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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 26, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 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
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Peralta Elementary School



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

Legislative File Id. No. 19-1315  
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By: er

## 2019-2020 School Plan for Student Achievement (SPSA)

**School:** Peralta Elementary School  
**CDS Code:** 1612596002109  
**Principal:** Giselle Hendrie  
**Date of this revision:** 5/1/2019

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:** Giselle Hendrie  
**Address:** 460 63rd Street  
Oakland, CA 94609

**Position:** Principal  
**Telephone:** 510-654-7365  
**Email:** giselle.hendrie@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/1/2019*

*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

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

**2019-2020 School Plan for Student Achievement Recommendations and 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"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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:** 5/1/19

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

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

**Signatures:**

<u>Giselle F. Hendrie</u> Principal	<u>[Signature]</u> Signature	<u>5/1/19</u> Date
<u>Gillian Bowley</u> SSC Chairperson	<u>[Signature]</u> Signature	<u>5/1/19</u> Date
<u>[Signature]</u> Network Superintendent	<u>[Signature]</u> Signature	<u>5/9/19</u> Date
<u>[Signature]</u> Officer, State and Federal Programs	<u>Mildred Otis</u> Signature	<u>5/21/19</u> Date

**2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/23/2019	PPTG Leadership	Reviewed budget and discussed goals and PPTG contribution to 2019-20 plans.
1/28/2019	ILT	Reviewed budget and discussed goals.
2/6/2019	SSC	Reviewed budget and discussed goals.
3/6/32019	SSC	Reviewed strategies and practices in light of goals.
3/20/2019	PPTG Leadership	Reviewed strategies and practices in light of goals.
4/3/2019	Faculty	Reviewed strategies and practices in light of goals.

**2019-2020 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	\$276,075.35

**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)	\$39,312.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$43,071.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (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
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$187,931.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$187,931.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS**

**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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

**Priority Strengths**

Connectedness: Students feel connected to the campus, to their peers, and to the adults on campus. There is a sense of joyful learning prevalent in classrooms and a culture of problem solving and community building in the shared spaces.

**Root Causes of Strengths**

Committed faculty and staff. Long term culture around the Graduate Profile (Collaboration, Creative Inquiry, Engagement and Persistence, Critical Thinking, Communication, Practicing Stewardship) informing teaching and learning approaches. This year we have created Primary, Middle and Upper grade teacher teams and are using our Monthly Meetings to address behavior management issues specifically on the yard. Each group has identified practices that they are working on with their students and we continue to develop the work in monthly cycles of inquiry.

<p>Suspensions: Suspensions are down this year in part because of ongoing work to support students who struggle with self management.</p>	<p>Strong student and staff culture. Focused work on mental health and behavior intervention supports. Hired Mental Health interns this year who are able to work directly with students and staff to meet needs as they arise on the three days that they are on campus. Developing COST and structures supports for students, faculty, and for families.</p>
<p>Chronic Absence: Absenteeism is down. Students express a strong desire to come to school! Attendance clerk manages a robust independent study program for students who are traveling with their families.</p>	<p>Strong attendance clerk who works to develop relationships with families. Robust Independent Study program. Building culturally responsive teaching practices supported by faculty reading Hammond together this year. Culture of inclusion. Prioritizing joyful, authentic learning experiences.</p>
<p>SBAC ELA: IAB data suggests that 74% of Gr5, 53% of Gr4 students and 63% of Gr3 students are students are near or above standards. F&amp;P results show that 65% are at or above benchmark. SRI shows that an average of 20% are reading at grade level. IAB data suggests, for African American students, 71% of Gr5, 83% of Gr4 students and 50% of Gr3 students are near or above standards. In Gr3 no students are above standard.</p>	<p>Strong Tier I instructional practices and intentional focus on differentiated and small group instruction. Strong collaborative culture amongst faculty with a strong focus on literacy, particularly in the primary grades. Development of PLC structure (Primary/Middle/Upper) allowing teachers to interact intentionally with peers at an adjacent grade level. Intentionally working on developing culturally responsive practices and differentiated instruction. Focused and committed faculty who are willing to expand and grow in their practice. Developing mental health services and COST process. Identifying focal students and developing both Tier I and Tier II practices and opportunities for identified students. Maintaining communication flow between teachers and COS Team.</p>
<p>SBAC Math: IAB data suggests that 16% of Gr5, 58% of Gr4 students and 67% of Gr3 students are students are near or above standards. IAB data suggests, for African American students, 56% of Gr5, 50% of Gr4 students and 83% of Gr3 students are near or above standards.</p>	<p>Focus on differentiated instruction using small group, workshop and conference strategies. Intentional, sustained instruction on three read strategy for complex word problems. Focus on Mathematical Mindset strategies in the middle grades. Developing small group instruction in math modeled on workshop/conference approach. Focus on instruction around the three read strategy. Intentionally working on developing culturally responsive practices and differentiated instruction. Structured PD around Hammond text and the development of leveled PLC groups (Primary: K-1, Middle: 2-3, Upper: 4-5). Strong implementation of math workshop model in third grade classrooms.</p>
<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>
<p>Connectedness: We are in the second year of PBIS and are looking ahead to incorporating Caring School Community into our SEL instruction. This will support our ongoing efforts to develop students' capacity to self manage and to engage in restorative community building.</p>	<p>We received the CSC curriculum late in September so were not able to dig into it this year as intended. We will begin that work as we wrap up this year and begin the next.</p>

Suspension: Developing SEL supports for students who are struggling with self management.	Lack of resources to implement deep, ongoing supports for students with the highest levels of need.
Chronic Absence: Developing strong, productive relationships with families who feel deep "disconnection" from the instructional culture at Peralta. The gap between educationally high and low functioning students and families is broad and finding the right balance that supports both continues to be a challenge.	Challenges in developing productive relationships with the most marginalized families.
ELA SBAC: Time and resources to focus on ELA instruction and strategies in Professional Development. Developing strong, productive relationships with families who feel deep "disconnection" from the instructional culture at Peralta. The gap between educationally high and low functioning students and families is broad and finding the right balance that supports both continues to be a challenge.	The need to choose one or two focal areas for 60 minutes of PD per week. This year we focused on reading Hammond and beginning to explore an inquiry approach to math instruction. We also need to focus on PD around the new science curriculum. Lacking strong, productive relationships with families who feel deep "disconnection" from the instructional culture at Peralta. The gap between educationally high and low functioning students and families is broad and finding the right balance that supports both continues to be a challenge.
SBAC Math: Time and resources to focus on math instruction and strategies in Professional Development. Developing strong, productive relationships with families who feel deep "disconnection" from the instructional culture at Peralta. The gap between educationally high and low functioning students and families is broad and finding the right balance that supports both continues to be a challenge.	Lack of resources and time to focus on Math PD.

1C: 19-20 STUDENT GOALS & TARGETS					
<i>District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 &amp; 6)</i>					
School Goal:	<b>All students build relationships to feel connected and engaged in learning.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	88.50%	93.50%	95.00%
Suspensions	African-American Students	-2pp	3.92%	1.90%	0.00%
Suspensions	Students with Disabilities	-2pp	0.00%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	30.69%	17.60%	10.00%



**District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)**

<b>School Goal:</b>	<b>All students continuously grow towards meeting or exceeding standards in English Language Arts.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	65.2	80.2	95
ELA SBAC	Students with Disabilities	+20 points DF3	0.5	20.5	40
ELA SBAC	African-American Students	+20 points DF3	-22.8	-2.8	20

**District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)**

<b>School Goal:</b>	<b>All students continuously grow towards meeting or exceeding standards in Math.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	51.8	66.8	80
Math SBAC	Students with Disabilities	+20 points DF3	-15.8	4.2	25
Math SBAC	African-American Students	+20 points DF3	-33.1	-13.1	10

**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

<b>School Goal:</b>	<b>English Learner students continuously develop their language, reading English fluency in six years or less.</b>				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	57.14%	n/a (too few to report)	-%
LTEL Reclassification	Long-Term English Learners	25%	n/a	-	-%

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

<b>School Goal:</b>	<b>All students grow a year or more in reading each year.</b>				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	46.24%	51.20%	55.00%

SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	6.36%	1.40%	0.00%
K at or above Benchmark	All Kindergarten Students	+5pp	88.68%	93.68%	100.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	98.04%	100.00%	100.00%

#### **1D: IDENTIFIED NEED**

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

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: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

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.

<b>School:</b> Peralta Elementary School		<b>SPSA Year Reviewed:</b> 2018-19		<b>SPSA Link:</b> <a href="#">18-19 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)</b>					
<b>18-19 Language &amp; Literacy Priority:</b>		<b>Literacy</b>			
<b>June 2021 Language &amp; Literacy Goal:</b>		<p>In June 2017, 85% of all students were at or above proficiency in ELA standards as measured by the SBAC. 66% of economically disadvantaged students and 43% of African American students performed at grade level.</p> <p>In June 2018, 85% of students will be at or above proficiency in ELA SBAC with 70% of economically disadvantaged students and 50% of African American students being at grade level.</p> <p>In June 2021, 90% of students will be at or above proficiency in ELA SBAC with 85% of economically disadvantaged students and 65% of African American students being at grade level.</p>			
<b>Theory of Action for Language &amp; Literacy:</b>		If teachers, administrators, and parents are knowledgeable about the culturally responsive and neurological characteristics that equate to high levels of reading and writing performance, if they participate in professional learning that includes analysis of student performance data, assessment protocols and instructional practice, they will be able to reflect on their individual and collective knowledge, adjust instruction based on the needs of students, then students will demonstrate higher levels of performance in ELA.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC ELA		African American Students		-1.7	-22.8
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
We have hired academic mentors to support small group instruction in first through third grades. Teachers are able to devote, with support, 3-4 hours/week, with support, to differentiated small group instruction. We started the second trimester with release days by PLC (Primary, Middle, and Upper) so that teachers could look at T1 data and choose focal students and focal practices for T2 implementation. We have jigsawed our reading of Hammond's Culturally Responsive Teaching and the Brain and will wrap up our reflection on this text in February. We have created a Literacy Development tutoring program through our After School Provider using literacy data cross referenced with students in After School.					
<b>What evidence do you see that your practices are effective?</b>					
Per SRI fall and early spring assessments, African American students have moved from 50% at or above grade level to 75%.					
<b>What are some possible implications for your 2019-20 SPSA?</b>					
This continues to be a growth area. We will need to continue our focal student/focal practice, data-informed approach as we continue to develop our classroom based differentiated instruction as well as our tiered intervention strategies.					
<b>18-19 Standards-Based Instruction Priority:</b>		<b>Mathematics</b>			

<p><b>June 2021 Standards-Based Instruction Goal:</b></p>	<p>In June 2017, 66% of all Peralta students were at or above proficiency in Mathematics standards as measured of the SBAC, 51% of low income students and 30% of African-American students performed at grade level.</p> <p>In June 2018, 70% of students will be at or above proficiency in SBAC Math, with 55% of low income students and 35% of African-American students being at grade level.</p> <p>In June 2021, 80% of students will be at or above grade level and 65% of low income students and 45% of African-American students will demonstrate proficiency.</p>		
<p><b>Theory of Action for Standards-Based Instruction:</b></p>	<p>If teachers, administrators and parents are knowledgeable about the culturally responsive and neurological characteristics that equate to high levels of math performance, if faculty are are focused on teaching and learning grounded in math standards, the standards for mathematical practice, and the SBAC claims and target standards, if faculty and administrators participate in professional learning that includes analysis of student performance data, assessment protocols and instructional practice, they will be able to reflect on their individual and collective knowledge, adjust instruction based on the needs of students, and students will demonstrate higher levels of performance in Mathematics.</p>		
<p><b>Student Performance Indicator:</b></p>	<p><b>Student Group:</b></p>	<p><b>17-18 EOY Target:</b></p>	<p><b>17-18 EOY Actual:</b></p>
<p>SBAC Math</p>	<p>African American Students</p>	<p>-14.8</p>	<p>-33.1</p>
<p><b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>			
<p>We are developing our capacity to implement differentiated small group instruction in the classroom. We have also shifted to a Digital Literacy EEIP in an effort the develop student's facility with the tech platform and diminish the impact of technology as a barrier to students demonstrating what they know. Teachers have been organized into three PLCs (Primary: K/1, Middle: 2/3, and Upper: 4/5) and are working in Professional Learning cycles on individual and group math objectives. We started Trimester Two with PLC release days where each group reviewed goals, data, and identified focal students and focal practices to work on in the trimester. We will meet again at the start of the third Trimester to review goals, data, and practices again.</p>			
<p><b>What evidence do you see that your practices are effective?</b></p>			
<p>Classroom based assessments demonstrate that students continue to struggle with making sense of word problems. We do not have reliable benchmark data in Math.</p>			
<p><b>What are some possible implications for your 2019-20 SPSA?</b></p>			
<p>We will continue to work on differentiated instruction. We will also explore professional learning opportunities in math instruction. In 2020-21 we will have benchmark IAB scores from this year as a baseline to assess growth.</p>			
<p> </p>			
<p><b>18-19 Conditions for Student &amp; Adult Learning Priority:</b></p>	<p><b>Multi Tiered Systems of Support</b></p>		

<p><b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b></p>	<p>In June 2017, 100% of Peralta faculty will have completed the Student Risk Screening Scale (SRSS). This will establish a baseline number of at risk students.</p> <p>By June 2018, 100% of Peralta faculty will have completed the SRSS and will have accessed the COST process to generate intentional supports for struggling students. We will see a 10% reduction in the # of students at risk.</p> <p>By June 2021 Peralta will have fully developed and implemented PBIS and COST systems that serve the academic, social, and emotional needs of all students. Faculty will engage in ongoing, structured small group interventions within the classroom (TIER I) as well as access developed Tier II supports for general education students. We will see another 10% reduction in the number of students at risk.</p>		
<p><b>Theory of Action for Conditions for Student &amp; Adult Learning:</b></p>	<p>If students, teachers, administrators, and parents are knowledgeable about and able to access positive behavioral interventions as well as the variety of services available to support teachers and students on campus, and if they are able to articulate and practice shared values and norms for student behavior, experiences and outcomes - including but not limited to the Graduate Profile and Peralta Pledge, then we will be able to develop and use tools and assessments that support high levels of reflective, authentic, meaningful engagement and learning for all students including low performing, minority, language learners, newcomers, GATE students, and foster youth.</p>		
<p><b>Student Performance Indicator:</b></p>	<p><b>Student Group:</b></p>	<p><b>17-18 EOY Target:</b></p>	<p><b>17-18 EOY Actual:</b></p>
<p>Percent of faculty completing the SRSS</p>	<p>All Students</p>	<p>100.0%</p>	<p>100</p>
<p><b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>			
<p>We have formalized our COST process and the team now meets weekly. In are working to develop our Tier II supports and have added staff and programs this year including Academic Mentors, Mental Health Interns, After School Literacy Tutors and SIPPS training for primary grade teachers. We have also continued to develop our SST process.</p>			
<p><b>What evidence do you see that your practices are effective?</b></p>			
<p>We have served close to fifty students this year with specific interventions through the COST process.</p>			
<p><b>What are some possible implications for your 2019-20 SPSA?</b></p>			
<p>We will continue to invest in development of Tier II interventions for struggling students. Though reduced resources continue to make this a challenge.</p>			
<p> </p>			
<p><b>18-19 Conditions for English Language Learners Priority:</b></p>	<p><b>Implement ELD standards based instruction for EL and RFEP students</b></p>		

<b>June 2021 Conditions for English Language Learners Goal:</b>	By June 2018 30% of RFEP and EL students will demonstrate proficiency on SBAC ELA and Math assessments or meet IEP goals.		
	By June 2019 40% of RFEP and EL students will demonstrate proficiency on SBAC ELA and Math assessments or meet IEP goals.		
	By June 2021 60% of RFEP and EL students will demonstrate proficiency on SBAC ELA and Math assessments or meet IEP goals.		
<b>Theory of Action for Conditions for English Language Learners:</b>	If faculty focus intentionally on incorporating language development strategies consistent with ELD standards then academic language development outcomes will improve for all English Language Learners.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
English Learner Reclassification	All Students	n/a (too few students to report)	n/a (too few students to report)
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
Too few students to report.			
<b>What evidence do you see that your practices are effective?</b>			
Too few students to report.			
<b>What are some possible implications for your 2019-20 SPSA?</b>			
Too few students to report.			
<b>DEPARTURE FROM PLANNED 18-19 SPSA BUDGET</b>			
<b>Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?</b>			
At the beginning of the year our ISS separated from the district. One of our STIPs was hired into that position which freed up those funds to purchase two Academic Mentors who are now working in 1st-3rd grades and a cart of chromebooks to support the Digital Literacy EEIP program in our library.			

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Peralta Elementary School

**School ID:** 145

**3: SCHOOL STRATEGIES & PRACTICES**

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

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

**School Priority ("Big Rock"):** Multi Tiered Systems of Support

**School Theory of Action:**

If students, teachers, administrators, and parents are knowledgeable about and able to access positive behavioral interventions as well as the variety of services available to support teachers and students on campus, and if they are able to articulate and practice shared values and norms for student behavior, experiences and outcomes - including but not limited to the Graduate Profile and Peralta Pledge, then we will be able to develop and use tools and assessments that support high levels of reflective, authentic, meaningful engagement and learning for all students including low performing, minority, language learners, newcomers, GATE students, and foster youth.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Develop instructional practices that allow for small group classroom interventions for low performing students. Particular attention will be paid to differentiation that meets the needs of students with disabilities, economically disadvantaged students, homeless and foster youth, as well as supporting growth of GATE students.	Design and deliver research based professional learning with the Instructional Leadership Team. Create opportunities for faculty to collaborate and to meet with classroom aides to provide training and mentorship.	Increased faculty confidence and developed small group instruction toolkit. Teachers using the aides to support classrooms while working directly with students in small groups and 1:1 providing direct, data-informed, interventions.
1-2	Teaching teams will plan for appropriate, standards based, alignment of curriculum within and across grade levels as well as the use of available intervention and support resources.	Support development of K-1, 2-3, and 4-5 teaching teams/PLC with collaboration time built into the week. Create opportunities for K-5 planning to support instructional articulation across all grades.	Completed, trimester based cycles of inquiry in Primary, Middle, and Upper PLCs. Completed, mid-year PLC data conferences identifying focal students and focal practices to inform instruction as well as cycles of inquiry.
1-3	Implement the Caring School Community curriculum across all grade levels.	Explore and provide training on SEL instructional practices.	SEL instructional practices evident in teacher planning and lesson delivery. Consistent implementation of identified core CSC practices.

1-4	Provided extended learning opportunities for supplemental instruction through the after school program.	Work with EBAC to incorporate extended contracts for faculty providing after school instructional opportunities to low performing students. Particular attention will be paid to differentiation that meets the needs of students with disabilities, economically disadvantaged students, students with disabilities, homeless and foster youth.	Improved performance on formative and summative assessments for struggling students. Three cycles of data informed tutoring by faculty in Primary Grades. Three cycles of data informed tutoring by certificated teachers in after school program for grades two through five.
1-5	Develop consistent specialized, year long interventions targeted towards low performing students through ongoing Coordination of Services. Academic support plans will be designed for all students identified through the COST process. Particular attention will be paid to differentiation that meets the needs of economically disadvantaged students, students with disabilities, homeless and foster youth.	Facilitate consistent COST meetings and supervise follow through on academic and behavioral support plans. Develop opportunities to include faculty in COST meetings. Provide appropriate training to classroom aides and Academic Intervention and Enrichment Consultant. Maintain Mental Health Intern Program.	Improved formative and summative proficiency outcomes. Consistent COST meetings and follow up with referring faculty. Ongoing development and consistent implementation of tiered supports.
1-6	Continue implementation of PBIS practices to include schoolwide positive behavior incentives, such as Peralta Pride tickets, as well as setting clear school wide expectations and consequences, to support our focal practices and monthly school assemblies with Graduate Profile Awards.	Facilitate monthly PBIS discussions at staff meetings.  Provide professional development opportunities for working with students with special behavioral needs.	Decreased office referrals. Increased student engagement in PBIS expectations.
1-7	Meet with each Kindergarten family prior to the start of the school year in order to support the transition by assessing student readiness for school and to inform placement in Kindergarten classrooms.	Create schedule and provide support for enrollment meetings with families. Reserve budget funds for consultant.	100% retention of Kindergarten families at the end of the first trimester.
1-8	Partner with Peralta Parent Teacher Group (PPTG) to provide classroom aides, VAPA teachers, and STIP subs to support both enrichment and differentiated instruction.	Bi-weekly meetings with PPTG chairs to co-lead the school community.	Positive school connection reports from families via CHKS. Ongoing development of fiscal and cultural partnership with PPTG.
1-9	Maintain ongoing communication with parents and caregivers regarding student progress and needs.	Facilitate Report Card Conferences two times per year.	Positive school connection reports from families via CHKS.



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

**School Priority ("Big Rock"):** Mathematics

**School Theory of Action:** If teachers, administrators and parents are knowledgeable about the culturally responsive and neurological characteristics that equate to high levels of math performance, if faculty are focused on teaching and learning grounded in math standards, the standards for mathematical practice, and the SBAC claims and target standards, if faculty and administrators participate in professional learning that includes analysis of student performance data, assessment protocols and instructional practice, they will be able to reflect on their individual and collective knowledge, adjust instruction based on the needs of students, and students will demonstrate higher levels of performance in Mathematics.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Student focused, meaningful, standards based classroom interventions that integrates whole and small group interventions for low performing students. Particular attention will be paid to differentiation that meets the needs of economically disadvantaged students, students with disabilities, homeless and foster youth, as well as supporting growth of GATE students.	Support use of STIP, Intervention Specialist, and Instructional Aide time specifically for supporting teachers in providing small group and individual intervention for their highest need students. Schedule time for aide training and mentoring with teachers.	Regular formative assessments used to provide data to inform differentiated instruction. Teachers using the aides to support classrooms while working directly with students in small groups and 1:1 providing direct, data-informed, interventions. Improved student outcomes as demonstrated by both formative and summative assessments.
2-2	PD focused on articulated strategies for in class small group intervention, effective use of classroom aides, differentiated math instruction, developing academic math language and fluency, and solving word problems.	Research and offer differentiated math professional learning for faculty.	Increased faculty confidence and developed differentiated math instruction toolkit. Improved understanding of articulation of math instruction across grade levels.
2-3	Develop and implement grade level appropriate strategies to deepen math fluency across grade levels.	Facilitate dialogue in Professional Learning about creative strategies for developing math fluency.	Students will demonstrate confidence and efficiency with multiple strategies and algorithms when solving complex problems in Math.

2-4	Focus on math standards, standards for mathematical practice, SBAC claims and target standards, academic math language, and working with word problems in PLC cycles of inquiry, lesson planning, and grade level data conferences twice annually.	Focus on math standards, standards for mathematical practice, and SBAC claims and target standards in PLC cycles of inquiry, lesson planning, and data conferences.	Improved proficiency scores on SBAC math and CEoU assessments.
2-5	Partner with Peralta Parent Teacher Group (PPTG) to create school wide math nights.	Access resources through the PPTG for a Math Speaker series at PPTG meetings including, but not limited to teacher stipends.	At least one Math night successfully completed with high percentage of parental engagement in 2019-20.

**District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum**

<b>School Priority ("Big Rock"):</b>	Literacy		
<b>School Theory of Action:</b>	If teachers, administrators, and parents are knowledgeable about the culturally responsive and neurological characteristics that equate to high levels of reading and writing performance, if they participate in professional learning that includes analysis of student performance data, assessment protocols and instructional practice, they will be able to reflect on their individual and collective knowledge, adjust instruction based on the needs of students, then students will demonstrate higher levels of performance in ELA.		
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
3-1	Instructional aides will help teachers in classrooms to support differentiated instruction for all students. Particular attention will be paid to differentiation that meets the needs of low performing African American, economically disadvantaged students as well as supporting growth of GATE students through small group and individualized instruction and Balanced Literacy approaches.	Assign resources in site/PPTG budget. Schedule time for aide training and mentoring with teachers.  Teachers and Aides will continue to work with Zaretta Hammond's <i>Culturally Responsive Pedagogy and the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically diverse Students</i> in Professional Learning with a focus on applying the Ready for Rigor framework in all classrooms.	Improved formative and summative proficiency outcomes. Teachers using the aides to support classrooms while working directly with students in small groups and 1:1 providing direct, data-informed, interventions.
3-2	Design and implement a student engagement reading survey that assesses "reader identity" as well as student engagement with genres and content of texts.	Work with faculty to design, deliver, and interpret the results of student reading engagement survey. Purchase books based on results of engagement survey.	Growth identified through student self-reflections on reading engagement surveys targeting student "reader identity" and engagement.

3-3	Incorporate NGSS practices in ELA instruction. In particular, analyzing and interpreting data, constructing explanations, engaging in argument from evidence, and obtaining, evaluating, and communicating information through use of non fiction texts.	Include non-fiction texts in classroom library updates.	Improved formative and summative proficiency outcomes.
3-4	Develop Literacy Interventions both during the school day and in the after school program.	Work with faculty and EBAC staff to develop data-based literacy interventions.	Improved formative and summative proficiency outcomes.
3-5	Continue to implement Digital Literacy curriculum and support engagement with relevant data and technology across grade levels to inform and support instruction.	Budget for additional 0.15FTE for EEIP/DTL.  Offer mid-year data conference release days for PLC review of data and focal students as well as ongoing planning.	Engagement with data in professional learning and cycles of inquiry. Increased faculty and student facility with using technology as a tool in the classroom.
3-6	Develop with Peralta Parent Teacher Group (PPTG) on school wide reading programs such as Peralta Book Clubs and I Love Reading Days.	Partner with PPTG and faculty to create these events.	At least one "I Love Reading" event each trimester.

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	Implement ELD standards based instruction for EL and RFEP students		
<b>School Theory of Action:</b>	If faculty focus intentionally on incorporating language development strategies consistent with ELD standards then academic language development outcomes will improve for all English Language Learners.		
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
4-1	Collaborate with English Language Learner and Multilingual Achievement (ELLMA) to develop ELD focused, standards based, core academic practices and instructional strategies given the low number of EL and Newcomer students on our campus.	Create opportunities for interfacing with ELLMA around classroom based strategies given our context. Incorporate this into our Professional Learning plan.	Improved outcomes for RFEP students on formative and summative assessments.
4-2	Partner with the Peralta Parent Teacher Group (PPTG) to access and support the small number of ELL families on the campus.	Create opportunities for interfacing with ELL families such as Coffee with the Principal and the annual Welcoming Dinner. Provide translation services at these events.	Increased engagement with ELL parents and caregivers at campus events, parent-teacher meetings, and other school based events.

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 145

School: Peralta Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	ASES	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Provided extended learning opportunities for supplemental instruction through the after school program.	145-1
\$37,500.63	Donations	STIP	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries		n/a	1.00	Support use of STIP, Intervention Specialist, and Instructional Aide time specifically for supporting teachers in providing small group and individual intervention for their highest need students. Schedule time for aide training and mentoring with teachers.	145-2
\$45,077.00	Donations	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	Support use of STIP, Intervention Specialist, and Instructional Aide time specifically for supporting teachers in providing small group and individual intervention for their highest need students. Schedule time for aide training and mentoring with teachers.	145-3
\$2,970.72	Donations	Subs	Goal 6: Parents and families are engaged in school activities.	1150	Certificated Teachers: Substitutes		n/a		Facilitate Report Card Conferences two times per year.	145-4
\$2,500.00	Donations	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional actions	145-5
\$8,727.00	General Purpose Discretionary	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional actions	145-6
\$30,000.00	General Purpose Discretionary	Student Support Specialist (MTSS)	Goal 2: Students are proficient in state academic standards.	5825	Consultants		n/a		Facilitate consistent COST meetings and supervise follow through on academic and behavioral support plans. Develop opportunities to include faculty in COST meetings. Provide appropriate training to classroom aides and Academic Intervention and Enrichment Consultant. Maintain Mental Health Intern Program.	145-7

\$1,547.26	LCFF Supplemental	Extended contract	Goal 3: Students are reading at or above grade level.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Develop Literacy Interventions both during the school day and in the after school program.	145-8
\$8,134.68	LCFF Supplemental	Attendance Clerk	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	1623	Attendance Specialist	0.235	Continue implementation of PBIS practices to include schoolwide positive behavior incentives, such as Peralta Pride tickets, as well as setting clear school wide expectations and consequences, to support our focal practices and monthly school assemblies with Graduate Profile Awards.	145-9
\$10,252.00	LCFF Supplemental	EEIP	Goal 1: Graduates are college and career ready.	4310	School Office Supplies	1889	Teacher Education Enhancement	0.15	Continue to implement Digital Literacy curriculum and support engagement with relevant data and technology across grade levels to inform and support instruction.	145-10
\$18,000.00	LCFF Supplemental	Mental Health Interns	Goal 5: Students are engaged in school every day.	5739	Mental Health Provider		n/a		Facilitate COST meetings and supervise follow through on academic and behavioral support plans. Develop opportunities to include faculty in COST meetings. Provide appropriate training to classroom aides and Academic Support Consultant. Maintain Mental Health Intern Program.	145-11
\$1,750.00	LCFF Supplemental	Midyear Data Conference Subs	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		Develop consistent specialized, year long interventions targeted towards low performing students through ongoing Coordination of Services. Academic support plans will be designed for all students identified through the COST process. Particular attention will be paid to differentiation that meets the needs of economically disadvantaged students, students with disabilities, homeless and foster youth.	145-12

\$2,000.00	LCFF Supplemental	Stipends: Instructional Leadership Team	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a	Student focused, meaningful, standards based classroom interventions that integrates whole and small group interventions for low performing students. Particular attention will be paid to differentiation that meets the needs of economically disadvantaged students, students with disabilities, homeless and foster youth, as well as supporting growth of GATE students.	145-13
\$2,068.06	LCFF Supplemental	Supplies	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		n/a	Support use of STIP, Intervention Specialist, and Instructional Aide time specifically for supporting teachers in providing small group and individual intervention for their highest need students. Schedule time for aide training and mentoring with teachers.	145-14



**STATE AND FEDERAL PROGRAMS**

**2018-2019**

**School Site Council Membership Roster – Elementary**

School Name: Peralta Elementary School

Chairperson : Gillian Bowley
Vice Chairperson: Ken Rice
Secretary: Rachel Latta

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Gillian Bowley				X
Ana Thomas		X		
Rachel Latta				X
Charlezetta Wilson			X	
Diane Colquhoan		X		
Natalie Ashby		X		
Ken Rice				X
Giselle Hendrie	X			
Sarah Selvidge				X
Kena Hudson				X

Meeting Schedule (day/month/time)	<b>TBD</b>
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**SSC Legal Requirements: (Ed. Code 52852)**

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

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