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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Peralta Elementary School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

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

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Peralta Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Peralta Elementary School
CDS Code: 1612596002109
Principal: Giselle Hendrie
Date of this revision: 5/12/2020

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

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/12/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Peralta Elementary School

Site Number: 145

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

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

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

Date(s) plan was approved: MAY 12, 2020

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

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

Giselle F. Hendrie

Principal

ROBERT DAVES, M.Ed.

SSC Chairperson

Kathleen Arnold

Network Superintendent

Lisa Spielman Lisa Spielman

Director, Strategic Resource Planning

Jody London

Jody London
President, Board of Education

Signature

Signature

Signature

Signature

May 12, 2020

Date

MAY 13, 2020

Date

June 5, 2020

Date

6/30/2020

Date

8/27/2020

Kyla Johnson-Trammell
Kyla Johnson-Trammell
Superintendent and
Secretary, Board of Education

2020-21 SPSA ENGAGEMENT TIMELINE

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

Site Number: 145

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 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	\$181,409.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$21,060.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$45,900.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$181,409.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$181,409.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School:** Peralta Elementary School**School ID:** 145**School Description**

Peralta Elementary, a small North Oakland school, is a California Distinguished School and a National Blue Ribbon Award School. We are committed to providing our community an integrated art learning focus. At Peralta, all children learn in an environment that is celebratory of their differences, rigorous in complexity, challenging, and joyful. We have partnerships with local museums, book stores and businesses that support all aspects of our program. Our student work is displayed in local hospitals, offices and even in the American Embassy in Moscow. Student work is available on the Alameda County website and on YouTube. In addition, we have developed a unique Intergenerational Project in which our students visit a local senior day care facility and do art projects with the senior residents. Student thinking, creativity, and leadership are encouraged and promoted as is evident in the child-centered campus through arts and gardening. Peralta takes pride in our strong sense of community among students, families, and the Oakland community.

School Mission and Vision

The Peralta School Community works collaboratively to maintain the highest standards for ourselves as we support our individual and collective growth through an arts integrated habits of mind approach to teaching and learning. Peralta is our name and learning is our game!

We believe that integrated art learning experiences offer all children a rich learning environment that is celebratory of differences, rigorous in complexity and joyful. We create curricula and learning experiences that meet the range of all students' needs, builds student voice, enhances self esteem and confidence, while developing a problem solving can-do learner stance. We use art integration to develop intellectual character, deepen subject matter understanding and to help students to invest in their world. Our work challenges students to become metacognitive, independent learners who embrace a growth mindset while developing 21st Century skills.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Arts integration and the graduate profile with an emphasis on SEL and critical thinking skills. Awareness of teaching to multiple intelligences. Strong reading skills amongst students. High quality, teacher driven curriculum.	Guided reading. Balanced Literacy. High expectations and high quality curriculum. Careful hiring of passionate, engaged teachers. Grade level and across grade collaboration. Small school. Incorporation of technology training for students in Gr2-Gr5.

<i>Focal Student Supports</i>	Differentiated instruction. Small group instructions. Open tasks with multiple entry points. Academic Support Manager using discretionary funds. Strong MTSS including therapy, classroom aides, yard coordination, PBIS, after school intervention with credentialed teachers.	Understanding how to do differentiated instruction through professional development. Strong PTO support. Strong communication between Academic Support Manager and classroom teachers. Using a variety of strategies to support differentiated instruction, e.g. technology, flexible seating, teacher aides.
<i>Student/Family Supports</i>	High conference attendance. Good school-home communication. High level of family engagement. Community events throughout the year. Incorporation of gardens into the curriculum.	Strong PTO management. Strong teacher-parent communication. Strong principal-parent communication. Responsive faculty and staff. Focus on maintaining institutional knowledge. Parents with flexible schedules. Inclusive school culture.
<i>Staff Supports</i>	Meaningful, responsive and inspiring PD led by ILT. Respect and support for teacher academic freedom to be creative and collaborative. Classroom instructional aides.	Culture of teacher autonomy, trust, and invested faculty and staff. Institutional knowledge. Student family supports.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Intervention in early grades. Meeting the academic needs of AA students. Higher order critical thinking across the curriculum. Under developed listening, engagement, persistence, and SEL regulation in students.	Need for opportunities for faculty to collaborate and develop curriculum that serves high needs students. Need for training and support for effective implementation of Caring School Community and PBIS around schoolwide SEL.
<i>Focal Student Supports</i>	Intervention in early grades. Challenges with social and emotional regulation/management on the yard.	Limited funding for support staff and programs for intervention. Lack of clear structure for conflict resolution on the yard. Need for schoolwide policies for transitions.
<i>Student/Family Supports</i>	Isolation of AA families in the community.	No staff available to focus on family engagement. Lack of diversity amongst the staff. Lack of diversity in programs used to support AA families and students.
<i>Staff Supports</i>	Time for collaboration. Excessive testing that does not inform instruction. High faculty turnover. Not enough classroom aide support.	Lack of funding for aides. Time to collaborate with aides.

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	All students graduate having developed skills in the six tenets of the Peralta Graduate Profile: Collaboration, Creative Inquiry, Engagement & Persistence, Critical Thinking, Communication, and Stewardship.
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Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	60.7%	n/a	100.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	84.9%	n/a	100.0%

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	71.7	n/a	105.00
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	50.9%	n/a	60.0%

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

SBAC Math	All Students	+15 points DF3	58.1	n/a	95.00
CAST (Science)	All Students	TBD	70.7%	n/a	80.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	African American students will continuously grow toward meeting or exceeding standards in ELA and Math.
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Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-43.9	n/a	50.0
SBAC ELA	African-American Students	+20 points DF3	-11.5	n/a	30.0

Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	6.1%	n/a	0.0
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
SBAC Math	Students with Disabilities	+20 points DF3	-37.5	n/a	0.0
SBAC Math	African-American Students	+20 points DF3	-29.1	n/a	0.0
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	20.0%	n/a	-%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	n/a	n/a	-%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023:		All families and students feel connected to the community and are aware of schoolwide practices that support student health, safety and engagement. All faculty and staff are aware of, and consistently practicing, protocols to support implementation of schoolwide expectations.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	85.6%	n/a	95.0%
Suspensions	All Students	-2pp	1.2%	n/a	1.0%
Suspensions	African-American Students	-2pp	4.1%	n/a	1.0%
Suspensions	Students with Disabilities	-2pp	3.8%	n/a	1.0%
Chronic Absence	All Students	-2pp	10.9%	n/a	5.0%
Chronic Absence	African-American Students	-2pp	13.0%	n/a	5.0%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:		Instructional Leadership Team will design and implement high quality professional learning for faculty. Staff meetings will be consistently used to develop school wide culture as well as common practices around schoolwide SEL expectations. 85% of faculty, staff, and students will know the schoolwide expectations and be practicing SEL competencies in the classroom and on the campus.			
Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Faculty PD Surveys	All Teachers	TBD	n/a	n/a	85.0%
PBIS & SEL Surveys	Faculty, Staff, Students	TBD	n/a	n/a	85.0%

1D: IDENTIFIED NEED

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

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

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Peralta students have less access to district funding than their counterparts in OUSD and receive no federal funding through Title programs. As a result, Peralta students do not receive the levels of academic or social/emotional support that other schools in OUSD and across the state have access to.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Peralta Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: ELA	
Theory of Change:	If teachers, administrators and parents are knowledgeable about the culturally responsive and neurological characteristics that equate to high levels of math performance, if faculty are focused on teaching and learning grounded in math standards, the standards for mathematical practice, and the SBAC claims and target standards, if faculty and administrators participate in professional learning that includes analysis of student performance data, assessment protocols and instructional practice, they will be able to reflect on their individual and collective knowledge, adjust instruction based on the needs of students, and students will demonstrate higher levels of performance in Mathematics.
Related School Goal:	All students continuously grow towards meeting or exceeding standards in English Language Arts.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We read from Hammond's Culturally Responsive Teaching, hired aides, partnered with PPTG to offer a book fair and to purchase new books to support curriculum around AA Folklore. Purchased non fiction texts for the library. Using integrated curriculum and teaching for understanding in order to increase vocabulary and reading comprehension.	
What evidence do you see that your practices are effective?	
Student reading levels are improving across grades as evidenced by F&P assessments.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
N/A	
19-20 Standards-Based Instruction Priority: Mathematics	
Theory of Change:	If teachers, administrators and parents are knowledgeable about the culturally responsive and neurological characteristics that equate to high levels of math performance, if faculty are focused on teaching and learning grounded in math standards, the standards for mathematical practice, and the SBAC claims and target standards, if faculty and administrators participate in professional learning that includes analysis of student performance data, assessment protocols and instructional practice, they will be able to reflect on their individual and collective knowledge, adjust instruction based on the needs of students, and students will demonstrate higher levels of performance in Mathematics.
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Math.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Individual teachers sought out Math professional development around creating open tasks, academic discussions, and differentiation. They then brought some of these ideas to on campus professional learning. Some teachers are developing math curriculum to include these in current practice. We chose to focus our weekly faculty professional learning on SEL and Arts Integration.	
What evidence do you see that your practices are effective?	

Students in the K-2 grades are mostly at or above grade level. In grades 3-5 75% are at or above grade level and teachers are using small group instruction for focal student differentiation.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
N/A	
19-20 Conditions for Student & Adult Learning Priority: Multi Tiered Systems of Support	
Theory of Change:	If students, teachers, administrators, and parents are knowledgeable about and able to access positive behavioral interventions as well as the variety of services available to support teachers and students on campus, and if they are able to articulate and practice shared values and norms for student behavior, experiences and outcomes - including but not limited to the Graduate Profile and Peralta Pledge, then we will be able to develop and use tools and assessments that support high levels of reflective, authentic, meaningful engagement and learning for all students including low performing, minority, language learners, newcomers, GATE students, and foster youth.
Related School Goal:	All students build relationships to feel connected and engaged in learning.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
COST process is in its second year and, with the inclusion of an Student Support Manager has become more effective. Kindergarten assessment intake continues to be a successful practice. Parent conferences are attended by over 80% of parents. CSC implementation is in its first year and morning circles and closing routines are integrated into most classrooms. PLC groups driven by grade level needs are useful.	
What evidence do you see that your practices are effective?	
Services are being provided to focal students earlier and more consistently. Student well being and academic performance is improving for identified students.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
N/A	
19-20 Conditions for English Language Learners Priority: Implement ELD standards based instruction for EL and RFEP students	
Theory of Change:	If faculty focus intentionally on incorporating language development strategies consistent with ELD standards then academic language development outcomes will improve for all English Language Learners.
Related School Goal:	English Learner students continuously develop their language, reading English fluency in six years or less.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Four teacher attended GLAD training in the summer of 2019. Four teachers will go in the summer of 2020.	
What evidence do you see that your practices are effective?	

As a Tier I intervention, academic language supports are being integrated across curriculum planning.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
N/A
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?
N/A

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Peralta Elementary School			School ID: 145	
3: SCHOOL STRATEGIES & ACTIONS Click here for guidance on SPSA practices				
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Multi Tiered Systems of Support			
School Theory of Change:	If resources are allocated to identifying high needs students and to providing services to meet their Tiered needs then struggling students will experience higher levels of success.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Understanding and implementation of the SEL Standards, particularly as they are embedded in the Peralta Graduate Profile, and in support of small group instruction.	Partner with District SEL team as an SEL Focal School to design Professional Learning and to create an articulated continuum for the SEL standards.	Explicit SEL objectives in learning plans.	
1-2	Identify students with academic and SEL needs within the first trimester using school and district assessments (F&P, Lucy Caulkins, and SRSS). Write COST referrals.	Have structures in place early in school year to support academic and SEL interventions.	Increased achievement levels as measured by interim assessments.	
1-3	Continued implementation of Caring School Communities, PBIS, and Restorative Practices to ensure a positive and inclusive school climate for all students, particularly high risk populations. .	Ongoing training for staff regarding CSC, PBIS and RJ practices. Explore opportunities for student leadership in this work.	% of faculty, staff, and students reporting understanding and experience of schoolwide expectations on Tiered Inventory assessments. Student led, peer-to-peer education projects.	

1-4	Parent education around SEL, impact of technology, and parenting practices through classroom based home-school communication, Back to School night, and ongoing classroom newsletters.	PD to support CSC and PBIS with a focus on the home-school connection. Work with the PPTG to develop bi-annual workshops.	At least two workshops at PPTG meetings around SEL and impact of technology on student learning in response to parent needs as they arise.	
1-5	Focus on inclusion of all families and cultures in classrooms through inclusion of challenging topics and a variety of social experiences. In 2020-21 we will continue to build the diversity of our classroom libraries (cultural, ethnic, gender and sexual identity) and use this resource to guide instruction across a variety of content areas. Incorporate these ideas in CSC morning meetings.	Partner with the PPTG to continue to assign resources to building classroom libraries and to support a family liaison through the MTSS structure. Include PD on SEL standards as they relate to increasing focus on diversity through instructional practices. Continue integrating Zaretta Hammond's Culturally Responsive Teaching and the Brain.	Hiring of a Student Support Manager and Family Liaison. Ongoing development of diverse classroom libraries.	

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Mathematics			
School Theory of Change:	If faculty engage in ongoing professional learning around teaching and learning in Math, and pay particular attention to differentiation and vertical alignment of instructional practices across the grades, then students will experience growth in learning outcomes.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2-1	Vertical alignment of instructional practice across grade levels, and with support staff, so that we develop conceptual understanding alongside the use of algorithms.	Math professional learning that focuses on aligned instructional practices across the grades. Release time for teachers to see each other teach math.	One cycle of faculty professional learning specifically targeting alignment of instructional practices across grades.	
2-2	Create open tasks (low floor/high ceiling) with multiple entry points as a differentiation practice.	Math professional learning that focuses on aligned instructional practices across the grades. Release time for teachers to see each other teach math.	One cycle of faculty professional learning specifically targeting differentiation in math instruction.	

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum				
School Priority ("Big Rock"):	Literacy			
School Theory of Change:	If faculty are proficient at offering a Balanced Literacy approach and creating integrated curriculum and if resources are allocated to early identification and support of reading challenges for students, then students will experience deeper foundational literacy success.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Balanced Literacy that includes guided reading and literature circles.	Ongoing professional learning opportunities. Sourcing funds for the expansion of classroom book sets.	One faculty professional learning cycle on arts integration and balanced literacy.	

3-2	Integrated approach to contextualize learning accross the curriculum through developing generative topics and integrated units, thinking routines, making learning visible, and end of unit, performace based, demonstrations of understanding.	Professional development around creating arts integrated curriculum. Collaboration time.	One faculty professional learning cycle on arts integration and balanced literacy.	
3-3	Literacy interventions both during the school day and in the after school program in small, differentiated groups.	Partnership with EBAC. Development of classroom aide program.	Developed identification and intervention options for early readers.	

District Strategy: Building **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

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

4-1	Collaboratively develop integrated, cross sectional learning opportunities for students with a focus on instructional practices such as inclusion of low floor/high ceiling tasks and conceptual understanding in math.	Instructional Leadership Team will design and deliver cycles of inquiry around SEL, Math, GLAD, and Arts Integrated instruction. Set aside time in PD annual schedule for these sessions. Support ILT with stipends.	Monthly ILT meetings. Developed, year long PD Plan.	
4-2	Offer consistent, reflective feedback on professional learning as well as adult learning needs.	Support a distributed leadership model that allows for integration of teacher feedback and identified needs as a driver of professional learning.	Weekly faculty feedback and responsive ILT planning loop.	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Develop GLAD implementation across the curriculum.			
School Theory of Change:	If all teachers are growing in their capacity to implement GLAD practices across the curriculum then academic language development will improve for all students, and, in particular for English Learner students.			
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Incorporate GLAD practice into integrated curriculum.	ILT will choose GLAD practices around language development to incorporate into professional learning.	Include GLAD options in cycle around arts integrated Balanced Literacy professional learning.	
5-2	Focus on inclusion of all families and cultures in classrooms through providing school-home communication in home languages.	Partner with the PPTG to assign resources to support a family liaison through the MTSS structure.	Families of color report strong connection to the school community.	

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 145
School: Peralta Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After school program.	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Partnership with EBAC. Development of classroom aide program.	145-1
General supplies.	\$14,560	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrated approach to contextualize learning across the curriculum through developing generative topics and integrated units, thinking routines, making learning visible, and end of unit, performance based, demonstrations of understanding.	145-2
Copy paper.	\$4,000	General Purpose Discretionary	4320	Copier/Duplication Supplies	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrated approach to contextualize learning across the curriculum through developing generative topics and integrated units, thinking routines, making learning visible, and end of unit, performance based, demonstrations of understanding.	145-3
Copier maintenance.	\$2,500	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Integrated approach to contextualize learning across the curriculum through developing generative topics and integrated units, thinking routines, making learning visible, and end of unit, performance based, demonstrations of understanding.	145-4
Expand hours of Attendance Specialist. Restorative practices.	\$13,060	LCFF Supplemental	2205	Classified Support Salaries	1623	Attendance Specialist	0.23	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Ongoing training for staff regarding CSC, PBIS and RJ practices. Explore opportunities for student leadership in this work.	145-5
0.1 FTE added to EEIP to suport DTL and Testing Coordination.	\$7,675	LCFF Supplemental	1105	Certificated Teachers' Salaries	1889	Teacher Education Enhancement	0.10	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Integrated approach to contextualize learning across the curriculum through developing generative topics and integrated units, thinking routines, making learning visible, and end of unit, performance based, demonstrations of understanding.	145-6
After school literacy groups with first grade teachers.	\$2,203	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Literacy interventions both during the school day and in the after school program in small, differentiated groups.	145-7

OUSD Mental Health Intern Program.	\$18,000	LCFF Supplemental	5739	Mental Health Provider	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Have structures in place early in school year to support academic and SEL interventions.	145-8
Coordination of Services Manager.	\$5,574	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Have structures in place early in school year to support academic and SEL interventions.	145-9
Yard Supervisor.	\$58,971	Parent Group Donations	1105	Certificated Teachers' Salaries	6587	STIP Teacher	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Continued implementation of Caring School Communities, PBIS, and Restorative Practices to ensure a positive and inclusive school climate for all students, particularly high risk populations.	145-10
Classroom support for all teachers.	\$58,971	Parent Group Donations	1105	Certificated Teachers' Salaries	3416	STIP Teacher	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Continued implementation of Caring School Communities, PBIS, and Restorative Practices to ensure a positive and inclusive school climate for all students, particularly high risk populations.	145-11
Substitutes for Report Card Conferences.	\$3,022	Parent Group Donations	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Parent education around SEL, impact of technology, and parenting practices through classroom based home-school communication, Back to School night, and ongoing classroom newsletters.	145-12
Classroom supplies.	\$108	Parent Group Donations	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Integrated approach to contextualize learning accross the curriculum through developing generative topics and integrated units, thinking routines, making learning visible, and end of unit, performace based, demonstrations of understanding.	145-13

**2019-2020****School Site Council Membership Roster – Elementary**School Name: **Peralta Elementary School**

Chairperson : Robert Daves

Vice Chairperson: Kena Hudson

Secretary: Kailey Norris

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Giselle Hendrie	X			
Karen Famous		X		
Stephen Davis		X		
Ana Thomas		X		
Miyatah McCoy			X	
Rasheeda Johnson				X
Kena Hudson				X
Kailey Norris				X
Ken Rice				X
Robert Daves				X

Meeting Schedule
(day/month/time)**First Wednesday of each month @ 5:30 p.m.****SSC Legal Requirements (EC Sections 65000-65001):**

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

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