child's concerns and progress.*
- *We will provide motivation and interesting learning experiences.*
- *We will use teaching methods and materials that work best for your child.*
- *We will regularly assign your child homework*
- *We will help you support your child's educational needs.*

2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
> *Historically, for the first two grading periods, report card conferences are required for all students. This, however, is dependent on the availability of funding. During these conferences, the compact is discussed.*

3) Provide parents with frequent reports on their children's progress.
> *Teachers are available to discuss student progress regularly. Daily Progress reports are used as warranted and the first two report card conferences have been required. This is contingent on funding.*

4) Provide parents reasonable access to staff.
> *The staff is available by appointment.*

5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
> *School parents may volunteer and participate in classroom activities as pre-arranged by the teachers. Parent observation can be at any time, although there is an observation protocol that we implement.*

Parent Responsibilities -
We, as parents will support our children's learning in the following ways:
> *Describe the ways in which parents will support their children's learning, such as:*
- *I will encourage my child's learning and success in school, by doing the following:*

- *I will send my child to school on time every day.*
- *I will make sure that my child gets adequate sleep and has a healthy diet.*
- *I will provide a quiet place and time for my child to do homework, and I will review the homework.*
- *I will promptly respond to messages from my child's school.*
- *I will attend Back to School Night, Parent-Teacher-Student Conferences, Open House, and other school events.*
- *I will help my child's school however possible and read with my child every day.*
- *I will endeavor to participate in the total school program and ask for assistance if I need it.*
- *I will follow rules and procedures established by the district and my child's school.*
- *I will limit the amount of screen time for my child.*

Student Responsibilities -

We, as students, will share the responsibility to improve out academic achievement and achieve the State of California's academic standards. We will:

Describe the ways in which students will support their academic achievement, such as:
- *I know the Peralta Pledge*
- *I will come to class on time every day.*
- *I will come to school ready to learn.*
- *I will follow school rules, always show respect and be responsible for my behavior.*
- *I will be a cooperative learner.*
- *I will ask/or help when I need it.*
- *I will carry information between school and home.*
- *I will return my completed homework time.*
- *I will read at home at least 20 minutes every day.*

Student Signature _____

Parent Signature _____

Teacher Signature _____

We make a commitment to work together to carry out this agreement.

Signed on this ____9th____ day of __Sept__, 20_14_.

School Parental Involvement Policy 2014-15

Involvement of Parents in the Title I Program

Peralta Elementary agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement

Peralta Elementary engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.

   Peralta has the Annual Title 1 Meeting in the fall. In addition, SSC notification is timely and extends a welcome to all parents since all aspects of the school plan, especially Title 1.

2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:

   - The State of California's academic content standards
   - The State of California's student academic achievement standards
   - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
   - Academic proficiency levels students are expected to achieve
   - The requirements of the Title 1 Program
   - How to monitor their child's progress

- *The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.*
- *The school will notify parents about the School Parental Involvement Policy and academic standards in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.*
- *The school will make the School Parental Involvement Policy available to the local community.*
- *The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.*
- *The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.*

3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

- *Providing parents the Parent Involvement Policy, school-parent compact, Parents' right to know, all student achievement results, non-qualified teacher notification and timely notice of all meetings including Title 1 meeting.*
- *That their child's school participates in Title 1*
- *About the requirements of Title 1*
- *Of their rights to be involved*
- *Of their right to participate in the development of the District's Title 1 Plan*
  Information is made available at the Annual Meeting
- *About their school's participation in Title 1*
  The Annual Title 1 meeting is held at a convenient time for parents/care-givers. All effort is made to align meeting days with other site council meetings and parent meetings, for the convenience of parents. Parents are informed with time written communication and phone calls are also utilized.

4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

- *Ongoing staff and SSC planning, review and improvement of the Title 1 Program*

5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

- *Information about School activities that support the diverse needs of parents, including Title 1 parents is distributed in a wide variety of formats.*
- *Diversity/Unity Committee Meetings explore strategies to increase the effectiveness of involving all parents and increasing the participation of Title 1 parents.*
- *Teachers, staff and parents determine activity times and dates that support parental involvement of all members including Title 1 parents.*
- *Follow up communication supports full participation of Title 1 parents in academic and affective focused site conferencing.*

6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

- *The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.*
- *The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.*

7) Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

1) *Peralta Elementary* will convene an annual Title I meeting to inform parents of the following:
   - That the school participates in the Title 1 Program
   - How the school implements the Title I Program
   - The requirements of the Title 1 Program
   - The parents' right to be involved
   - The parents' right to participate in the development of the District's Title 1 Plan

School-Parent Compact

Peralta Elementary has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and
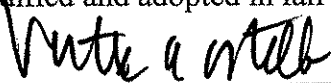
students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.
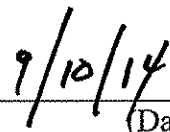
Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

Meetings held on: Sept. 10, 2014

This policy was adopted by the Peralta School Site Council on 9/10/14 and will be in effect for the period of 2014-15. The school will make this policy available all parents of participating Title 1, Part A, children on or before Oct. 3, 2014 It will be made available to the local community on or before Oct.. 3, 2014. The Peralta's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand. The 15-16 policy will be discussed, modified and adopted in fall 2015

_____
(Principal's signature)

_____
9/10/14
(Date)

School Site Council Membership Roster – Elementary School

School Name: Peralta   **School Year**   2014-2015

Co-Chairperson: Rosette Costello	**Co-Chairperson:** Ethan Andelman
Secretary: Daniel Brownstein	**LCAP Parent Advisory Nominee: Daniel Brownstein**

Place "X" in Appropriate Members Column

Members' Names		Principal	Classroom Teacher	Other Staff	Parent/ Comm
Jill Rogers			X		
Susan Killebrew			X		
Stephen Davis			X		
Paul Andrews				X	
Rosette Costello		X			
Daniel Brownstein					X
Jeff Fort					X
Ethan Andelman					X
Saba Burton					X
Lahoma Fritt					X

Meeting Schedule	1ˢᵗ Wednesday of the month @ 6:00 and as needed

SSC Legal Requirements:

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

1-Principal
3-Classroom Teachers
1-Other Staff

5-Parent /Community