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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Peralta Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Peralta Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Peralta Elementary School
CDS Code: 1612596002109
Principal: Dana Sudduth
Date of this revision: 4/24/2024

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: Dana Sudduth

Position: Principal

Address: 460 63rd Street

Telephone: 510-654-7365

Oakland, CA 94609

Email: dana.sudduth@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/24/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site:

Peralta Elementary School

Site Number: 145

- | | | |
|--|--|---|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 EDC § 6500.
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 EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/24/2024

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, ParentSquare blasts, etc.)

Signatures:

Dana Sudduth

Principal

Vindu Goel

SSC Chairperson

Sabrina Moore

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning

Dana Sudduth

Signature

Vindu Goel

Signature

Dr. Sabrina Moore

Signature

Lisa Spielman

Signature

Benjamin Davis

Benjamin Davis 8/15/2024
President, Board of Education

4/24/2024

Date

Kyla Johnson Trammell

Kyla Johnson Trammell 8/15/2024
Secretary, Board of Education

5/6/2024

Date

5/17/24

Date

5/17/24

Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/2/2023	Beginning of the Year Professional Development	Teacher s Review 22-23 EOY I-Ready Data
8/14/2023	Staff PD	Teachers review initial fall data on students
8/23/2023	SSC	SSc Esestablishment Meeting, Ellection of Officers, Approval of Bylaws Part1
9/27//2023	SSC	SSc Esestablishment Meeting, Ellection of Officers, Approval of Bylaws Part1
10/25/2023	SSC	Reviewed and Approved Safety Plan and review Schoolwide Data
11/29/2023	SSC	Reviewed 2022-23 SPSA, 2024-54 Enrollment Projections, Fall SBAC Data Analysis
1/22/2023	Staff Meeting	Reviewed Peralta budget one pager document for 2024-2025, discussed budget priorities, and enrollment projections
1/24/2024	SSC	SSC received Peralta budget one pager document for 2023-2024, discussed budget priorities and SPSA needs assessment
1/27/2024	ILT	Review Part 1 and 2 of SPSA
2/28/2024	SSC	SSC review Part 1, 2 and 3 of SPSA

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

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

Early 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.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program 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. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **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.

2024-25 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	\$270,710.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$0	LCFF Discretionary (General Purpose Discretionary #0000)	\$17,550
Title I, Part A Parent & Family Engagement (Title I #3010)	\$0	LCFF Supplemental (LCFF Supplemental #0002)	\$74,250
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$0	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$46,427
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$0		\$270,710

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$270,710.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Peralta Elementary School

School ID: 145

CDS Code: 1612596002109

SSC Approval Date: 4/24/2024

Board Approval Date: 8/14/2024

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 integrated arts 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, build student voice, enhance self esteem and confidence, and develop 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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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, therapists, a PE/Recess Coach, and a part-time MTSS Coordinator. Supports are dependent upon annual fundraising in relation to the rising cost of staff.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.7%	11.1%	13.1%	0.0%	40.1%	9.4%	31.5%	4.0%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.0%	20.2%	6.5%	0.9%	0.6%	0.0%	29.0%	1.4%	96.7%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
Identified School Need:	Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 5%+ (minimally) from previous EOY Increase in % of K-5 students meeting their typical growth target at EOY in ELA and Math by 5%+ (minimally) from previous EOY Decrease distance from standard SBAC ELA and Math 3rd-5th grade by 5%

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	27.0%	not available until fall 2024	not available until fall 2025	42.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	62.7%	not available until fall 2024	not available until fall 2025	78.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	85.7%	not available until fall 2024	not available until fall 2025	100.0%

English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	36.4	not available until fall 2024	not available until fall 2025	51.4
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	40.5%	not available until fall 2024	not available until fall 2025	66.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	22.2	not available until fall 2024	not available until fall 2025	37.2
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	40.9%	not available until fall 2024	not available until fall 2025	56.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	44.6%	not available until fall 2024	not available until fall 2025	60.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	Focal student groups have an articulated plan for accelerated improvement in Tiers 1-3 across the school (Special Ed example below) Site leaders proactively monitor and support accelerated progress of students with IEPs
Identified School Need:	Special Education is a focus area for 2024-25. Because of staffing issues, Peralta did not meet the needs of Special Education students in 2023-24. Required IEP reviews were late or never done, many applicants were never assessed, and communication was poor. OUSD has acknowledged its failures and pledged to devote a full-time Special Education Resource Specialist to Peralta in 2024-25. We have a lost year to recover from, and we expect the district to deliver on its promises.

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-48.5	not available until fall 2024	not available until fall 2025	-33.0

SBAC ELA Distance from Standard Met	African American Students	-35.9	not available until fall 2024	not available until fall 2025	-27.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	25.0%	not available until fall 2024	not available until fall 2025	40.0%
SBAC Math Distance from Standard Met	Special Education Students	-32.3	not available until fall 2024	not available until fall 2025	-17.0
SBAC Math Distance from Standard Met	African American Students	-40.7	not available until fall 2024	not available until fall 2025	-26.0
Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	18.2%	not available until fall 2024	not available until fall 2025	33.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	15.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.				
Identified School Need:	<ul style="list-style-type: none"> -Increase positive attendance by 5%, and reduce chronic absenteeism by 1%. -Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline. -Communicate regularly and develop strong family leadership practices around school priorities 				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	75.2%	not available until fall 2024	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	1.4%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%

Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	34.7%	not available until fall 2024	not available until fall 2025	8.0%
Chronic Absenteeism	African American Students	39.5%	not available until fall 2024	not available until fall 2025	25.0%

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

School Goal:	Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC.				
Identified School Need:	<p>Specifically:</p> <ul style="list-style-type: none"> - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year. - Increase the number/percent of early career teachers who make timely progress toward a clear California credential. - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building. 				
Measure	Target Staff Group	Baseline	Outcome	Outcome	Target
One-Year School Teacher Retention Rate	All Teachers	83.3%	not available until fall 2024	not available until fall 2025	100.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	<i>If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i>	<i>This year we were given a Literacy TSA/Instructional coach and a literacy tutor. They have been instrumental in providing 1:1 teacher support, SIPPS instruction and professional development. We have seen a huge growth in our I-Ready scores and students are making significant gains in SIPPS. Teachers have been participating in monthly PLC's and Inquiry cycles that focus on students who are below grade level. Teachers have also provided intervention during Universal Extended Day for both ELA and Math.</i>
<i>LCAP Goal 2:</i>	<i>Focal student groups have an articulated plan for accelerated improvement in Tiers 1-3 across the school (Special Ed example below) Site leaders proactively monitor and support accelerated progress of students with IEPs</i>	<i>African American students that are below grade have been a focus for us this year. While we prioritize supports for all students, the teachers made sure that they created focal students that address the needs of our lowest performing sub groups. All intervention supports were prioritized for those students.</i>

<p>LCAP Goal 3:</p>	<p><i>Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.</i></p>	<p><i>This year our TSA was able to support teachers with literacy coaching as well as classroom management. Our teachers also worked with Erica Sanchez our BCBA to build upon their Tier 1 classroom management strategies and created behavior plans for individual students. Our ILT worked diligently to plan professional development that was engaging and supported all teachers.</i></p>
<p>LCAP Goal 4:</p>	<p><i>Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC.</i></p>	<p><i>This year our TSA was able to support teachers with literacy coaching as well as classroom management. Our teachers also worked with Erica Sanchez our BCBA to build upon their Tier 1 classroom management strategies and created behavior plans for individual students. Our ILT worked diligently to plan professional development that was engaging and supported all teachers.</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i></p>	<p><i>While we are very appreciative of the literacy supports Ms. Everhart has provided and have seen great improvement in our I-Ready reading scores as well as SIPPS, we were not able to provide the same attention to mathematics. Teachers have not been given the same amount of PD time to focus on Math concerns like we did with ELA. It is clear that we need additional coaching to be able to support teachers in the the same way our TSA does for ELA.</i></p>
LCAP Goal 2:	<p><i>Focal student groups have an articulated plan for accelerated improvement in Tiers 1-3 across the school (Special Ed example below)</i></p> <p><i>Site leaders proactively monitor and support accelerated progress of students with IEPs</i></p>	<p><i>For the last two years. Peralta has not met state timelines for IEP's and have been struggling to ensure students have recieved their instructional minutes based on their IEP's. Chronic absenteeism from SpEd staff has contributed to the lack of services and support for students with IEP's. For some students with IEP's, this has negatively impacted their classroom environment and their academic progress.</i></p>

<p><i>LCAP Goal 3:</i></p>	<p><i>Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.</i></p>	<p><i>Our main challenges in this area is capacity and/space to provide mental health counseling. We do not have a variety of options that will provide space for confidentiality. We were not able to continue with OUSD Interns due to limitations on space. We were not able to provide counseling services to every student that requested it. Many students are currently on wait list due to counseling caseload limitations.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC.</i></p>	<p><i>While the OUSD recruitment and hire department has made a concerted effort to screen and recruit qualified credentialed teachers, Peralta has definitely been impacted by the teacher shortage. As we hire teachers with little or no teaching experience, the learning curve for first year teachers will be something we must focus on and we will need to make sure we provide coaching and professional development specific to their needs.</i></p>

ATSI Target Student Groups and Metrics					
Measure	Target Student Group	2022-23	2023-24	2024-25	2025-26
		Baseline	Outcome	Outcome	Target
Chronic Absenteeism	Special Education Students	46.7%	not available until fall 2024	not available until fall 2025	0.0%

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Peralta Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

With the exception of our shortfalls in Special Education, I believe we are on our way to meeting all expectations and goals set forth in the 23-24 SPSA. We were granted a literacy TSA, a Community Schools Manager, an early literacy tutor, a library tech, and a STIP sub. These new positions have impacted Peralta in such a positive way. They have been instrumental in providing support to staff, students, and parents. However, the lack of a Special Education Resource Specialist significantly affected our ability to deliver services to students who needed those services.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Along with the additional staff, we were able to implement, professional development, PLC'S and inquiry cycles to focus on students who were in need of intervention supports. Our TSA also facilitated data analysis of I-Ready scores and curriculum embedded assessments for both reading and math with grade level teams. Students have shown progress throughout all grade levels and are on track to meeting all of our end of the year goals.

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

Our focal students for the 24-25 school will be our SpEd Students. See part 3 for strategies.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
n/a				

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Peralta Elementary School	SCHOOL ID:	145
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3: SCHOOL STRATEGIES & ACTIONS [Click here for guidance on SPSA practices](#)

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

School Goal:	If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
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Identified Need:	Increase in % of K-5 students scoring mid/above at EOY in ELA and Math by 5%+ (minimally) from previous EOY Increase in % of K-5 students meeting their typical growth target at EOY in ELA and Math by 5%+ (minimally) from previous EOY Decrease distance from standard SBAC ELA and Math 3rd-5th grade by 5%
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#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-2	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-3	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 1 - Universal

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

School Goal: Focal student groups have an articulated plan for accelerated improvement in Tiers 1-3 across the school (Special Ed example below)
 Site leaders proactively monitor and support accelerated progress of students with IEPs

Identified Need: Special Education is a focus area for 2024-25. Because of staffing issues, Peralta did not meet the needs of Special Education students in 2023-24. Required IEP reviews were late or never done, many applicants were never assessed, and communication was poor. OUSD has acknowledged its failures and pledged to devote a full-time Special Education Resource Specialist to Peralta in 2024-25. We have a lost year to recover from, and we expect the district to deliver on its promises.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers, Parents, and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Students with IEP's	Academic	Tier 3 - Intensified
2-2	Access IEP completion data monthly prior to the end of the month. Ensure the participation of an LEA representative and general education teacher for each scheduled IEP. Create an IEP calendar at the onset of the year, develop a consistent system for scheduling IEPs at the school, and review monthly.	Students with IEP's	Academic	Tier 3 - Intensified
2-3	Site leaders will access Special Education leader resources and schedule predictable time with the appropriate Department administrator where necessary. Teachers will utilize Special Education Department training resources and exemplars and will engage with Department personnel timely when necessary	Students with IEP's	Academic	Tier 3 - Intensified

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

School Goal: Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.

Identified Need: -Increase positive attendance by 5%, and reduce chronic absenteeism by 1%.
 -Monitor and support behavior intervention plans (BIPs) and support in their implementation to reduce the need for assertive discipline.
 -Communicate regularly and develop strong family leadership practices around school priorities

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	Academic	Tier 1 - Universal
3-2	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Chronic Absenteeism: Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance	Special Education Students	Academic	Tier 1 - Universal
3-4	We will continue to use STG SEL weekly screener and begin using data at COST team meeting to help determine supports for students	Special Education Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal: Deepen our district's investment in the support, development, and retention of early career teachers who make up ~1/3 of our overall teaching staff, and ~60% of whom identify as BIPOC.

Identified Need: Specifically:
 - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year.
 - Increase the number/percent of early career teachers who make timely progress toward a clear California credential.
 - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1 - Universal
4-2	Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	All Students	Academic	Tier 1 - Universal
4-3	Identify a leader on site (principal/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal
4-4	ILT, TSA and Principal will continue to have school-wide walk-throughs to identify trends and to build teacher leadership as well as peer coaching opportunities	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-2	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS [*Stages of ELD Implementation Self-Assessment*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide foundational PD on D-ELD curriculum (OUSD-created ELED D-ELD curriculum, Creative Curriculum for TK), observation & feedback on classroom practice	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed, Eureka Squared, FOSS)	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSS ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$17,550	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed, Eureka Squared, FOSS)	145-1
Attendance Specialist	\$11,316	LCFF Supplemental	2205	Classified Support Salaries	1623	Attendance Specialist	0.23	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	145-2
Teacher Education Enhancement	\$21,706	LCFF Supplemental	1105	Certificated Teachers' Salaries	1889	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.		Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed, Eureka Squared, FOSS)	145-3
2928 - Otherclass Salaries Hourly	\$41,228	LCFF Supplemental	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	145-4

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
5100 - Subagreements For Services	\$132,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	145-5
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	145-6
4310 - Materials and Supplies	\$1,821	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	145-7
Teacher Education Enhancement	\$44,606	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.35	Goal 1: All students graduate college, career, and community ready.		Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed, Eureka Squared, FOSS)	145-8
5825 - Consultants	\$25,000	Measure G, Visual & Performing Arts	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed, Eureka Squared, FOSS)	145-9

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Library Technician	\$39,961	Measure G, Library Support	2205	Classified Support Salaries	9555	Library Technician	0.5	Goal 1: All students graduate college, career, and community ready.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	145-10



Strategic Resource Planning (SRP)

PERALTA ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Vindu Goel
Vice Chairperson:	Tierney Freed
Secretary:	Jocelyn Rountree

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Dana Sudduth	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Jovan (JoJo) Lowe	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Karen Famous	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Amiee Goodrich	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Sonia Del Rio-Perez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Tierney Freed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Jocelyn Rountree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Shaliah Mitchum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Vindu Goel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Sara Kobylzac	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	4th Wednesday each month at 6:00 pm
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SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members