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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Peralta Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for Peralta Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Peralta Elementary School
CDS Code: 1612596002109
Principal: Dana Sudduth
Date of this revision:

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

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

Contact: Dana Sudduth

Position: Principal

Address: 460 63rd Street

Telephone: 510-654-7365

Oakland, CA 94609

Email: dana.sudduth@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/24/2023

The District Governing Board approved this revision of the SPSA on: 8/23/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Peralta Elementary School

Site Number: 145

- | | | |
|--|--|--|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (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: 5/24/2023

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, ParentSquare blasts, etc.) |
|---|---|--|

Signatures:

<p><u>Dana Sudduth</u> <i>Principal</i></p>	<p><u><i>Dana Sudduth</i></u> Signature</p>	<p><u>5/24/2023</u> Date</p>
<p><u>Vindu Goel</u> <i>SSC Chairperson</i></p>	<p><u><i>Vindu Goel</i></u> Signature</p>	<p><u>05/24/2023</u> Date</p>
<p><u>Kathleen Arnold</u> <i>Network Superintendent</i></p>	<p><u><i>K. Arnold</i></u> Signature</p>	<p><u>6/6/23</u> Date</p>
<p><u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i></p>	<p><u><i>Lisa Spielman</i></u> Signature</p>	<p><u>6/6/2023</u> Date</p>

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/7/2022	Staff PD	Teachers review initial fall data on students
9/20/2022	SSC	SSc Establishment Meeting, Election of Officers, Approval of Bylaws
12/14/2022	SSC	Reviewed 2022-23 SPSA, 2023-24 Enrollment Projections, Fall SBAC Data Analysis
1/11/2023	SSC	SSC received Peralta budget one pager document for 2023-2024, discussed budget priorities and SpSA needs assessment
1/4/2023	Staff PD	MOY I-Ready Teacher Literacy Data Analysis
2/8/2023	SSC	SSC reviewed new budget one-pager for 2022-2023 and approved proposed budget.
2/9/2023	ILT	ILT reviews new SPSA draft and budget
2/13/2023	Staff Meeting	Staff review new SPSA draft and budget and provide feedback
	ILT	ILT refines SPSA plan
	SSC	SSC reviews SPSA plan

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 in part through one-time COVID relief funds to enable OUSD 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.

2023-2024 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	\$227,001.43

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	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$21,180	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$74,575	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$227,001	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$227,001
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
49.4%	50.3%	5.2%	1.5%	1.2%	0.3%	26.9%	8.1%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
12.4%	42.5%	12.7%	6.1%	0.3%	0.0%	0.9%	18.8%

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.						
School Goal for College, Career & Community Readiness: All 5th grade students will be on track to graduate college and career ready						
Early Literacy Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	89.2%	58.2%	<i>not available until Fall 2023</i>	94.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	84.3%	58.3%	<i>not available until Fall 2023</i>	90.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	76.2%	81.3%	<i>not available until Fall 2023</i>	86.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	71.7	n/a	46.5	<i>not available until Fall 2023</i>	77.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	59.9%	61.5%	<i>not available until Fall 2023</i>	65.0%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	58.1	n/a	9.3	<i>not available until Fall 2023</i>	65.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	47.1%	<i>not available until Fall 2023</i>	65.0%
CAST (Science) at or above Standard	All Students	70.7%	n/a	63.2%	<i>not available until Fall 2023</i>	74.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.						
School Goal for Targeted Supports for All AA students will be at 10% above standard met Focal Student Groups:						
Academic Measures & Annual Targets for Focal Student Groups						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-43.9	n/a	-27.4	<i>not available until Fall 2023</i>	-20.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-11.5	n/a	-22.9	<i>not available until Fall 2023</i>	10.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	37.5%	41.7%	<i>not available until Fall 2023</i>	50.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-37.5	n/a	-62.7	<i>not available until Fall 2023</i>	-22.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-29.1	n/a	-58.0	<i>not available until Fall 2023</i>	-12.0
Reclassification Measures & Annual Targets		<i>*Complete Part 1 of ELD Reflection</i>				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	33.3%	10.0%	23.1%	<i>not available until Fall 2023</i>	35.0%
LTEL Reclassification	Long-Term English Learners	0.0%	n/a	n/a	<i>not available until Fall 2023</i>	0.0%

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

School Goal for Student & Family Engagement: 85% of all families will feel welcomed, safe, healthy, and engaged

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	74.7%	81.9%	88.8%	<i>not available until Fall 2023</i>	85.0%
Out-of-School Suspensions	All Students	1.2%	n/a	2.2%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	African American Students	0.0%	n/a	2.2%	<i>not available until Fall 2023</i>	50.0%
Out-of-School Suspensions	Special Education Students	4.2%	n/a	2.2%	<i>not available until Fall 2023</i>	1.0%
Chronic Absenteeism	All Students	2.5%	0.3%	12.9%	<i>not available until Fall 2023</i>	1.0%
Chronic Absenteeism	African American Students	7.1%	2.3%	33.3%	<i>not available until Fall 2023</i>	0.5%

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

School Goal for High-Quality Staff: 90% of All staff members will be retained

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	80.0%	85.1%	83.5%	<i>not available until Fall 2023</i>	90.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	iReady Reading Diagnostic data shows that the 2nd grade -Ready test scores increased to 81%. Students who took the SBAC are 46% above standard in standard ELA and 9% above standard in Math	Peralta teachers provide focused, student-centered, arts-enriched quality Tier 1 instruction.

<i>LCAP Goal 2: Focal Student Group Supports</i>	For the current school year instructional shifts have been made to meet the academic needs for all sub groups	Teachers have fully implemented OUSD curriculum for ELA and Math. Teachers meet in PLC's and grade level teams to monitor SIPPS groups and other intervention strategies. We have purchased two STIP subs to collaborate with teachers to form small group and 1:1 intervention supports.
<i>LCAP Goal 3: Student & Family Engagement</i>	In general the suspension rates are low and students attend school consistently. This current school year we focused on SEL supports, access to COST, and engage our PPTG to establish an Equity Team to ensure that students feel safe, healthy and are connected to the school.	Staff and teachers have participated in professional development that included OUSD Diversity and inclusion presentation. Teachers have implemented both Caring School Community Curriculum and Positive Behavior Intervention Support. The principal reinstated weekly assemblies and student of the week incentives. OUSD interns and Heart In Balance Therapists has been budgeted for the current school year. Teachers have been working with Erica Sanchez, BCBA, to provide coaching and feedback to teachers and strategic support to general education students with behavior challenges.
<i>LCAP Goal 4: Staff Supports</i>	For the current school a hiring shift has been made to increase the diversity of the staff. Teachers are investing in collaborating with one another to support their professional development	This year we were able to hire a bilingual administrative assistant and a bilingual para professional. We also able to Hire an african american PE teacher, STIP sub and academic mentor. All teachers have been participating in OUSD professional development and have access to OUSD department coaches New teachers are provided additional supports, mentors and coaches to help with classroom management.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Although Peralta continues to exceed District and State expectations our test scores have dropped over the last two years	COVID learning loss had a significant impact on many of our students not just academically but social emotionally as well. Some of our students struggle to engage due to anxiety issues and focusing issues. The up-tick of behavior challenges has been overwhelming for teachers and staff

<i>LCAP Goal 2: Focal Student Group Supports</i>	Our African American students test scores in both I-Ready and SBAC continue to be the lowest of all sub groups	COVID learning loss was probably the most significant for African American students. African American students had the most difficulty with accessing instruction online and Hybrid instruction. They also had an increase in absences due to illness once they returned from online learning. This was also their first time taking assessments online.
<i>LCAP Goal 3: Student & Family Engagement</i>	Due to the pandemic learning loss, many of our families are experiencing unusual academic, and social emotional issues with their students. Parents are not happy with the supports their children are receiving.	Although we have made significant strides to provide additional staffing (OUSD interns, Therapists, STIP Subs) for academic and SEL supports and are consistently scheduling 504's and SST's parents are requesting IEP assessments at an alarming rate. Many families have chosen to get outside assessments with the intent to expedite the process however this has created a backlog. Peralta SpEd team is often short-handed due to staff absences and cannot meet assessment plan timelines while trying to meet IEP instructional minutes for all SpEd students
<i>LCAP Goal 4: Staff Supports</i>	This year teachers were implementing two new curriculums: EL Ed and Math Eureka Squared. Teachers observed early academic struggles with some of our students and needed additional support with academic interventions for students	Although we were able to hire an additional STIP sub for math intervention and an academic mentor, it was difficult to find skilled employees. The hiring process was an extremely arduous process. It took many weeks for new employees to be onboarded.

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Peralta Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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 - To address academic concerns we were able to hire two STIP Subs: one for ELA intervention and one for Math Intervention. We also hired an academic mentor to support with classroom management . We are consistently meeting with COST and have reestablished Sown to Grow and are implementing Inner Explorer: A Mindfulness program to address the social emotional learning needs of our students. We are contiuing to use Caring Schiool Community curriculum to also address SEL needs.We used district assessment data to identify Tier 1 and 2 needs, and to manage assessments for Tier 3 needs.

2. Standards Based Instruction -:Teachers are working collaboratively with both of our STIPS subs to create small group and 1:1 support based on data analysis.Teachers continue to attend District professional development to support classroom instruction. As a school we are focusing on finding creative and visible ways for students to reflect on their own learning and thinking. In addition to our monthly PLC's we have used some of our Wednesday PD time to include Art Intergration practices.

3. Language and Literacy: All teachers are fully implementing both the EL Ed Curriculum and the Eureka Math Squared curriculum. K-2 teachers are implementing SIPPS intervention for students who are reading below grade level. Grade 3-5 teachers have implemented I-Ready, an online assessment and instruction that helps teachers provide all students a path to proficiency and growth in reading and mathematics. The OUSD Curriculum department has provided ongoing support to teachers and have been instrumental in creating professional development that support site specific needs. The PD's were developed based on data collected from instructional walk-throughs.

4. Conditions for Adult Professional Learning: Our teachers paricipate in monthly professional learning communities (PLC's) where the analyze District Assessments and strategically plan interventions who are below grade level. OUSD Currriculum departments have been instrumental in supporting and creating professional development that is site specific. The PD's are developed based on data collected during instructional walk-throughs.

5. Conditions for English Language Learners: Teachers are implementing EL Ed Total Participation Techniques which support EL learners.

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

- 1. Conditions for Student Learning** -: Due to the extensive hiring process, there has been slow but steady progress in addressing SEL needs for students who are experiencing, trauma , stress and anxiety. Our COST meets bi-weekly to provide feedback and updates and to ensure students are being referred to our mental health providers. Our resource teacher is provided with weekly release time to focus on completing and scheduling IEP meetings. This has allowed the SpEd team to meet assessment plan deadlines.
- 2. Standards Based Instruction** - Students are showing growth in both ELA and Math based on District assessment data: I-Ready, SIPPS Mastery, DIBELS etc. there is still an achievement gap for our African American students but assessment data shows there has been some growth.
- 3. Language and Literacy:** Teachers have fully implemented EL Ed and are using SIPPS intervention for all students below grade level. this has made a huge difference. Our data is showing consistent growth with students who need specific reading interventions.
- 4. Conditions for Adult Professional Learning:** Our Instructional leadership team has been instrumental in planning professional development that is relevant and site specific. Many of our teachers not only facilitate the PD's but have stepped up in other leadership roles to support their colleagues. Some of our teachers have been become instructional coaches for new teachers, a master teachers for student teachers, and content leads. New teachers have been released to observe their colleagues and get support with best teaching practices.
- 5. Conditions for English Language Learners:** the EL Education program uses Total Participation Techniques which support EL learners. We redesignated 2 students so far this year.

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 to prioritize the SEL needs and academic challenges for our students . Our COST is critical to that work so we will continue to fund our OUSD interns and our Heart in Balance counselors. Unfortunately we will not be able to retain two STIP subs due to lack of funding. However we will retain the academic mentor position created this year. Teachers will continue to fully implement EL Ed and Eureka Math Squared and will focus on finding ways to make learning visible and to integrate art into both curriculums. We hope that all students will be come more engaged and connected to all content areas.

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/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
N/A				

2023-24 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](#)

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

School Priority: Mathematics

School Theory of Change:

If we provide coaching support and planning time through professional learning communities (PLCs) to all staff in instructional planning, curriculum use, and lesson facilitation, then teachers will be better able to incorporate Common Core aligned mathematical tasks in daily instruction, balance conceptual understanding and application and thus provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators, and owners of the math.

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	Teachers participate in regular collaboration time in PLCs to analyze math standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction.	PLC schedules. Students increased participation (percentage) per assessment	All 5th grade students will be on track to graduate college and career ready	Tier 1
1-2	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Site based leadership team and principal will provide professional development and teachers will attend OUSD trainings as well.	Student work Classroom observation PD Agendas	All 5th grade students will be on track to graduate college and career ready	Tier 1

1-3	Analyze performance for focal group students, provide strategic differentiated instruction and supports, monitor progress.	Teachers will participate in regular collaboration time to integrate culturally sustaining strategies in instruction.	Walk-Through Data, Increase in I-Ready participation	All 5th grade students will be on track to graduate college and career ready	Tier 1
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

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.
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	Work with Tier 2 reading support providers to support differentiated reading instruction at all grade levels. Collaborate around literacy support with PTA employee in all classes to Ensure African-American, students get needed support as we move towards eliminating the opportunity gap.	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.	All 5th grade students will be on track to graduate college and career ready	Tier 2

2-2	Participate in professional development that focus on art integration to improve engagement, language development and literacy in all students, especially English Language Learners	ILT led professional development, Principal will allocate funds to support art curriculum. Leadership team will collaborate with Art instructors to intergrate art into Core Curriculum	PD Agendas District lead Walkthroughs Assessment Data	All 5th grade students will be on track to graduate college and career ready	Tier 1
2-3	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.	Walkthrough observation evidence. Monthly SIPPS Mastery Test completion. Assessment data analysis.	All 5th grade students will be on track to graduate college and career ready	Tier 1

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

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.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Refer students that are at risk to COST team	Meet bi-weeekly with OUSD Interns, SpED Staff and Heart In Balance counselors to prvide mental health and academic support for students and families	COST Team Running Agenda, OUSD Intern and HiB Caseloads , Sown to Grow Data	85% of all families will fell welcomed, safe, healthy, and engaged	Tier 2

3-2	Implement PBIS discipline matrix (including voice levels); mindfulness practices, use restorative practices to facilitate conflict resolution; reinforce schoolwide expectations with continuing students; consider new way to acknowledge positive behavior.	Training for staff regarding CSC, PBIS, RJ, trauma informed teaching practices and anti-bias practices.	Referral data. Suspension data, on-going academic assessment data, PD Agendas	85% of all families will feel welcomed, safe, healthy, and engaged	Tier 1
3-3	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.	Library books and classroom libraries. PD agendas	85% of all families will feel welcomed, safe, healthy, and engaged	Tier 1

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

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.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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.	ILT agendas, PLC data analysis, PD agendas, academic data	90% of All staff members will be retained	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.	PD agendas , Teacher Feedback forms	90% of All staff members will be retained	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:	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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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	PLC data analysis, PD agendas, weekly grade level planning	All AA students will be at 10% above standard met	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	PLC data analysis, PD agendas, weekly grade level planning I-Ready data, SIPPS data	All AA students will be at 10% above standard met	Tier 2
5-3	Monitor student progress and adjust instruction as needed	Use iReady formative math assessments to measure student understanding/ progress	I-Ready Data, SBAC data, PLC data analysis	All AA students will be at 10% above standard met	Tier 1
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	PD agendas . ILT agendas, academic assessment data	All AA students will be at 10% above standard met	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

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:	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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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.	85% of all families will feel welcomed, safe, healthy, and engaged	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.	All 5th grade students will be on track to graduate college and career ready	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.	COST team Agenda Parent monthly newsletters	85% of all families will fell welcomed, safe, healthy, and engaged	Tier 1

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPISA ACTION	BUDGET ACTION NUMBER
Subagreements For Services	\$106,246.4	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Partnership with EBAC for P.E.A.C.E. Development of classroom aide program.	145-1
Consultant	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	ILT led professional development, Principal will allocate funds to support art curriculum. Leadership team will collaborate with Art instructors to integrate art into Core Curriculum	145-2
Foundational PD	\$15,000.00	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Partnership with EBAC for P.E.A.C.E. Development of classroom aide program.	145-3
STIP Teacher	\$98,390.18	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8697	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Schedule instructional support: STIP, Instructional Aides, Volunteers to help with differentiation and groups	145-4
Supplies	\$18,180.00	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Participate in professional development that focus on art integration to improve engagement, language development and literacy in all students, especially English Language Learners	145-5
copier maintenance	\$3,000.00	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Focus on inclusion of all families and cultures in classrooms through providing school-home communication in home languages.	145-6
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$13,358	LCFF Supplemental	1105	Certificated Teachers' Salaries	1889	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Satisfaction with Professional Development	Provide time for structured data dives and collaboration to plan intervention	145-7

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Attendance Specialist	\$16,682.37	LCFF Supplemental	2205	Classified Support Salaries	1623	Attendance Specialist	0.23	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Refer students that are at risk to COST team	145-8
2 Academic Mentors	\$14,534.48	LCFF Supplemental	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Monitor student progress and adjust instruction as needed	145-9
Counseling interns	\$22,000.00	LCFF Supplemental	5703	Centrally-Funded Counselor	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Out-of-School Suspensions	Meet bi-weekly with OUSD Interns, SpED Staff and Heart In Balance counselors to provide mental health and academic support for students and families	145-10
Heart in Balance	\$3,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Out-of-School Suspensions	Meet bi-weekly with OUSD Interns, SpED Staff and Heart In Balance counselors to provide mental health and academic support for students and families	145-11
Inner explorer: Mindfulness program	\$5,000	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Implement PBIS discipline matrix (including voice levels); mindfulness practices, use restorative practices to facilitate conflict resolution; reinforce schoolwide expectations with continuing students; consider new way to acknowledge positive behavior.	145-12
Library Technician	\$43,114	Measure G, Library Support	2205	Classified Support Salaries	New	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Literacy interventions both during the school day and in the after school program in small, differentiated groups.	145-13



Strategic Resource Planning (SRP)

PERALTA ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

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

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

	Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
1	Dana Sudduth	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
1	Jovan (JoJo) Lowe	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
1	Karen Famous	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
0	Katherine Besocke	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1	Melinda Vargas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1	Vindu Goel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1	Rasheeda Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1	Tierney Freed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Jocelyn Rountree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Shaliah Mitchum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	2rd 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