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Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Peralta Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 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)

- 2022-2023 School Plan for Student Achievement (SPSA) for Peralta Elementary School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Peralta Elementary School
CDS Code: 1612596002109
Principal: Shirley Clem
Date of this revision: 4/13/20

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

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

Contact: Shirley Clem
Address: 460 63rd Street
Oakland, CA 94609

Position: Principal
Telephone: 510-654-7365
Email: shirley.clem@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/13/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Peralta Elementary School

Site Number: 145

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

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/13/2022

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

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

Signatures:

Shirley Clem <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> 4/13/2022 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date
Tierney Freed <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> 4/13/22 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date
Kathleen Arnold <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> 5.5.2022 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> 5/6/2022 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/16/2021	Staff Meeting	Teachers review initial fall data on students
9/3/2021	Instructional Leadership Team	School data info reviewed. Planning for PD and implementing practices aligned to school goals.
9/13/2021	Staff Meeting	Initial ELA data analysis by grade level of iReady, Discussion of school needs (SEL & academic)
11/8/2021	SSC	SSC reviewed the 2021-22 School Plan and budget and received an overview of the SSC responsibilities
12/6/2021	SSC	SSC reviewed highlights from initial fall data analysis of district diagnostic and mastery tests conducted on iReady. Discussed school needs and current activities/initiatives aligned with goals.
Dec. 2021	SSC, Peralta Students, and Families	SSC launches School Climate Survey to gather input on students' experiences (social/emotional and academic)
1/1/2022	SSC	SSC received Peralta budget document for 2022-2023
1/6/2022	PPTG	PPTG Chairs discuss budget. Promissary note for 2 STIP staff given.
1/12/2022	SSC	SSC reviewed new budget one-pager for 2022-2023 and approved proposed budget.
2/1/2022	ILT	ILT reviews new SPSA draft and budget

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. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. 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.

2022-2023 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	\$211,983.77

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$21,180.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$59,660.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$211,983.77	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$211,983.77
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Peralta Elementary School

School ID: 145

School Description

Peralta Elementary, a small North Oakland school, is a California Distinguished School and a National Blue Ribbon Award School. We are committed to providing our community an integrated art learning focus. At Peralta, all children learn in an environment that is celebratory of their differences, rigorous in complexity, challenging, and joyful. We have partnerships with local museums, book stores and businesses that support all aspects of our program. Our student work is displayed in local hospitals, offices and even in the American Embassy in Moscow. Student work is available on the Alameda County website and on YouTube. Student thinking, creativity, and leadership are encouraged and evident in our 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 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.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	89%	<i>not available until Fall 2022</i>	94%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	84%	<i>not available until Fall 2022</i>	90%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	76%	<i>not available until Fall 2022</i>	86%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	71.7	n/a	<i>not available until Fall 2022</i>	77
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	60%	<i>not available until Fall 2022</i>	65%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	58.1	n/a	<i>not available until Fall 2022</i>	65
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	65%
CAST (Science) at or above Standard	All Students	71%	n/a	<i>not available until Fall 2022</i>	74%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-43.9	n/a	<i>not available until Fall 2022</i>	-20.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-11.5	n/a	<i>not available until Fall 2022</i>	10.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	38%	<i>not available until Fall 2022</i>	50%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-37.5	n/a	<i>not available until Fall 2022</i>	-22
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-29.1	n/a	<i>not available until Fall 2022</i>	-12.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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ELL Reclassification	English Learners	33%	10%	<i>not available until Fall 2022</i>	35%
LTEL Reclassification	Long-Term English Learners	0%	n/a	<i>not available until Fall 2022</i>	0%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	75%	82%	<i>not available until Fall 2022</i>	85%
Out-of-School Suspensions	All Students	1%	n/a	<i>not available until Fall 2022</i>	1%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	50%
Out-of-School Suspensions	Special Education Students	4%	n/a	<i>not available until Fall 2022</i>	1%
Chronic Absenteeism	All Students	2%	0%	<i>not available until Fall 2022</i>	1%
Chronic Absenteeism	African American Students	7%	2%	<i>not available until Fall 2022</i>	1%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	iReady Reading Diagnostic data show K at 69%, 2nd at 81%, 3rd at 82%, 4th at 68% and 5th at 78% in grade-level placement. Reading Mastery Tests showed strengths at 3rd grade with 59.7% proficient.	Peralta teachers provide focused, student-centered, arts-enriched quality Tier 1 instruction.

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Our COST team has met regularly to identify students who need academic, behavioral, and social/emotional support. Parents have also attended SSTs. We have been able to provide some Tier 1 and 2 small group instruction, therapist support, added calming corners to classrooms, and provided check-ins and 1:1 assistance for some of our kids in crisis. Tier 3 behavior plans and supports were added for our kids with special needs. Several of our kids who were in crisis are now able to participate productively in class with support.</p>	<p>Our teachers and staff work as a team to get to know each and every student at Peralta. Teachers put students first and have the mindset that every child can succeed and deserves the best support and care. Overall attendance at Peralta remains strong, although this year we have a high number of students on Independent Study or absent due to illness or quarantine.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Our mid-year School Climate survey showed a high percentage of Peralta students are happy (88%) and feel safe (92%) all and most of the time at school. There was a lower response for knowing school rules (76%), so we have relaunched PBIS in January, changed the school's lunch schedule and tightened up playground rules to improve safety and our ability to enforce routines. We are providing therapy, SSTs, and family grants from the PPTG to support identified kids in need. Peralta's staff are caring, flexible and working to help students with individualized behavior and support plans.</p>	<p>Peralta kids are overall well behaved; however, upon returning from Distance Learning, there is a belief by some students that some rules and school work are optional. The free food with excess packaging has caused distraction and waste on the yard. In November we launched a schoolwide recycling program to support student responsibility, and this has helped significantly. We are working to rebuild systems and an accountable school climate for all. We have some support staff at Peralta due to our PPTG and this year's ESSER funds.</p>

LCAP Goal 4: Staff Supports

Overall, Peralta's staff reflect the diversity of our student population. They are provided quality district and site professional development and collaboration time to grow in their craft. For professional development, we provided time to learn EL Education and plan for arts integration. Peralta's ILT is thoughtful to plan PD that models best practices, integrates the arts, and is responsive to teacher needs. Our latest PD feedback survey show 63.7% of teachers feel that our recent COI on Stewardship is "worthwhile and really valuable."

Peralta is a high performing school that has strong support from the community. As an arts integration school, we attract qualified, passionate, and hard working staff that believe in our enriched school programming. There is a high level of professionalism and leadership on our site.

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	<p>Peralta's Fall diagnostic data analysis revealed a larger percentage of students not at grade level than in past years (iReady: 109 kids 1 grade below, 20 kids 2 grades below, and 10 kids 3+ grades below), as well as a widened performance gap for those who had poor attendance and engagement in 2020-21. In particular, 1st grade seems to have been impacted the most, with the bulk of 1st graders scoring 1 grade below. iReady showed only 42% of 1st graders were in grade-level placement in the fall - 1st graders need foundational skills. 4th graders also had difficulty with finding supporting evidence on Reading Mastery tests. 5th grade had difficulty with adding and subtracting fractions with unlike denominators and word problems. The range of academic needs in each class has broadened, especially at upper grades. For example, at 5th grade some students are far above grade-level in reading (6th-11th grade level) while other students are far below (2nd grade level).</p>	<p>Lost instructional time in Distance Learning from 2020-21 has impacted student achievement in all areas. Reading and Math have been impacted, but also writing, as students have not shown stamina for writing longer pieces. Last year our most vulnerable students had attendance challenges, and focal students were not able to receive robust interventions via zoom. This year, it has been difficult to develop and maintain consistent intervention programs at Tier 2 and 3. There have been staffing challenges that have impacted schedules and direct services. Many 1st graders missed foundational reading skills last year as kindergartners. This needs to be prioritized.</p>
<i>LCAP Goal 2: Focal Student Supports</i>	<p>We created some small group intervention schedules and have a specialist supporting with SIPPS for focal students. Staffing shortages and staff absences have impacted our ability to keep supports and schedules consistent. Some of our focal students who need the most help have been absent. IEP assessments are delayed. AA students are still scoring lower than other subgroups in reading and math proficiency. (Mid-Yr Reading: 48.6% AA, compared to 56.3% Asian, 80% Multiple, and 75% White grade level; Fall Math: 13.6% AA at early on grade compared to 40% mid/above Asian, 43.1% Multiple, and 41.5% White)</p>	<p>COVID is impacting the attendance of both staff and students. Our more vulnerable populations have been impacted the most, including our Special Education and African American students and staff.</p>

<i>LCAP Goal 3: Student/Family Supports</i>	It is difficult to get the permission to provide social emotional support/therapy for some of our identified students.	Therapists were slow to start. We needed to build a room for them in order for them to be able to provide confidential services to students. This is now complete, and additional therapists are starting in January. We need parental permission to work with our kids.
<i>LCAP Goal 4: Staff Supports</i>	Although Peralta's staff is ethnically diverse, we have fewer teachers of color. We strive to be inclusive and support all staff during these very challenging times. We strategically build SEL, healing, and wellness into PD meetings.	There is a staff shortage at all levels this year. The pandemic has caused physical and emotional stress.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Peralta students have less access to district funding than their counterparts in OUSD and receive no federal funding through Title programs. This is mitigated by the strong support of the Peralta Parent Teacher Group. The PPTG traditionally provides funding for part time instructional aides, 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.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Peralta Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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.

1. Conditions for Student Learning - Build relationships: We provided professional development to support SEL that included using Sown to Grow data to respond to students with social emotional needs. We used district assessment data to identify Tier 1 and 2 needs, and to manage assessments for Tier 3 needs. We launched a School Climate Survey to determine school wide strengths and weaknesses. We updated and re-launched PBIS work. We conducted parent education via newsletters, parent conferences, and zoom meetings when needed. We are engaged in developing Stewardship to improve opportunities for student leadership.

2. Standards Based Instruction - Math PD, esp. for AA students: Several teachers have been working to improve students's ability to explain their mathematical thinking using rubrics and open tasks. We've collaborated to identify some standards that could use more practice and support. We've created some small group support based on data analysis. We have not had a lot of time for school wide professional development on math this year. We haven't been able to have the release time for teachers to see each other teach math.

3. Language and Literacy: We attended PD for EL Education to learn about Structured Literacy and how to engage students using Total Participation Techniques. We've spent PD time on learning how to include our Integrated Arts work with the new ELA materials. We have created literacy interventions using SIPPS for students.

4. Conditions for Adult Professional Learning: Our ILT meets twice a month to plan staff PD. Our first COI was about the new ELA program and integrated arts. Our second COI is about building school climate and culture through a Stewardship project at each grade level. We determined that this was a need since student behavior has been different since the return from distance learning. ILT collects feedback from staff via feedback surveys.

5. Conditions for English Language Learners: We are working to improve speaking and listening protocols...these are built into EL Education. We did not focus on GLAD strategies due to competing PD needs.

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

1. Conditions for Student Learning - Build relationships: Our SEL supports (therapists, MTSS coordinator, teacher check-ins, etc.) and Sown to Grow (screener) are helping us to support students during a tremendous time of need. We have a lot of work to do as the kids and community are experiencing stress and anxiety during the pandemic. We continue to monitor and provide support, and to work on re-building routines, structure, and positive accountability to boost school environment and relationships.

2. Standards Based Instruction - Math PD, esp. for AA students: Students show progress towards standards learning in math. We still have the math gap for AA students. We hope to offer Math PD next year with the new Math adoption.

3. Language and Literacy: Teachers are learning how to implement EL Education, Heggerty, and SIPPS. We have begun to collect data. SIPPS data show individual growth for students in SIPPS groups.

4. Conditions for Adult Professional Learning: ILT is continuing to plan PD. We had to cancel our January PD day due to Wellness Day. We are collecting data on Stewardship and making long-term plans based on current needs. PD feedback surveys show positive responses for our Wednesday sessions.

5. Conditions for English Language Learners: We have not had PD for GLAD practices; however, the EL Education program uses Total Participation Techniques which support EL learners. We redesignated 2 students this fall. We now have 16 ELs at our school.

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.

Next year we will continue learning how to best implement our new ELA programs (EL Education, Heggerty, SIPPS); however, we will not go forward to focus on GLAD strategies, but instead discuss best practices for EL students through using EL Education techniques. Next year we aim to go deeper with Math PD to promote Number Talks and learn about the newly adopted Math curriculum.

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?
Not applicable; this school did not receive Title I funds in 2021-22.				

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Peralta Elementary School

School ID: 145

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Multi Tiered Systems of Support

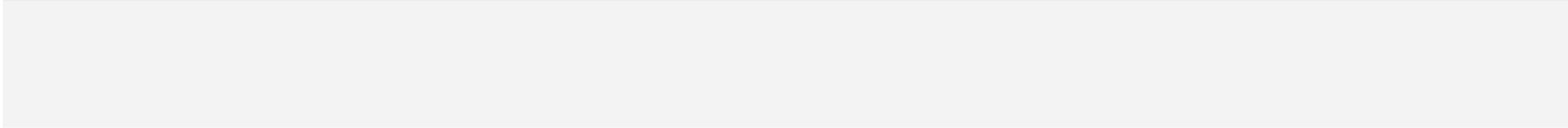
School Theory of Change: If resources are allocated to identifying high needs students and to providing services to meet their Tiered needs then struggling students will experience higher levels of success.

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

Students to be served by these actions: *All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Understand and support SEL competencies as embedded in the Peralta Graduate Profile	Partner with District SEL team to design Professional Development with ILT. Create SEL measures for key competencies. Therapist/counseling support for identified students with SEL needs. Culture & Climate/SEL committee.	SEL competency rubric. Positive Sown to Grow SEL data. Hiring Therapists/ Counselors and schedule of services. Schoolwide use of Tier 1 and 2 practices such as calming corners, buddy classrooms, and de-escalation techniques		Tier 1
1-2	Systematic use of assessment and COST system	Training and collaboration for OUSDForce and for using diagnostic, benchmark, and formative assessment data to identify student needs and monitor progress.	Increased achievement levels as measured by iReady. COST referral and tracking system data.		Tier 1 & 2

1-3	Caring School Communities, PBIS, and Restorative Practices, including addressing bias and developing mindfulness, positive communication practices, to ensure inclusive school climate, especially for high risk populations	Training for staff regarding CSC, PBIS, RJ and anti-bias practices. Explore opportunities for student leadership in this work.	Professional Development agendas and attendance. PD feedback survey data. 100% of staff will show evidence of implementation. 95% of faculty, staff, and students report understanding and experience of schoolwide expectations. Student led, peer-to-peer education projects.		Tier 1
1-4	Parent education and support for SEL.	Parent sessions for CSC, PBIS, and other topics as determined by parent needs via surveys and at PPTG meetings/events. Support learning through Back to School Night, school, classroom newsletters, Coffee with the Principal, PPTG meetings and events.	At least two parent sessions and weekly Schoolwide Morning Assemblies.		Tier 1
1-5	Focus on inclusion of all families and cultures by providing challenging topics and a variety of social experiences in CSC class meetings and throughout the curriculum. Build the diversity of our school and classroom libraries (cultural, ethnic, gender and sexual identity).	Partner with the PPTG to build book libraries and to support a family liaison through the MTSS structure. Include PD on SEL standards as they relate to increasing focus on diversity and anti-bias instructional practices.	Hiring of an MTSS Student Support Manager. Inclusive family events with high participation rates. Ongoing development of diverse classroom libraries.		Tier 1
1-6	Employ culturally relevant practices to support African American student success	Examine Culturally Responsive Teaching practices - Hammond work	Reduced URFs for AA students AA achievement data		Tier1



District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority:	Mathematics
School Theory of Change:	If faculty engage in ongoing professional learning around teaching and learning in Math, and pay particular attention to differentiation, progress monitoring of focal students, and vertical alignment of instructional practices across the grades, then students will experience growth in learning outcomes.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Implementation of new Math adopted curriculum that includes engagement in mathematical practices so students develop conceptual understanding alongside the use of multiple methods.	Math professional learning for the new curriculum and best instructional practices. Release time for teachers to observe and collaborate.	One cycle of professional learning specifically targeting use of new Math program and engaging students in mathematical practices.		Tier 1
2-2	Create open tasks (low floor/high ceiling) with multiple entry points as a differentiation practice.	Math professional development. Release time for teachers to see each other teach math.	One cycle of professional learning specifically targeting differentiation in math instruction based upon formative assessment.		Tier 1
2-3	Analyze performance for focal group students, provide strategic differentiated instruction and supports, monitor progress.	Ensure time for teachers to engage in collaborative data analysis and planning.	Data analysis reports, data conferences, and small group schedules. Coordinated use of instructional aides and volunteers.		Tier 1

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority:	Literacy
School Theory of Change:	If faculty are proficient at offering a Structured Literacy approach and creating integrated curriculum, and if resources are allocated to early identification and support of reading challenges for students, then students will experience higher literacy success.

Related Goal(s):		All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teaching with EL Education: Use best practices for reading complex texts, read-think-talk-write cycle, building knowledge and skills, analyzing characters, citing evidence, participation in TPT speaking-listening protocols, conversation cues, and creating authentic high quality work...	Hire TSA. Develop expectations and professional development for ELA: Continue PD and learning for EL Education. Collaboration time.	Professional learning cycle on EL with arts integration. Walkthrough observation evidence that show use of EL Education including All Block/Labs.		Tier 1
3-2	Structured Literacy: Strong Foundational Skills instruction at early grades that is explicit, systematic, and sequential.	Professional development for Heggerty and SIPPS, including analysis of formative assessment measures and support for instructional adjustments where needed. Collaboration time. Partner with central coordinators to support implementation.	Walkthrough observation evidence. Monthly SIPPS Mastery Test completion. Assessment data analysis.		Tier 1
3-3	Literacy interventions both during the school day and in the after school program in small, differentiated groups.	Partnership with EBAC for P.E. A.C.E. Development of classroom aide program.	Classroom schedules. Student assessment data.		Tier 1 & 2

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority:	Teacher driven and led professional learning
School Theory of Change:	If teachers are given the freedom and support to design and access professional learning directly related to individual and school wide goals then teacher morale will improve, collaboration will increase, and instructional practices will both become more aligned and centered on a broad range of student needs.

Related Goal(s):		Our staff are high quality, stable, and reflective of Oakland's rich diversity.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Collaboratively develop integrated, cross-sectional learning opportunities for students with a focus on anti-bias instruction and best practices for SEL, literacy, math, integrated art..	Instructional Leadership Team will design and deliver cycles of inquiry that look at academic, social emotional, integrated arts, anti-bias instruction. Dedicated PD time, sub release time. Support ILT with stipends.	Bi-monthly ILT meetings. Year long PD Plan. Attendance at twice monthly site PDs and once a month grade-level PLCs that include trimester data dives.		Tier 1
4-2	Collect reflective feedback on professional learning and adult learning needs.	Support a distributed leadership model that allows for integration of teacher feedback and identified needs as a driver of professional learning.	Weekly staff feedback and responsive ILT planning loop. Feedback show 100% of teachers report improving instructional practice due ot professional learning.		Tier 1

CONDITIONS FOR BLACK STUDENTS (instructions & resources)					
School Priority:		Achievement for African American students in math			
School Theory of Change:		If we provide strategic math instruction to support African American students who are not meeting grade-level benchmarks, will will accelerate growth to close the equity gap.			
Related Goals:		All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
Students to be served by these actions:		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	Analyze district diagnostic assessments to identify students needing interventions and specific areas for improvement	Provide time for structured data dives and collaboration to plan intervention	Data analysis pages		Tier 1
5-2	Create instructional support groups/structures for identified students	Schedule instructional support: STIP, Instructional Aides, Volunteers to help with differentiation and groups	Support schedules		Tier 1 and Tier 2
5-3	Monitor student progress and adjust instruction as needed	Use iReady formative math assessments to measure student understanding/ progress	Additional diagnostic testing with iReady, exit tickets and quizzes		Tier 1 and Tier 2
5-4	Ensure culturally relevant math pedagogy to specifically support the success of African American students	Connect new math program instruction with culturally relevant practices	Evidence of reflection and adjustments in Math COI work specifically for AA students		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	English proficiency and academic achievement				
School Theory of Change:	If teachers are using TPTs to engage students in accountable speaking and listening protocols, then academic language development will improve for all students, and, in particular for English Learner students.				
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Effectively use Conversation Cues and TPTs from EL Education: Employ speaking and listening protocols that will engage EL students and strategically build language skills.	ILT will engage staff in examining Conversation Cues and TPTs to use structured speaking and listening protocols to support EL students	EL Education walkthroughs show use of ELs participating in discussions. EL literacy data show growth.		Tier 1

6-2	Use Designated ELD lessons from EL Education	Partner with Academic and ELLMA department to provide professional learning and support for Designated ELD lessons	Walkthrough and observation. EL student literacy achievement and rcontinued reclassification.		Tier 1
6-3	Focus on inclusion of all families and cultures in classrooms through providing school-home communication in home languages.	Partner with the PPTG to assign resources to support a family liaison through the MTSS structure.	MTSS staff outreach log. Translated items as needed.		Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 145

School: Peralta Elementary School

Books	\$5,000	LCFF Supplemental	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Professional development for Heggerty and SIPPS, including analysis of formative assessment measures and support for instructional adjustments where needed. Collaboration time. Partner with central coordinators to support implementation.	145-1
Consultants	\$3,000	LCFF Supplemental	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Structured Literacy: Strong Foundational Skills instruction at early grades that is explicit, systematic, and sequential.	145-2
Copier Maintenance	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implementation of new Math adopted curriculum that includes engagement in mathematical practices so students develop conceptual understanding alongside the use of multiple methods.	145-3
Extended Contracts	\$8,180	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Ensure time for teachers to engage in collaborative data analysis and planning.	145-4
Prep/Enrichment Teacher	\$9,710	LCFF Supplemental	1105	Certificated Teachers' Salaries	1889	Teacher Education Enhancement	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Understand and support SEL competencies as embedded in the Peralta Graduate Profile	145-5
Substitutes for teacher release	\$4,242	LCFF Supplemental	1150	Certificated Teachers: Substitutes		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Partner with District SEL team to design Professional Development with ILT. Create SEL measures for key competencies. Therapist/counseling support for identified students with SEL needs. Culture & Climate/SEL committee.	145-6
Substitute Teacher Incentive Plan (STIP) Teacher	\$74,407	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8697	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Focus on inclusion of all families and cultures by providing challenging topics and a variety of social experiences in CSC class meetings and throughout the curriculum. Build the diversity of our school and classroom libraries (cultural, ethnic, gender and sexual identity).	145-7

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 145

School: Peralta Elementary School

Substitute Teacher Incentive Plan (STIP) Teacher	\$73,541	Parent Group Donations	1105	Certificated Teachers' Salaries		STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Training for staff regarding CSC, PBIS, RJ and anti-bias practices. Explore opportunities for student leadership in this work.	145-8
Substitute Teacher Incentive Plan (STIP) Teacher	\$75,732	Parent Group Donations	1105	Certificated Teachers' Salaries	6587	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Training for staff regarding CSC, PBIS, RJ and anti-bias practices. Explore opportunities for student leadership in this work.	145-9
Supplies	\$10,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	145-10
Supplies	\$1,950	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Math professional learning for the new curriculum and best instructional practices. Release time for teachers to observe and collaborate.	145-11
Unallocated	\$35,758	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Parent education and support for SEL.	145-12
After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	After School Contracts		After School Contracts		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	n/a	n/a	145-13



Strategic Resource Planning (SRP)

PERALTA ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	Tierney Freed
Vice Chairperson:	Vindu Goel
Secretary:	Rasheeda Johnson

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Shirley Clem	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	na
Shaniece Broach	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Anne Marie Miguel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Karen Famous	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Katherine Besocke	<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
Melinda Vargas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Jocelyn Wiener	<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
Rasheeda Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Allison Pique (alternate)	<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)	3rd Wednesday each month at 6:15 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