OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
              Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
              Vernon Hal, Senior Business Officer
              Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for Peralta Elementary School.

**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School:	**Peralta Elementary School**
CDS Code:	1612596002109
Principal:	Rosette Costello
Date of this revision:	6/5/2017

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:	Rosette Costello	**Position:**	Principal
Address:	460 63rd Street	**Telephone:**	510-654-7365
	Oakland, CA 94609	**Email:**	rosette.costello@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

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

☐ Title I Schoolwide Program	☒ Local Control Funding Formula (LCFF) Base Grant
☐ Title I Targeted Assistance Program	☒ LCFF Supplemental Grant ☐ 21st Century
☒ After School Education & Safety Program (ASES)	☐ LCFF Concentration Grant ☐ 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: 5/3/17
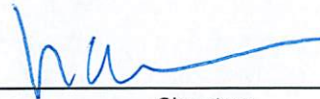
6. The public was alerted about the meeting(s) through one of the following:

    ☐ Flyers in students' home languages   ☐ Announcement at a public meeting   ☒ Other (notices, media announcements, etc.)

Signatures:
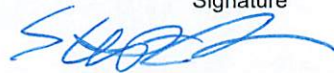
Rosette Costello		5/3/17
School Principal	Signature	Date
Stephen Davis		5/3/17
Print name of SSC Chairperson	Signature	Date
Alicia Bowman		5/12/17
Network Superintendent	Signature	Date
Marcus Silvi		5/25/17
Coordinator, Office of Accountability Partners	Signature	Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/2/2016	ILT	Discussed projected priorites for SPSA, reviewed focus and suggesed continunace/adjustment needs for budget and key practices.
11/2/2016	SSC	Reviewed ILT discussion and determined priorites based on various budgeting scenarios. Begin to review key practices for revisions.
12/7/2016	SSC	Develop/modify priority areas/key practices

2017-2018 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**	$55,650.00	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$41,422.79	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$0.00	TBD
After School Education and Safety Program **… ASES #6010**	$96,628.84	TBD
TOTAL:	**$193,701.64**	**$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**

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 will learn in an environment that is celebratory of their differences, rigorous in complexity, challenging, and joyful. We have partnerships with local museums, bookstores 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.

School Mission and Vision

The Peralta School Community works collaboratively to maintain the highest standards for ourselves while we support our individual and collective growth. We consider ourselves a seamless community of learners and communicate that to our students in many different ways. Peralta provides this leadership culture for all members of this community and our student progress is one major indicator of that culture. Although we believe that high stakes test scores show one aspect of student performance, other measures of success are important as well. Peralta's learning culture is collaborative and uncompromisingly committed to joyful, passionate and challenging interactions with learning.   A recent visiting artist reported that after working in schools in throughout the Bay Area, "the vibrancy of Peralta is incomperable." The impetus to provide our community an integrated art learning experience was the belief that all children need to learn in an enviromnent that is celebratory of their differences, rigorous in complexity and happy. Our goal is to create curriculum and learning experineces that meets the range of all students' needs, builds on their voices, enhances self esteem and confidence while developing problem solving can-do learners. Our goal is to use art integration to develop intellectual character, deepen subject matter understanding and help them to invest in their world. Art learning supports academic, emotional, cultural as well as aesthetic literacies that influence the entire community. We see art as a way to both celebrate our diversities and bring the community together.One parent said "art learning is needed to develop culture- so many schools have lost the joy of learning, but we use art to capture it"

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

"In June 2016, 81% of all Peralta students were at or above proficiency in ELA standards as measured of the SBAC and 65% of low-income students performed at grade level. In June 2017, 85% of students will be at or above proficiency in ELA SBAC, with 70% of low-income students being at grade level. In June 2018, 85% of students will be at or above grade level and 75% of low-income students will demonstrate proficiency."

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	Low-Income Students	65.00%	70.00%	75.00%

Other Leading Indicators for Literacy:

Fountas and Pinnell assessments, Classroom based teacher assessments, SRI (grades 2-5), Observational and Reflective Measures of Graduate Profile

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
Overall, SBAC scores reamin high and were recignuzed by Innovate Schools for lowering achievement gap for Af Am students. Teachers are implementing Balanced Literacy acreoss all grades. DOK levles for questioning are at high levels.	In spite of successes, an achievement gap exists with a high pecentage of students of color scoring nearly met or not met.

ROOT CAUSE ANALYSIS
Posibly more intentional and proactive intervention for students of color that exends to small group support, facilitiating the use of academic language and the ability to reflect on themselves as learners in meanigful contexts.

MATHEMATICS PRIORITY:	Mathematics

SCHOOL GOAL for Mathematics:

"In June 2016, 69% of all Peralta students were at or above proficiency in ELA standards as measured of the SBAC and 31% of African-American students performed at grade level. In June 2017, 74% of students will be at or above profiency in SBAC Math, with 35% of African-American students being at grade level. In June 2018, 80% of students will be at or above grade level and 40% of African-American students will demonstrate proficiency."

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	African American Students	31.25%	35.25%	39.25%

Other Leading Indicators for Mathematics:

SMI, Classroom based teacher assessments, District assessments, Observational and reflection measures

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
Nearly every 4th grade student who scored at nearly met or met is on our radar and have had SST referrals and qualfied for RS program support.	Noticing a connection between ELA/MATH performance and crossover between both areas. Larger number of students not meeting grade level in math. Grades are somehow teaching ELA with more focus than math.

ROOT CAUSE ANALYSIS
Possilby points out the need for more articulation between previous and current teacher to identify macro and micro student support needs.More intentional and proactive intervention for students of color is warranted.   Are we effective at providing access to math for diverse learners?

CULTURE & CLIMATE PRIORITY: Social-Emotional Learning

SCHOOL GOAL for Social-Emotional Learning:

Grounded in SEL Anchor Standard 1(Self Awareness), by June 2018 75% of students will answer affirmatively on the SEL survey.

SCHOOL TARGETS for Social-Emotional Learning:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Social Emotional Learning	All Students	67.00%	TBD	coming soon

Other Leading Indicators for Social-Emotional Learning:

Observational and reflection measures, a range of student work and performance measures on classroom and district projects and assessments, classroom and school behavioral interention records.

NEEDS ASSESSMENT for Social-Emotional Learning:

STRENGTHS	CHALLENGES
We have long recognized that Social Emotional Learning is foundational for Academic Success and have begun to develop tools that sill provide scaffolds for students to internalize that connection. Graduate Profile supports SEL standars.	The primary challenge is for us to intenalize the SEL standards and connect with all learing opportunities for students. Scheduling time for PD is a challenge and we try to integrate as much as possible with other foci.

ROOT CAUSE ANALYSIS
Scheduling the staff professional time to focus on the how to-including self assessment of progress.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

By June 2018, 90% of parents will answer positively on the CHKS to the question "I feel welcome at the school."

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent	Low-Income Students	n/a	TBD	n/a

Other Leading Indicators for Family Engagement:

PPTG and SSC family engagement reports, teacher/parent conference attendance records.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
We have many diverse opportunites for parent involvement. SSC Self-Reflection	Inconsistent participation by a broad spectrum of the diverse community

ROOT CAUSE ANALYSIS
SSC will undertake the challenge of recommending strategies to engage a broad spectrum of families more consistently in school wide events. Site will organize fingerprinting access and provide scholarships to encourage all families to access volunteer status. The root cause being that the barriers to entry are too high for some families.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If teachers and administrators are knowledgeable about the characteristics that equate to high levels of reading and writing performance, if they participate in professional leaning 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 ELA.
SCHOOL THEORY OF ACTION for Mathematics:	If teachers and administrators are knowledgeable about the characteristics that equate to high levels of math performance, if they participate in professional leaning 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 MATH.
SCHOOL THEORY OF ACTION for Social-Emotional Learning:	If teachers and administrators are knowledgeable about performance that demonstrates both high levels of development of SEL Anchor Standard 1, Self Awareness, and the metacognitive characteristics and language that portrays students ability to reflect on themselves as learners, which are grounded in the components of the Graduate Profile, then we will be able to develop and use measurement tools and assessments that support high levels of student reflection on learning, high level of meaningful engagement with learning and increased performance.
SCHOOL THEORY OF ACTION for Family Engagement:	If teachers, parents and administrators are knowledgeable about strategies to engage a broad spectrum of families more consistently in school wide events, then a more equitable participation will be demonstrated that reflects school engagement for all families.

PART D: 17-18 STRATEGIES & KEY PRACTICES

	Improvement Strategy #1:	Develop and consistently implement grade level specific questions students will use to reflect on their perfomance and engagement that align with select components of the Graduate Profile.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People l Teams l Time l Resources*
1-1	Begin a school wide instructional thrust to define the Graduate Profile components and ensure alignment within common core units and Create California, A Blueprint for Creative Schools	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 schedules, provide release time and resources that will provide the opportunity to identify Graduate Profile alignment with Common Core and Create California
1-2	Promote social-emotional learning, extending what we do to include additional 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.
1-3	Begin to explore ways to offer students more authentic learning opportunites as well as after school and off-site learing opportunities that enhance access to common core .	Collaboratively explore, determine and implement more opportunities for personalized learning, more effective use other resources for extended and after school learning and off site learning excursions.	Provide release time, align budget to include technology, extended contracts, assemblies and study tours.
1-4	Determine and provide student performance driven assessments based on common core standards and DOK to heighten and extend learning and more precisely identify and support intervention needs.	Monitor intervention effectiveness.	Consultant support for data analysis and intervention.
1-5	Grade levels will identify specific Common Core derived Graduate Profile targets and develop questions that students will use to reflect on their engagement and performance.	Engage staff in effective PD with agendas and minutes.	Align schedules, provide release time and consultant resources to support to this work.
1-6	Conferencing with families that include student performance with the profile components.	Provide timely family communication and solicit parent training ideas.	Align budget and facilitate parent communication effectiveness. Provide substitute release time.
1-7	Explore a range of Assessment Strategies and Applications such as Making Learning VIsible, Studio Habits of Mind, Rubrics and Portfolios.	Identify consultant supports and resources.	Consultants and Art Lead team will plan and support all aspects of implementing these practices. Align budgets with resource needs such as materials, release time, consultant support, copiers and study tours.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices
1-8	Integrate Learning Habits of Mind with instructional practice	Identify consultant supports and resources.	Consultants and Art Lead team will plan and support all aspects of implementing these practices. Align budgets with resource needs and substitute support.

Improvement Strategy #2:	Increase the opportunities for students to utilize academic language, respond using evidence and elaboration and negotiate high level questioning prompts across all areas of instruction. Begin to ground this work in alternate assessements, using portfolios.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People l Teams l Time l Resources*
2-1	Provide intervention supports for targeted students Low-performing, ELL students and GATE students. Intentional focus on the needs of homeless and foster youth.	Data conferences each trimester focusing on literacy achievement with specific attention to ELL , AAM students and GATE students.	Consultants are used to analyze data, identify enhanced instructional strategies to meet the diverse needs of target students, develop curriculum, provide intervention, and develop effective parent communication formats. Teacher realease time for collaboration. Mentor support for ongoing targeted interventions.
2-2	Identify Professional development targets driven by self-assessments of common core implementation and balanced literacy practices in all classrooms.	Review interim progress reports, monitor timeliness of SST's.	Schedule alignment to include sub support and consultants.
2-3	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.
2-4	Align after school resources to adequately provide extended learning time for target students, including foster youth that supports academic language development.	Co-ordinate with academic liasion to ensure common understanding of student needs is shared with afterschool staff.	After school/School daystaff collaboration
2-5	Regularly determine the adequacy of leveled libraries to provide appropriate books for students.	Monitor library resources.	Align budget
2-6	Develop and implement common core driven thematic, integrated units of study in all grade levels and begin to contextualize the use of portfolios for additional student performance data information.	Monitor the effectiveness of classroom libraries to meet student needs. Identify supporting study tours and assemblies and align budgets appropriately.	Provide assembly resources, study tours, adequate materials/supplies,copier resources, computers and media technologies.

2-7	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 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.
2-8	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 data analysis and collaboration. Consultant assistance will be used to develop and implement parent engagement strategies for target students.
2-9	Utilize Central Office resources to support Newcomers in the context of the classroom and beyond with extended learning opportunities.	Priorize data review and application of findings to instuction. Seek sources of information about the impact of language, race, class as shapers of student needs and performance.	STIP sub support will prioritize assessment, collaboration and intervention. Consultant support will be used for data analysis.
2-10	Implement timely Student Success Team meeetings.	Ongoing check ins about student progress and parent communication.	Align budget for substitue support.
2-11	Teaching Artist and Classroom teacher develop projects that are aligned with VAPA goals and Common Core with extension activites to engage GATE students.	Identify consultant supports and resources.	Provide Consultant support and resources for Teachers collaboration such as release time and extended contracts.
2-12	Integrate Learning Habits of Mind with instructional practice while exploring a range of assessment strategies and applications such as Making Learning Visible, Studio Habits of Mind, Rubrics and Portfolios.	Identify consultant supports and resources.	Consultants and Art Lead team will plan and support all aspects of implementing these practices. Align budgets with resource needs and substitute support.
2-13	Explicitly model and name academic language. Provide scaffolds for EL and target students to access high level questioning responses.	PD agendas and materials	Provide Consultant support, extended contracts and release time for site-generated PD.
2-14	Opportunities, instruction and support are provided to apply new language.		
2-15	Access to complex text and writing supports will be in place for all students, including ELL and target studetns		
2-16	DOK questioning hierarchy will intentionally be applied to lessons.		

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.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People	Teams	Time	Resources*
3-1	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.
3-2	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.
3-3	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
3-4	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.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
$96,628.84	After School Education & Safety (ASES)	After-School Program	Begin to explore ways to offer students more authentic learning opportunites as well as after school and off-site learing opportunities.	A1.6: After School Programs	5825				145-1
$9,299.63	General Purpose Discretionary	Attendance Clerk	Provide intervention supports for targeted students Low-performing, ELL students and GATE students. Intentional focus on the needs of homeless and foster youth.	A5.4: Root Causes of Chronic Absence		SPECIALIST, ATTENDANCE	SPECAT0022	0.23	145-2
$7,779.26	General Purpose Discretionary	Extension of Noon Supervision to support student confidence and growth mindset	Provide intervention supports for targeted students Low-performing, ELL students and GATE students. Intentional focus on the needs of homeless and foster youth.	A2.2: Social Emotional Learning		NOON SUPERVISOR	NOONSV0019	0.27	145-3
$30,000.00	General Purpose Discretionary	Consultant support for a range of assessment, intervention and professional development.	Increase the opportunities for students to utilize academic language, respond using evidence and elaboration and negotiate high level questioning prompts across all areas of instruction. Begin to ground this work in alternate assessements, using portfolios.	A3.4: Teacher Professional Development focused on Literacy	5825	Consultant	N/A	N/A	145-4
$8,571.12	General Purpose Discretionary	Supplies			4310				145-5
$10,721.54	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Ongoing data analysis will direct instruction, intervention and grade level alignment of curriculum targets.	A2.8: Data & Assessment		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0019	0.10	145-6
$24,674.74	LCFF Supplemental	Collaboration time for teachers to focus on Academic acceleration	Explore a range of Assessment Strategies and Applications such as Making Learning VIsible, Studio Habits of Mind, Rubrics and Portfolios.	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0602	0.50	145-7
$5,000.00	LCFF Supplemental	Substitutes for conferencing.	Schedule regular parent conferences to discuss student progress; survey the need for parent training evenings.	A6.5: Academic Parent-Teacher Communication & Workshops	1150	Substitutes	N/A	N/A	145-8
$1,026.51	LCFF Supplemental	Supplies to target intervention supports for integrated instruction.	Integrate Learning Habits of Mind with instructional practice	A2.3: Standards-Aligned Learning Materials	4310	Supplies	N/A	N/A	145-9
$7,500.00	Measure G: TGDS	Stipends for multiple aspects of TGDS/Instructional Support	TGDS full implementation including obervations and counsults.	A2.6: Teacher Evaluation	1120	N/A	N/A	N/A	145-10
$372.23	Measure G: TGDS	Supplies for multiple aspects of teacher evaluation	TGDS full implementation including obervations and counsults.	A2.6: Teacher Evaluation	4310	N/A	N/A	N/A	145-11
$7,000.00	Supplemental Program Investment	Mentors for academic, social,affective and cultural support.	Provide intervention supports for targeted students Low-performing, ELL students and GATE students. Intentional focus on the needs of homeless and foster youth.	A2.9: Targeted School Improvement Support	2928	Acadmic Mentors	N/A	N/A	145-12

$4,163.41	Supplemental Program Investment	Supplies for all aspects of curriculum integration	Align after school resources to adequately provide extended learning time for target students, including foster youth that supports academic language development.	A2.1: Implementation of CCSS & NGSS	4310	Supplies	N/A	N/A	145-13

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

School Site Council Membership Roster – Elementary

School Name: Peralta Elementary   **School Year:** _____2016-17_____

Chairperson: Stephen Davis	Co-Chairperson: Ethan Andelman
Secretary: Pamela Lucker	*Parliamentarian: Rich Chen
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.
Rosette Costello	X			
Megan Larranaga		X		
Stephen Davis		X		
Pan Lucker		X		
Charlezetta Wilson			X	
Saba Burton				X
Ethan Andelman				X
Rich Chien				X
Kristin Porter				X
Gann Bierner				X

Meeting Schedule (day/month/time)	**First Wednesday of the month at 6pm and as needed**

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;

Parent/community members cannot be OUSD employees at the site.

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