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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date CVtVYf% , 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Peralta Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Peralta Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Peralta Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Peralta Elementary School
CDS Code: 1612596002109
Principal: Shirley Clem
Date of this revision: 4/14/2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

Contact: Shirley Clem

Position: Principal

Address: 460 63rd Street
Oakland, CA 94609

Telephone: 510-654-7365

Email: shirley.clem@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/14/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Peralta Elementary School

Site Number: 145

- | | | |
|--|---|---|
| <input type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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: 4/14/2021

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

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

Signatures:

Shirley Clem <i>Principal</i>		Signature	<u>4/14/2021</u> Date
Tierney Freed <i>SSC Chairperson</i>		Signature	<u>6/1/2021</u> Date
Kathleen Arnold <i>Network Superintendent</i>		Signature	<u>6/7/2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>		Signature	<u>6/7/21</u> Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/9/2020	SSC	Shared with SSC last year's SPSA and budget
1/20/2021	Faculty and Staff	Review of current site data
2/2/2021	Instructional Leadership Team	Worked through Needs Assessment, Annual Review and Update
3/10/2021	Faculty and Staff	View SPSA draft and budget update at staff meeting
3/10/2021	SSC	Review draft of new SPSA and 2021-2022 Budget one-pager
4/12/2021	Faculty and Staff	Share new SPSA draft and budget plan at staff meeting
4/14/2021	SSC	Share new SPSA and budget plan. Vote to approve. Approved.
5/12/2021	Staff and SSC	Discussed "wish list" for ESSER funds in MTSS tab. Added ideas.
6/7/2120	SSC	SSC approved SPSA

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (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 California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **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.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$191,835.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$21,240.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$58,650.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$191,835.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$191,835.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL 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.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:

Priority Strengths

Root Causes of Strengths

<i>College/Career Readiness</i>	100% of K, 84% of 1st, 73% of 2nd, and 83% of 3rd are at or above grade level in reading on iReady in January 2021. Mid-year analysis show significant growth in ELA on iReady in grades 1 & 2. 72.9% are at or above grade level in reading on Winter 2021 SRI in grades 3-5. Overall high levels of academic proficiency in Reading. Robust art integration and focus on supporting the site Graduate Profile with an emphasis on SEL and critical thinking skills. Awareness of teaching to multiple intelligences.	Strong foundational skills are built with guided reading in a Balanced Literacy model. High expectations and high quality curriculum. Careful hiring of passionate, engaged teachers. Grade level and across grade collaboration. Small school. Supportive training for technology for both students and staff at all grades.
<i>Focal Student Supports</i>	Tier 1 classroom instruction includes differentiation in small groups + Tier 2 COST implementation includes research-based support using strategic programs (SIPPS, Sound Reading, etc.) and additional 1:1 and small group sessions, use of instructional aides, learning loss subs, and other specialists.	Professional development includes looking at focal students. Strong PTO support. Strong communication between MTSS Academic Support Manager and classroom teachers. Using a variety of strategies to support differentiated instruction, e.g. technology, small groups, increased communication and resources
<i>Student/Family Supports</i>	Strong attendance (99.7 attendance rate). High parent conference attendance. Regular school-home communication. High family engagement. Most students and families feel supported by the school. Our last CHKS data (2018-19) reported an 80.9% positive response for School Climate and 85.6% LCAP Connectedness. Continued community garden work. PPTG provides additional grants for families. Therapy and counseling are offered to all those with need. Family Navigator & MTSS Coordinator are proactive to identify students with needs and develop support.	Strong PTO management and coordination of volunteers/support. Strong teacher-parent communication. Responsive faculty and staff. Focus on maintaining institutional knowledge, and an open, listening-stance to current conditions and needs. Parents with flexible schedules. Inclusive school culture.

<i>Staff Supports</i>	Meaningful, responsive and inspiring PD led by ILT. Respect and support for teacher academic freedom to be creative and collaborative. Classroom instructional aides. Staff feel supported by administration, colleagues and families; opportunities for professional development, collaboration, observation of others; open door policy of principal	Culture of teacher autonomy, trust, and invested faculty and staff. Institutional knowledge. Student family supports.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Intervention in early grades. Meeting the academic needs of AA students. Higher order critical thinking across the curriculum. Developing engagement, persistence, and supporting social emotional learning for some students.	Distance learning has created some barriers for kids to engage (tech issues, distractions, home support, motivation). Need for opportunities for faculty to collaborate and develop strategies and curriculum that serves high needs students.
<i>Focal Student Supports</i>	44% proficient for AA on Winter SRI compared to 72% school average. Providing strategic support for intervention at all grades. Support for students who are not attending regularly and are less engaged. These students did not make adequate growth.	Limited attendance and engagement in classroom discussions, lessons, and work. Need more intervention/small group support. Need culturally relevant curricula and books to connect with focal students in Tier 1 and Tier 2 instruction. Need training for staff in SIPPS Intensive and best practices for foundational literacy instruction.
<i>Student/Family Supports</i>	Isolation of AA families in the community.	Need affinity groups and support systems. Need more community building and finding common goals for groups. Need better communication, outreach and relationship-building. Support needed to engage with AA families with more opportunities for collaboration and meaningful engagement.
<i>Staff Supports</i>	Time for collaboration. Excessive testing that does not inform instruction. Faculty turnover.	Time to collaborate with aides. Streamline collection and use of data systems.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:		90% of students will be reading at or above grade level. All students will graduate having developed skills in the six tenets of the Peralta Graduate Profile: Collaboration, Creative Inquiry, Engagement & Persistence, Critical Thinking, Communication, and Stewardship.			
Instructional Focus Goal: <i>All students experience success in the early years.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	100%	100%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	86.0%	90.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	77.0%	90.0%
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Language Arts.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	71.7 (Spring 2019)	n/a	86 DF3
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	52.0%	57.0%
IAB ELA Above Standard	All Students	n/a	n/a	iReady Standards Mastery 70% proficient	iReady Standards Mastery 90% proficient
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	iReady Standards Mastery	iReady Standards Mastery
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target

SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	73 DF 3
IAB Math Above Standard	All Students	n/a	53.7%	iReady Standards Mastery 60% proficient	iReady Standards Mastery 80% proficient
CAST (Science) at or above Standard	All Students	n/a	70.7% (Spring 2019)	n/a	80.0%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	iReady Standards Mastery	iReady Standards Mastery

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: African American students will demonstrate +20 points growth on Standards-aligned assessments (SBAC/iReady Standards Mastery)

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline (2019 data)	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-43.9 (Spring 2019)	-33.9	-23.9
SBAC ELA	African-American Students	Please choose a focal student group at left.	-11.5	8.5	28.5
IAB ELA Above Standard	Students with Disabilities	n/a	36.4%	-33.9	-23.9
IAB ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	28.5

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline (2019 data)	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-37.5 (Spring 2019)	-27.5	-17.5

SBAC Math	African-American Students	Please choose a focal student group at left.	-29.1	-9.1	10.9
IAB Math Above Standard	Students with Disabilities	n/a	~35%	N/A	40.0%
IAB Math	African-American Students	Please choose a focal student group at left.	~39%	N/A	50.0%
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	20.0%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	n/a	n/a	25.0%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: 90% of families and students will report feeling connected to the school on CHKS.

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	85.6%	n/a	95.6%
Suspensions	All Students	-2pp	1.2%	n/a	0.0%
Suspensions	African-American Students	-2pp	4.1%	n/a	2.1%
Suspensions	Students with Disabilities	-2pp	3.8%	n/a	1.8%
Chronic Absence	All Students	-2pp	2.5%	n/a	8.9%
Chronic Absence	African-American Students	-2pp	7.1%	n/a	11.0%
UCP Complaints	All Students	n/a	n/a	0	0

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

School Goal for May 2024: 90% of staff will report satisfaction with professional development on feedback surveys.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	80.0%	90.0%
Teacher Retention	All Teachers	n/a	85.1% (Fall 2020)	80.0%	90.0%

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Peralta students have less access to district funding than their counterparts in OUSD and receive no federal funding through Title programs. This is mitigated by the strong support of the Peralta Parent Teacher Group. The PPTG traditionally provides funding for part time instructional aides, support therapists, a PE/Recess Coach, and a part-time MTSS Coordinator. Supports are dependent upon annual fundraising. This year, less funds were raised due to pandemic restrictions on activities.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Peralta Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority: Multi Tiered Systems of Support

Theory of Change:

If resources are allocated to identifying high needs students and to providing services to meet their Tiered needs then struggling students will experience higher levels of success.

Related School Goal:

All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

1-1 SEL: In the Fall, staff professional development included SEL training and understanding our Graduate Profile in the context of Distance Learning. We began our school year with 1:1 family conferences for every student to build positive relationships and communications. In December, we set up cross-age buddies with a focus on planning activities to develop CASEL competencies. **1-2 Academic Support:** Our COST team meets weekly and collaborates with classroom teachers to identify students with needs. We work to improve zoom attendance with phone calls, outreach, incentives and rewards, engaging instructional strategies, and through building relationships. Peralta teachers continue to conduct small groups in reading and math, and instructional aides, therapists, our MTSS Coordinator, Tech Lead, Family Navigator and after-school staff provide additional support services. In February we will implement a new COST tracking system. Teachers also participated in a Cycle of Inquiry for improving student engagement. They chose focal students, attended training on how to involve students (especially ELs) in zoom. Staff participated in fishbowl problem-solving discussions, shared "pictures of practice" and examined assessment data to strategize small group and 1:1 support for students. The Winter COI involved new focal students with an academic focus. **1-3 & 1-4 PBIS, School Climate & Parent Education:** We launched PBIS to provide clear expectations for zooms and classroom behaviors. This included parent training and support for pod learning. Back to School night, classroom newsletters, close home-school communication, and conferences occur via zoom and emails. Monday Morning Zoom assemblies and "Coffee with the Principal" meetings have been positive. **1-5 Inclusion of All Families and Culture:** Our new SSC is diverse and holds an equity focus. Peralta has a new social support group for families of color. We are in the process of a library "upgrade" that will weed, reorganize, and add diverse books.

What evidence do you see that your practices are effective?

In December teacher ratings for student engagement improved an average of +3.2 points (on a 10-point scale) for identified focal students. Our mid-year iReady data indicate significant student growth in reading (from 42% to 68% at/above grade level...an increase of +26%). [Data link](#) Some of our students with high needs have been difficult to reach in Distance Learning. We are continuing outreach and support efforts for these students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

These goals were implemented differently due to Distance Learning, but they should remain the same for the upcoming year. Instead of using F&P to assess reading, we will use iReady since it is the new district assessment tool and can provide us with data disaggregated by standard and student groups.

20-21 Standards-Based Instruction Priority: Mathematics

Theory of Change:	If faculty engage in ongoing professional learning around teaching and learning in Math, and pay particular attention to differentiation and vertical alignment of instructional practices across the grades, then students will experience growth in learning outcomes.
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
<p>2-1 Alignment of instructional practice across grade levels: Due to Distance Learning, last Fall we shifted our focus from learning specifically about math practices to examining student engagement. It became a priority for us to understand best practices for engaging kids in their learning over zoom and working to support asynchronous work in partnership with parents/caregivers. 2-2</p> <p>Open tasks for differentiation: A big part of Distance Learning was having flexibility and communicating how parents could help support their children at home by accommodating and modifying when necessary. A lot of tasks assigned allowed for choice.</p>	
What evidence do you see that your practices are effective?	
Peralta had 51.3% proficient for the first iReady Standards Mastery assessment. (68.8% at 3rd, 48.1% at 4th, and 39.7% at 5th) These tests were new and difficult for students. They indicate stronger performance for our third graders. This data helped us to identify some instructional focus areas (fractions), and it highlighted that our African American students are still struggling (only 11.1% proficient). Math data	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
The goal to improve instructional practices in math, specifically to support African American students, will continue. One thing we will do to support upper grade math achievement is focus on adding and subtracting fractions with unlike denominators as well as the pre-requisite standards needed. iReady will become our new assessment metric, and we will unpack specific question types that are a challenge using this tool. iReady can also provide differentiated instruction for our students needing extra support.	
20-21 Language & Literacy Priority: Literacy	
Theory of Change:	If faculty are proficient at offering a Balanced Literacy approach and creating integrated curriculum and if resources are allocated to early identification and support of reading challenges for students, then students will experience deeper foundational literacy success.
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	

3-1 Balanced Literacy with guided reading and literature circles: Staff sought to provide a Balanced Literacy program in Distance Learning. There were small reading groups that included SIPPs/phonics instruction, as well as whole group read-alouds and comprehension discussions, and literature Book Clubs at upper grades. Instructional aides supported with literacy sessions and EL students were prioritized for extra support.

3-2 Integrated Approach: Staff professional development includes collaboration for integrated art learning as a means to support SEL and health. February's STEAM professional development includes grade-level collaboration to facilitate a standards-based physical science investigation with integrated art, vocabulary development, and writing.

3-3 Literacy Interventions: Teachers, Instructional Aides, and EBAC staff provide small group sessions via zoom to support literacy. SIPPs, EL Achieve, and other supplemental programs are part of this instruction.

What evidence do you see that your practices are effective?

K-2 Data: 100% of kindergartners are currently at or above grade level on iReady. In grades 1 and 2, 68% are proficient. There is significant improvement from Beginning-of-Year to Middle-of-Year performance on the iReady assessment: +26% to Tier 1 (proficient), and movement up from Tiers 2, 3 and 4. Analysis of our African American subgroup also show improvement on iReady (at all Tiers, except for those students in Tier 5) [iReady Reading data](#) Grade 3-5 data: 72.9% at/above proficiency on the SRI. 52.2% of students are showing a half year's growth or more from the Fall to Mid-year assessment. 25.2% have made between 1.5-3+ year's growth.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our literacy goal will remain the same. We will continue to deliver a comprehensive Balanced Literacy program when we return to in-person instruction, and provide tiered intervention and support. In particular, we will need to examine how to better support our students performing at Tier 5. We will also build our capacity to deepen arts integration as this is an essential component of Peralta's Vision, Mission and programming.

20-21 Conditions for Adult Professional Learning Priority: Teacher driven and led professional learning.

Theory of Change:	If teachers are given the freedom and support to design and access professional learning directly related to individual and school wide goals then teacher morale will improve, collaboration will increase, and instructional practices will both become more aligned and centered on a broad range of student needs.
Related School Goal:	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

4-1 Collaboratively develop learning opportunities: The ILT collaborates twice a month to plan site professional development which occurs on Wednesdays. Staff are instrumental in the planning and facilitation of all PD sessions aligned to site goals and responsive to teacher needs.

4-2 Consistent reflective feedback on learning: We have distributed leadership that reviews teacher feedback after each learning session in order to plan next steps.

What evidence do you see that your practices are effective?	
Post PD feedback surveys show overall positive response by the staff for PD value.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
N/A	
20-21 Conditions for English Language Learners Priority:	If all teachers are growing in their capacity to implement GLAD practices across the curriculum then academic language development will improve for all students, and, in particular for English Learner students.
Theory of Change:	English Learner students continuously develop their language, reaching English fluency in six years or less.
Related School Goal:	English Language Learners
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
<p>5-1 Incorporate GLAD practices into curriculum: In the Fall we held a professional learning session to support student engagement through implementation of best practices for English Learners. Two Peralta teachers attended GLAD training over the summer. However, this year we did not focus on the implementation of specific GLAD practices schoolwide due to the Pandemic.</p> <p>5-2 Inclusion of all Families and Cultures through school-home communication in home languages: There has been a lot of school-home communication via zoom sessions, meetings, newsletters and emails since parents have become true partners in curriculum implementation. Making connections with all families still remains a challenge. Interpreters are used when needed and available.</p>	
What evidence do you see that your practices are effective?	
Teachers strive to use an asset-based mindset for English Learners, and they are using the promoted strategies such as "Waterfall chat," "See Think Wonder," "Before, During, After Reading" and "Adding on" with students. Families are appreciative of our extra efforts to communicate and troubleshoot technology, materials distribution, academic and social/emotional challenges.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
This goal will continue.	
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET	
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?	
There has been one budget change that the SSC approved on Jan. 13, 2021. We reallocated ~\$1760 from after school tutoring to supplemental supplies/books in order to support Distance Learning from home. Our EBAC program and Instructional Aides already offer small group help beyond the regular classroom day, and parents did not want their children in additional zooms.	

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Peralta Elementary School

School ID: 145

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority ("Big Rock"):	Multi Tiered Systems of Support
School Theory of Change:	If resources are allocated to identifying high needs students and to providing services to meet their Tiered needs then struggling students will experience higher levels of success.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Understand and support SEL competencies as embedded in the Peralta Graduate Profile	Partner with District SEL team to design Professional Development with ILT team. Create SEL measures for key competencies.	SEL competency rubric		Tier 1
1-2	Systematic use of assessment and COST system	Training and collaboration for using diagnostic, benchmark, and formative assessment data to identify student needs and monitor progress.	Increased achievement levels as measured by iReady. COST referral and tracking system data.		Tier 1
1-3	Caring School Communities, PBIS, and Restorative Practices to ensure positive and inclusive school climate, especially for high risk populations	Training for staff regarding CSC, PBIS and RJ practices. Explore opportunities for student leadership in this work.	Professional Development agendas and attendance. PD feedback survey data. 100% of staff will show evidence of implementation. 95% of faculty, staff, and students report understanding and experience of schoolwide expectations on Tiered Inventory assessments. Student led, peer-to-peer education projects.		Tier 1

1-4	Parent education and support for SEL, supporting literacy and learning through Back to School Night, school and classroom newsletters, Coffee with the Principal, PPTG meetings and events.	Parent sessions for CSC, PBIS, and other topics as determined by parent needs via surveys and at PPTG meetings/events.	At least two parent sessions and monthly Coffee with the Principal events.		Tier 1
1-5	Focus on inclusion of all families and cultures by providing challenging topics and a variety of social experiences in CSC class meetings and throughout the curriculum. Build the diversity of our school and classroom libraries (cultural, ethnic, gender and sexual identity).	Partner with the PPTG to continue to assign resources to building libraries and to support a family liaison through the MTSS structure. Include PD on SEL standards as they relate to increasing focus on diversity through instructional practices. Continue integrating Zaretta Hammond's Culturally Responsive Teaching and the Brain.	Hiring of a Student Support Manager and Family Liaison. Ongoing development of diverse classroom libraries.		Tier 1

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Mathematics
School Theory of Change:	If faculty engage in ongoing professional learning around teaching and learning in Math, and pay particular attention to differentiation, progress monitoring of focal students, and vertical alignment of instructional practices across the grades, then students will experience growth in learning outcomes.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Math, with a focus to eliminate the performance gap for African American and Latino subgroups.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Vertical alignment across grade levels for instructional practices that include engagement in mathematical practices , so students develop conceptual understanding through alongside the use of algorithms.	Math professional learning that focuses on aligned instructional practices across the grades. Release time for teachers to see each other teach math.	One cycle of professional learning specifically targeting alignment of instructional practices across grades and engaging students in mathematical practices.		Tier 1

2-2	Create open tasks (low floor/high ceiling) with multiple entry points as a differentiation practice.	Math professional learning that focuses on aligned instructional practices across the grades. Release time for teachers to see each other teach math.	One cycle of professional learning specifically targeting differentiation in math instruction based upon formative assessment.		Tier 1
2-3	Analyze performance for focal group students, provide strategic differentiated instruction and supports, monitor progress.	Ensure time for teachers to engage in collaborative data analysis and planning.	Data analysis reports, data conferences, and small group schedules.		Tier 1

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Literacy
School Theory of Change:	If faculty are proficient at offering a Balanced/Structured Literacy approach and creating integrated curriculum, and if resources are allocated to early identification and support of reading challenges for students, then students will experience deeper foundational literacy success.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Balanced/Structured Literacy that includes best ELA practices using core adoption materials.	Professional development of ELA. Sourcing funds for the expansion of classroom book sets and inclusion of diverse and complex texts.	One professional learning cycle on arts integration and balanced/structured literacy.		Tier 1
3-2	Integrated approach to contextualize learning across the curriculum through developing generative topics and integrated units, thinking routines, making learning visible, and end of unit, performance based, demonstrations of understanding.	Professional development around creating arts integrated curriculum with new ELA adoption. Collaboration time.	One professional learning cycle on arts integration with ELA.		Tier 1

3-3	Literacy interventions both during the school day and in the after school program in small, differentiated groups.	Partnership with EBAC for P.E.A. C.E. Development of classroom aide program.	Developed identification and intervention options for early readers.		Tier 2
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District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority ("Big Rock"):	Teacher driven and led professional learning.
School Theory of Change:	If teachers are given the freedom and support to design and access professional learning directly related to individual and school wide goals then teacher morale will improve, collaboration will increase, and instructional practices will both become more aligned and centered on a broad range of student needs.
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Collaboratively develop integrated, cross sectional learning opportunities for students with a focus on instructional practices such as inclusion of low floor/high ceiling tasks and conceptual understanding in math.	Instructional Leadership Team will design and deliver cycles of inquiry around SEL, Math, GLAD, and Arts Integrated instruction. Set aside time in PD annual schedule for these sessions. Support ILT with stipends.	Monthly ILT meetings. Developed, year long PD Plan.		Tier 1
4-2	Offer consistent, reflective feedback on professional learning as well as adult learning needs.	Support a distributed leadership model that allows for integration of teacher feedback and identified needs as a driver of professional learning.	Weekly staff feedback and responsive ILT planning loop.		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	If all teachers are growing in their capacity to implement GLAD practices across the curriculum then academic language development will improve for all students, and, in particular for English Learner students.
School Theory of Change:	English Learner students continuously develop their language, reaching English fluency in six years or less.

Related Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>English Language Learners and All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Incorporate GLAD practices into integrated curriculum: What speaking and listening protocols will engage EI students and strategically build language capacities?	ILT will choose GLAD practices around language development to incorporate into professional learning.	Include GLAD options in cycle around arts integrated Balanced Literacy professional learning.		Tier 1
5-2	Focus on inclusion of all families and cultures in classrooms through providing school-home communication in home languages.	Partner with the PPTG to assign resources to support a family liaison through the MTSS structure.	Families of color report strong connection to the school community on new school climate survey.		Tier 1

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 145

School: Peralta Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
<i>Describe WHAT you will pay for, HOW it will improve student outcomes, and WHO will benefit. (See examples in Help Guide.)</i>	<i>How much will this cost?</i>	<i>What is the funding source?</i>	<i>e.g., 1105</i>	<i>Autofills based on the object code.</i>	<i>e.g., 1830</i>	<i>Autofills based on the position number.</i>	<i>e.g., 0.8</i>	<i>Link expenditure to a relevant LCAP goal.</i>	<i>Link expenditure to an SPSA action.</i>	<i>Autofills to identify the action.</i>
After School Program	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Caring School Communities, PBIS, and Restorative Practices to ensure positive and inclusive school climate, especially for high risk populations	145-1
Certificated Teachers' Salaries: Extra Compensation	\$9,374	General Purpose Discretionary	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Partner with District SEL team to design Professional Development with ILT team. Create SEL measures for key competencies.	145-2
Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	\$8,850	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Balanced/Structured Literacy that includes best ELA practices using core adoption materials.	145-3
To be determined Fall 2021	\$16	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	145-4
Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Create open tasks (low floor/high ceiling) with multiple entry points as a differentiation practice.	145-5
Prep Teacher	\$11,532	LCFF Supplemental	1105	Certificated Teachers' Salaries	1889	Teacher Education Enhancement	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Analyze performance for focal group students, provide strategic differentiated instruction and supports, monitor progress.	145-6
Attendance Specialist	\$13,367	LCFF Supplemental	2205	Classified Support Salaries	1623	Attendance Specialist	0.23	Goal 1: All students graduate college, career, and community ready.	Systematic use of assessment and COST system	145-7
Books	\$2,025	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Professional development of ELA. Sourcing funds for the expansion of classroom book sets and inclusion of diverse and complex texts.	145-8
Supplies	\$6,500	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Parent education and support for SEL, supporting literacy and learning through Back to School Night, school and classroom newsletters, Coffee with the Principal, PPTG meetings and events.	145-9

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 145

School: Peralta Elementary School

Professional Development	\$5,000	LCFF Supplemental	4396	Professional Development	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Incorporate GLAD practices into integrated curriculum: What speaking and listening protocols will engage EI students and strategically build language capacities?	145-10
To be determined Fall 2021	\$634	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	145-11
Mental Health Provider	\$20,000	LCFF Supplemental	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Partner with the PPTG to assign resources to support a family liaison through the MTSS structure.	145-12
Certificated Teachers' Salaries	\$59,479	Parent Group Donations	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	tbd	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Literacy interventions both during the school day and in the after school program in small, differentiated groups.	145-13



PERALTA ELEMENTARY SCHOOL

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	Tierney Freed
Vice Chairperson:	Melinda Vargas
Secretary:	Rasheeda Johnson

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Shirley Clem	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shaniece Broach	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stephen Davis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Famous	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ana Raquel Thomas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tierney Freed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Melinda Vargas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rasheeda Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Allison Pique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Erin Rich	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Peter Jarausch (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jocelyn Weiner (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	ly each month, 6 pm w/ Nov. 10 meeting due to Veteran's Day
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SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members