OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
              Allen Smith, Chief of Schools
              Vernon Hal, Senior Business Officer
              Ruth Alahydoian, Chief Financial Officer
              Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Peralta Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

  ➢ Title I Schoolwide Plan
  ➢ After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Peralta Elementary School.

**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School: **Peralta Elementary School**

CDS Code: 1612596002109

Principal: Rosette Costello

Date of this revision: 5/6/2016

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

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

Contact: Rosette Costello

Address: 460 63rd Street
Oakland, CA 94609

Position: Principal

Telephone: 510-654-7365
rosette.costello@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

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

☐ Title I Schoolwide Program	☒ Local Control Funding Formula (LCFF) Base Grant		
☐ Title I Targeted Assistance Program	☒ LCFF Supplemental Grant	☐ 21st Century	
☒ After School Education & Safety Program (ASES)	☐ LCFF Concentration Grant		

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:
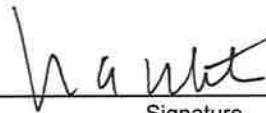
    Date(s) plan was approved: _____5/4/2016_____

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

☒ Fliers in students' home languages	☒ Announcement at a public meeting	☒ Other (Notices, Media Announcements, etc.)

Signatures:

Rosette Costello	_signature_	5/19/2016
Print name of School Principal	Signature	Date
Sephen Davis	_signature_	5/19/16
Print name of SSC Chairperson	Signature	Date
Kyla Johnson	_signature_	5/26/16
Print name of Network Superintendent	Signature	Date
Ruth Alahydoian	_signature_	5-26-16
Ruth Alahydoian, Chief Financial Officer	Signature	Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	*SSC*	*Shared rationale and overview of site plan.*
11/1/2015	*Students grades 6-7-8*	*Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.*
12/1/2015	*Instructional Leadership Team*	*Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.*
12/5/2015	*Faculty & SSC combined*	*Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.*
2/4/2016	*SPED Parent Engagement*	*Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.*

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
10/7/2015	Leadership Team and SSC	Site Plan and Budget Review with discussion of how to respond to student assessement data
11/4/2015	Leadership Team, SSC and Parent Group	Site Plan and Budget Updates
2/3/2016	Leadership Team, SSC and Parent Group	SPSA and Budget Priorities discussed to determine activites and strategies for 2016-17
3/2/2016	Leadership Team, SSC and Parent Group	Moving forward with Feedback re: SPSA and Budget
4/6/2016	SSC	Discussed SPSA/ budget and Focused Annual Plan. Motion made to approve SPSA with a unanimous vote to approve.

2016-2017 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant		TBD
… **General Purpose Discretionary #0000**	$55,195.25	
Local Control Funding Formula Supplemental Grant		TBD
… **LCFF Supplemental #0002**	$42,540.28	
Local Control Funding Formula Concentration Grant		TBD
… **LCFF Concentration #0003**	$0.00	
After School Education and Safety Program (FTE Only		TBD
… **ASES #6010**	$96,879.17	
TOTAL:	**$194,614.70**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program		TBD
… **Title I Resource #3010**	$0.00	
Title I, Part A: Parent Engagement Activities		TBD
… **Title I Resource #3010**	$0.00	
21st Century Community Learning Centers (FTE only)		TBD
… **Title IV Resource #4124**	$0.00	
TOTAL:	**$0.00**	**$0.00**

ABOUT THIS SCHOOL

School Description

Peralta is a small North Oakland school located on the Oakland-Berkeley border. The campus is rich with student artwork and beautiful gardens, a testimony to the commitment of staff and parents to create and maintain a welcoming, beautiful school for all students. Student artwork is also displayed beyond the campus, one example being the vinyl murals on Telegraph Avenue transit boxes. The projected enrollment for 2016-17 approaches 330 and we anticipate 13 teaching stations. Peralta has earned multiple Tite 1 Achievement Awards, and is the recipient of both California Distinguished School status as well as the National Blue Ribbon Award.

School Mission and Vision

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

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	**21st Century Skills: Graduate Profile Implementation**
Major Improvement Priority #2:	**Powerful Communication--Literacy and Integrated Learning**
Major Improvement Priority #3:	**Linked Learning**

MAJOR IMPROVEMENT PRIORITY #1:   21st Century Skills: Graduate Profile Implementation

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Students are developing as problem solvers with a can-do attitude.	Completion of task can be a challenge to a range of students across all skill levels.
Overall, student performance is solid in high stakes testing.	Specific sub-groups, LPRG and LI, demonstrate an achievement gap in SRI as well as SBAC assessments.
	Students evidence a drive to be "correct" rather than to explore and learn.

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

The school is continually working toward building a cohesive learning environment for students and adults that emphasizes 21st Century Skills.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Working within a culture that has emphasized measuring discrete skills as an indicator of competence and that values test performance over 21st century skills such as emphasized in the Graduate Profile.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal *(required)*	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Students will develop as critical reflective learners, positively collaborating, completing projecst/tasks,and powerfully communicating (speaking, writing, art).	SBAC ELA	African- American Students	41.4% Met/Exceeded	45% Met/Exceeded	51.4% Met/Exceed	1: Graduates are college and career ready.
Goal Area	Related Sub-Goals *(optional)*	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	Students will be powerfully engaged in learning, as evidenced by positive behavior, attentiveness and academic performance.	SBAC ELA	Low- Income Students	56.8% Me/Exceeded	58% Met/Exceeded	66.8% Met/Exceed	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority:	***Develop and implement grade level specific questions students will use to reflect on their perfomance and engagement that align with select components of the Graduate Profile.***

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices *People I Teams I Time I Resources*
Begin a school wide instructional thrust to define the Graduate Profile components and alignment within common core units	Implement staff inclusive reflection sessions to build and strengthen common understanding and define grade level cluster identifiers of effective practice within the profile components.	Create schedules, provide release time and resources that will provide the opportunity to identify Graduate Profile alignment with Common Core.
Begin to learn about Create California, A Blueprint for Creative Schools and explore alignment with the Graduate Profile.	Work with staff and collaborators to faciliate building a common understanding of this blueprint.	Identify and use consultant services for expanding staff understanding and modeling in-class integration units.
Promote social-emotional learning, extending what we do to include additional strategies such as Growth Mindset, that develop student efficacy with acute attention to target students.	Utilize staff expertise and best practices to expand staff knowledge and implementation of this program.	Create schedules, provide research and other materials.
Begin to explore ways to offer students more authentic learning opportunites as well as after school and off-site learing opportunities.	Collaboratively explore, determine and implement more opportunities for personalized learning and off site learning excursions.	Provide release time, align budget to include technology, extended contracts, assemblies and study tours.
Determine and provide student performance driven interventions.	Monitor intervention effectiveness.	Consultant support for data analysis and intervention.
Grade levels will identify specific Graduate Profile targets and develop questions that students will use to reflect on their engagement and performance.	Engage staff in effective PD with agendas and minutes.	Align schedules, provide release time and consultant resources to support to this work.
Conferencing with families that include student performance with the profile components.	Provide timely family communication and solicit parent training ideas.	Align budget and facilitate parent communication effectiveness. Provide substitute release time.
Explore a range of Assessment Strategies and Applications such as Making Learning VIsible, Studio Habits of Mind, Rubrics and Portfolios.	Identify consultant supports and resources.	Consultants and Art Lead team will plan and support all aspects of implementing these practices. Align budgets with resource needs such as materials, release time, consultant support, copiers and study tours.

Integrate Learning Habits of Mind with instructional practice	Identify consultant supports and resources.	Consultants and Art Lead team will plan and support all aspects of implementing these practices. Align budgets with resource needs and substitute support.
Teaching Artist and Classroom teacher develop and implement projects that are aligned with VAPA goals and Common Core.	Identify consultant supports and resources.	Provide Consultant support and resources for Teachers PD and capacity building. Consultant support will include integrating an art focus to all areas of the curriculum, aligning with common core, developing and providing integrated art activities for students and opportunities for students to contribute art experiences and connections with the community.
TGDS full implementation including obervations and counsults.	Support effective TDGS process implementation	Align schedules and budgets to include stipends and sub release time to support TGDS observations and alt observer consults.

MAJOR IMPROVEMENT PRIORITY #2: Powerful Communication--Literacy and Integrated Learning

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2

Student Performance Strengths	Student Performance Challenges
Overall, SBAC scores rank as some of the highest in the district.	Achievement gap is evident across subgroups.

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

SBAC scores in both Math and ELA are both ranked 5 in SPF,however an achievement gap is evident with both African American and FRLP students. SBAC ELA performance,for example, shows 42% of African American students scoring in the Standard Met/Exceeded ranges as compared to 92%of our highest scoring subgroup.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Practices to encourage and support investment in learing may need to become more precisely identified and consistently implemented across all grades. Is calibration of intervention timely and effective?

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal

Academic Domain	There will be evidence of closing the achievement gap with SBAC performance.	SBAC ELA	Low- Income Students	56.8 % Met/Exceeded	60% Met/Exceeded	66.8% Met/Exceed	1: Graduates are college and career ready.
Goal Area	**Related Sub-Goals** *(optional)*	**Related Indicator**	**Focal Student Group**	**2014-2015 EOY Baseline**	**2015-2016 EOY Target**	**2016-2017 EOY Target**	**Related LCAP Goal**
Academic	Af American Student performance on F/P will evidence closing the achievement gap.	F&P	African- American Students	62.5% Met/Exceeded	72.5 % Met/Exceeded	74% Met/Exceeded	3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

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

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices *People l Teams l Time l Resources*
Provide intervention supports for targeted students Low-performing, ELL students and GATE students. Intentional focus on the needs of homeless and foster youth.	Data conferences each trimester focusing on literacy achievement with specific attention to ELL , AAM students and GATE students.	Consultants are used to analyze data, identify enhanced instructional strategies to meet the diverse needs of target students, develop curriculum, provide intervention, and develop effective parent communication formats. Teacher realease time for collaboration. Mentor support for ongoing targeted interventions.
Identify Professional development targets driven by self-assessments of balanced literacy implementation needs in all classrooms.	Review interim progress reports, monitor timeliness of SST's.	Schedule alignment to include sub support and consultants.
Spring and summer meetings with incoming kindergarten families include discussions about literacy goals and strategies. All incoming students have readiness inventories.	Supports the capacity of staff to learn and model new learing for each other.Recognize and utilize common assets as a foundation for persistence as well as individual and collective growth.	Align professional development with staff needs, using evidence to assess, adjust and align resources to meet challenges. Consultant support will be used to support balanced literacy implementation.
Align after school resources to adequately provide extended learning time for target students, including foster youth that supports academic language development.	Co-ordinate with academic liasion to ensure common understanding of student needs is shared with afterschool staff.	After school/School daystaff collaboration
Regularly determine the adequacy of leveled libraries to provide appropriate books for students.	Monitor library resources.	Align budget

Develop and implement thematic, integrated units of study in all grade levels and begin to contextualize the use of portfolios for additional student performance data information.	Monitor the effectiveness of classroom libraries to meet student needs. Identify supporting study tours and assemblies and align budgets appropriately.	Provide assembly resources, study tours, adequate materials/supplies,copier resources, computers and media technologies.
Schedule regular parent conferences to discuss student progress; survey the need for parent training evenings.	Monitor the frequency and effectiveness of efforts to inform parents about student progress.	Align budget to provide substitute release time for parent conferences, assessment and collaboration. Consultant assistance will be used to develop and implement parent engagement strategies for target students.
Ongoing data analysis will direct instruction, intervention and grade level alignment of curriculum targets.	Participate and monitor student performance data and instructional targets.	Align budget to provide substitute release time for data analysis and collaboration. Consultant assistance will be used to develop and implement parent engagement strategies for target students.
Learners, Newcomers (if relevant), and GATE Students (at least one practice that supports each group)	Priorize data review and application of findings to instuction. Seek sources of information about the impact of race, class and poverty as shapers of student needs and performance.	STIP sub support will prioritize assessment, collaboration and intervention. Consultant support will be used for data analysis.
Implement timely Student Success Team meeetings.	Ongoing check ins about student progress and parent communication.	Align budget for substitue support.
Teaching Artist and Classroom teacher develop projects that are aligned with VAPA goals and Common Core.	Identify consultant supports and resources.	Provide Consultant support and resources for Teachers collaboration such as release time and extended contracts.
Integrate Learning Habits of Mind with instructional practice while exploring a range of assessment strategies and applications such as Making Learning Visible, Studio Habits of Mind, Rubrics and Portfolios.	Identify consultant supports and resources.	Consultants and Art Lead team will plan and support all aspects of implementing these practices. Align budgets with resource needs and substitute support.
Explicitly model and name academic language. Provide scaffolds for EL and traget students to access high level questioning responses.	PD agendas and materials	Provide Consultant support, extended contracts and release time for site-generated PD.
Opportunities, instruction and support are provided to apply new language.	Observation notes and PD documents.	Staff PD
Access to complex text and writing supports will be in place for all students, including ELL and target studetns	Observation notes and PD documents.	Staff PD
DOK questioning hierarchy will intentionally be applied to lessons.	Observation notes and PD documents.	Staff PD

MAJOR IMPROVEMENT PRIORITY #3:   Linked Learning

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
Overall, SBAC scores rank as some of the highest in the district.	Achievement gap is evident across subgroups.
	Difficult to identify most effective ways of using linked learning to address individual needs and integrate with the curriculum

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Difficult to identify most effective ways of using linked learning to address individual needs and integrate with the curriculum

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Excessive time demands generated by testing. PD presently does not provide a strong technology foundation. Using linked learning to expand art integration is still at a basic stage of implemention.

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	The percent of students scoring proficient or above on the SBAC Math will increase 5 percentage points each year.	SBAC Math	African- American Students	48.3% Met/Exceeded	50% Met/Exceed	58.3% Met/Exceed	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority:	*Research effective models of linked learning and determine how they can be adapted to this site. Consider specific grade levels for piloting the models.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices *People l Teams l Time l Resources*
Research different models of linked learing that can support our art integrated program and provide more personalized learning opportunities for students.	Provide direction and support for research inquiries.	Consultant support will be used to lead this inquiry.

Use linked learning and personalized learing to meet the varied needs of ELL, low performing and GATE students.	Monitor the use of linked learning and personalized learing to meet the varied needs of ELL, low performing and GATE students.	Budget will be aligned to provide release time for professional development and site visits.
Provide specific Kinder Transition Programs that target literacy.	Monitor implentation of early literacy programs.	EEIP support to facilitate equitable access to technology resources for students and staff
Self-assess to determine professional development needs..	Align professional development to address indicated needs.	Align budget appropriately and provide tech support for early literacy targets.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$96,879.17	After School Education & Safety (ASES)	Work with lead agency to align budget and resources.	Align after school resources to adequately provide extended learning time for target students, including foster youth that supports academic language development.	A1.6: After School Programs	5825	n/a	n/a	n/a	145-1	145
$5,000.00	General Purpose Discretionary	Stipends for TDGS and other instructional supports	TGDS full implementation including obervations and counsults.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	145-2	145
$6,500.00	General Purpose Discretionary	Release time for TGDS implementation/peer observations/conferencing/data analysis and off site conferences.	Conferencing with families that include student performance with the profile components.	A6.5: Academic Parent-Teacher Communication & Workshops	1150	n/a	n/a	n/a	145-3	145
$16,478.50	General Purpose Discretionary	Materials,supplies and transport tickets to support all aspects of instruction and study tours.	Provide assembly resources, study tours, adequate materials/supplies,copier resources, computers and media technologies.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	145-4	145
$25,452.00	General Purpose Discretionary	Consultant support for data analysis, lesson design and intervention, to provide coaching to classroom teachers and professional development focused on Graduate Profile: using visual arts to teach 21st skills	Provide Consultant support and resources for Teachers PD and capacity building. Consultant support will include integrating an art focus to all areas of the curriculum, aligning with common core, developing and providing integrated art activities for students and opportunities for students to contribute art experiences and connections with the community.	A2.5: Teacher Professional Development for CCSS & NGSS	5825	n/a	n/a	n/a	145-5	145
$1,764.75	General Purpose Discretionary	Assemblies will support aspects of integrated instruction.	Provide assembly resources, study tours, adequate materials/supplies,copier resources, computers and media technologies.	A6.5: Academic Parent-Teacher Communication & Workshops	5828	n/a	n/a	n/a	145-6	145
$10,429.29	LCFF Supplemental	Teacher support for student access and mastery to a range of technology.	EEIP support to facilitate equitable access to technology resources for students and staff	A3.1: Blended Learning	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0019	0.1	145-7	145
$6,000.00	LCFF Supplemental	Release time for TGDS implementation/peer observations/conferencing/data analysis and off site visits.	Implement staff inclusive reflection sessions to build and strengthen common understanding and define grade level cluster identifiers of effective practice within the profile components.	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	145-8	145
$10,000.00	LCFF Supplemental	Academic mentor supports for all aspects of SEL and Academic development.	Provide intervention supports for targeted students Low-performing, ELL students and GATE students.	A3.2: Reading Intervention	2928	n/a	n/a	n/a	145-9	145
$110.99	LCFF Supplemental	Literacy based materials to support leveled libraries.	Regularly determine the adequacy of leveled libraries to provide appropriate books for students.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	145-10	145
$16,000.00	LCFF Supplemental	Consultant support for data analysis, lesson design and intervention, to provide coaching to classroom teachers and professional development.	Consultants are used to analyze data, identify enhanced instructional strategies to meet the diverse needs of target students, develop curriculum, provide intervention, and develop effective parent communication formats. Teacher realease time for collaboration. Mentor support for ongoing targeted interventions.	A2.8: Data & Assessment	5825	n/a	n/a	n/a	145-11	145
$9,178.07	Measure G (TGDS)	TGDS observation, conferencing support, peer observations as well as release time for conferencing, planning and other collaborative activities.	Implement staff inclusive reflection sessions to build and strengthen common understanding and define grade level cluster identifiers of effective practice within the profile components.	A6.5: Academic Parent-Teacher Communication & Workshops	n/a	TEACHER STIP	TCSTIP0602	0.3	145-12	145
$530.00	Measure G (TGDS)	Exended Contract for afterschool literacy tutorial.	Align budget appropriately and provide tech support for early literacy targets.	A1.6: After School Programs	1120	n/a	n/a	n/a	145-13	145
$8.38	Measure G (TGDS)	Materials,supplies and transport tickets to support all aspects of instruction and study tours.	Provide assembly resources, study tours, adequate materials/supplies,copier resources, computers and media technologies.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	145-14	145
$6,118.72	Program Investment	TGDS observation, conferencing support, peer observations as well as release time for conferencing, planning and other collaborative activities.	Explore a range of Assessment Strategies and Applications such as Making Learning VIsible, Studio Habits of Mind, Rubrics and Portfolios.	A3.4: Teacher Professional Development focused on Literacy	n/a	TEACHER STIP	TCSTIP0602	0.2	145-15	145
$6,961.28	Program Investment	Materials,supplies and transport tickets to support all aspects of instruction and study tours.	Provide assembly resources, study tours, adequate materials/supplies,copier resources, computers and media technologies.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	145-16	145

Peralta – Parent Compact 15-16

Peralta School and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2015-16 school year.

<u>School Responsibilities</u> – Peralta will:

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:**
- *We will set high standards for all.*
- *We will welcome you and treat you with respect as a partner in your child's education.*
- *We will respond in a timely manner to your request for information.*
- *We will regularly share with your child's concerns and progress.*
- *We will provide motivation and interesting learning experiences.*
- *We will use teaching methods and materials that work best for your child.*
- *We will regularly assign your child homework.*
- *We will help you support your child's educational needs.*

2) **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**
Historically, for the first two grading periods, report card conferences are required for all students. This, however, is dependent on the availability of funding. During these conferences, the compact is discussed.

3) **Provide parents with frequent reports on their children's progress.**
Teachers are available to discuss student progress regularly. Daily Progress reports are used as warranted and the first two report card conferences have been required. This is contingent on funding.

4) **Provide parents reasonable access to staff.**
The staff is available by appointment.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
School parents may volunteer and participate in classroom activities as pre-arranged by the teachers. Parent observation can be at any time, although there is an observation protocol that we implement.

<u>Parent Responsibilities</u> –
We, as parents will support our children's learning in the following ways:
Describe the ways in which parents will support their children's learning, such as:

(13)

- *I will encourage my child's learning and success in school, by doing the following:*
- *I will send my child to school on time every day.*
- *I will make sure that my child gets adequate sleep and has a healthy diet.*
- *I will provide a quiet place and time for my child to do homework, and I will review the homework.*
- *I will promptly respond to messages from my child's school.*
- *I will attend Back to School Night, Parent-Teacher-Student Conferences, Open House, and other school events.*
- *I will help my child's school however possible and read with my child every day.*
- *I will endeavor to participate in the total school program and ask for assistance if I need it.*
- *I will follow rules and procedures established by the district and my child's school.*
- *I will limit the amount of screen time for my child.*

Student Responsibilities –

We, as students, will share the responsibility to improve out academic achievement and achieve the State of California's academic standards. We will:

Describe the ways in which students will support their academic achievement, such as:

- *I know the Peralta Pledge*
- *I will come to class on time every day.*
- *I will come to school ready to learn.*
- *I will follow school rules, always show respect and be responsible for my behavior.*
- *I will be a cooperative learner.*
- *I will ask for help when I need it.*
- *I will carry information between school and home.*
- *I will return my completed homework time.*
- *I will read at home at least 20 minutes every day.*

Student Signature_____

Parent Signature_____

Teacher Signature_____

We make a commitment to work together to carry out this agreement.

Signed on this_____ day of_____, 20____.

Vntt with 9/19/15

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School Parental Involvement Policy   2015-16

Involvement of Parents in the Title I Program
Peralta Elementary agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Building Parent Capacity for Involvement
Peralta Elementary engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
   Peralta has the Annual Title 1 Meeting in the fall. In addition, SSC notification is timely and extends a welcome to all parents since all aspects of the school plan, especially Title 1.

2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:

   - The State of California's academic content standards
   - The State of California's student academic achievement standards
   - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
   - Academic proficiency levels students are expected to achieve
   - The requirements of the Title 1 Program
   - How to monitor their child's progress

- *The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.*
- *The school will notify parents about the School Parental Involvement Policy and academic standards in an understandable and uniform format and, the extent practicable, will distribute this policy to parents in a language the parents can understand.*
- *The school will make the School Parental Involvement Policy available to the local community.*
- *The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.*
- *The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.*

3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

- *Providing parents the Parent Involvement Policy, school-parent compact, Parents' right to know, all student achievement results, non-qualified teacher notification and timely notice of all meetings including Title 1 meeting.*
- *That their child's school participates in Title 1*
- *About the requirements of Title 1*
- *Of their rights to be involved*
- *Of their right to participate in the development of the District's Title 1 Plan*
  Information is made available at the Annual Meeting
- *About their school's participation in Title 1*
  The Annual Title 1 meeting is held at a convenient time for parents/care-givers. All effort is made to align meeting days with other site council meetings and parent meetings, for the convenience of parents. Parents are informed with time written communication and phone calls are also utilized.

4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

- *Ongoing staff and SSC planning, review and improvement of the Title 1 Program*

5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

- *Information about School activities that support the diverse needs of parents, including Title 1 parents is distributed in a wide variety of formats.*
- *Diversity/Unity Committee Meetings explore strategies to increase the effectiveness of involving all parents and increasing the participation of Title 1 parents.*
- *Teachers, staff and parents determine activity times and dates that support parental involvement of all members including Title 1 parents.*
- *Follow up communication supports full participation of Title 1 parents in academic and affective focused site conferencing.*

6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

- *The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.*
- *The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.*

7) Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

1) *Peralta Elementary* will convene an annual Title I meeting to inform parents of the following:
   - That the school participates in the Title 1 Program
   - How the school implements the Title I Program
   - The requirements of the Title 1 Program
   - The parents' right to be involved
   - The parents' right to participate in the development of the District's Title 1 Plan

School-Parent Compact

Peralta Elementary has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and

students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

Meetings held on: September 9, 2015

This policy was adopted by the Peralta School Site Council on Sept. 9th, 2015and will be in effect for the period of 2015-16.. The school will make this policy available to all parents of participating Title 1, children on or before October 30th . It will be made available to the local community on or before October 30th . The Peralta's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand. The 15-16 policy will be discussed, modified and adopted in fall 2016

_____
(Principal's signature)

9/9/15
(Date)

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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Site Council Membership Roster – Elementary

School Name: _____   **School Year:** _____

Chairperson :	Vice Chairperson:
Secretary:	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.

Meeting Schedule (day/month/time)	

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

*Please submit nominees' contact information to raquel.jimenez@ousd.org for participation in district elections.