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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Peralta Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Peralta Elementary School

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Peralta Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Peralta Elementary School
CDS Code: 1612596002109
Principal: Dana Sudduth
Date of this revision: 4/9/25

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: 4/9/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Peralta Elementary School

Site Number: 145

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

☐ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/9/2025

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

☒ Flyers in students' home languages

☒ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Dana Sudduth

Principal

Dana Sudduth

Signature

4/22/2025

Date

Tierney Freed

SSC Chairperson

Tierney Freed

Signature

04/22/2025

Date

N/A

SELLS Representative (optional)

Signature

Date

Sabrina Moore

Network Superintendent

Dr. Sabrina Moore

Signature

4/23/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

4/24/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
8/7/2024	Beginning of the Year Profesional Development	Teacher s Review 24-25 EOY I-Ready Data
8/14/2024	Staff PD	Teachers review initial fall data on students
8/23/2024 & 9/12/2024	SSC	SSC Establissement Meeting, Ellection of Officers, Approval of Bylaws Part1
10/2/2024	SSC	Reviewed and Approved Safety Plan and review Schoolwide Data
11/6/2024	SSC	Reviewed 2022-23 SPSA, 2024-54 Enrollment Projections, Fall SBAC Data Analysis
1/31/2025	Staff Meeting	Reviewed Peralta budget one pager document for 2024-2025, discussed budget priorities, and enrollment pr
1/8/2025	SSC	SSC received Peralta budget one pager document for 2023-2024, discussed budget priorities and SPSA nee
2/4/2025 & 2/5/2025	ILT & SSC	Review Part 1 and 2 of SPSA

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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.

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).
- **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.

2025-26 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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$338,207.21

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$0
Title I, Part A Parent & Family Engagement (#3010)	\$0
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$338,207.21

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$11,200
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$43,974
SUBTOTAL OF STATE & LOCAL FUNDING:	\$338,207

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Peralta Elementary School		School ID: 145
CDS Code: 1612596002109	SSC Approval Date:	Board Approval Date:

School Mission and Vision

At Peralta Elementary School, we are committed to fostering an inclusive and equitable learning environment where all students, regardless of race, ethnicity, gender, socio-economic status, ability, or background, feel valued, respected, and empowered to succeed. We recognize that achieving equity requires intentional and sustained effort, and we are dedicated to addressing systemic barriers and disparities that impact student outcomes. Through collaborative partnerships with students, families, staff, and the community, we strive to create a culture of belonging, promote fairness and justice, and ensure that every student has access to the resources, opportunities, and support they need to thrive academically, creatively, socially, and emotionally. Together, we are working towards a future where every child at Peralta Elementary School can reach their full potential. 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.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2023-24

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.7%	11.1%	13.1%	0.0%	40.1%	9.4%	31.5%	4.0%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.0%	20.2%	6.5%	0.9%	0.6%	0.0%	29.0%	1.4%	96.7%

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	27.0%	49.1%	not available until fall 2025	42.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	62.7%	66.7%	not available until fall 2025	78.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	85.7%	75.8%	not available until fall 2025	100.0%

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	36.4	47.1	not available until fall 2025	51.4
SBAC ELA Participation	All Students	98.8%	100.0%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	40.5%	61.2%	not available until fall 2025	66.0%

Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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SBAC Math Distance from Standard Met	All Students	22.2	21.7	not available until fall 2025	37.2
SBAC Math Participation	All Students	100.0%	100.0%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	40.9%	51.3%	not available until fall 2025	56.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	44.6%	56.9%	not available until fall 2025	60.0%
California Science Test (CAST) Participation	All Students	100.0%	100.0%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-48.5	-17.1	not available until fall 2025	51.4
SBAC ELA Distance from Standard Met	African American Students	-35.9	-27.7	not available until fall 2025	-27.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	25.0%	42.9%	not available until fall 2025	40.0%

SBAC Math Distance from Standard Met	Special Education Students	-32.3	-34	not available until fall 2025	37.2
SBAC Math Distance from Standard Met	African American Students	-40.7	-62.1	not available until fall 2025	-26.0
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	18.2%	9.1%	not available until fall 2025	33.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	not available until fall 2025	15.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	75.2%	80.7%	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	1.4%	1.4%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	9.4%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	2.1%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	34.7%	6.5%	not available until fall 2025	8.0%
Chronic Absenteeism	African American Students	39.5%	9.7%	not available until fall 2025	25.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.						
School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure		Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate		All Teachers	83.3%	83.0%	not available until fall 2025	100.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none">-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp	<p>SIPPS groups K-5</p> <p>Instructional Coaching</p> <p>Bi-Weekly PLC (collaboration and PD sessions to support teachers in lesson planning, backwards planning, data analysis)</p> <p>Leadership Team Weekly Walkthroughs (debrief observations and develop next steps for implementation)</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none">- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY	<p>SIPPS groups for K-5</p> <p>Implementation of Caring School Communities in classrooms</p> <p>Weekly Sown to Grow responses from students</p> <p>Implementation of Restorative Practices school wide</p> <p>De-Centering Whiteness PD Book Study: Librate!</p> <p>D-ELD instruction</p> <p>SpEd Staff provides consistent services for pull out and push in support</p>

LCAP Goal 3:	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i></p> <p><i>2. An annual suspension rate below 2%</i></p>	<p>Monthly Culture and Climate team meeting focused on attendance</p> <p>Caring School Communities</p> <p>Sown to Grow</p> <p>Full time attendance specialist</p> <p>Monthly attendance team meetings</p> <p>Bi-Weekly COST meetings</p>
LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>Instructional coaching led by TSA</i></p> <p><i>Daily classroom support by CSM and TSA</i></p> <p><i>Extended contracts to support with afterschool coaching and lesson plans</i></p> <p><i>Strategic budgeting for classroom materials and supplies</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>Limited support staff, such as STIP sub. TSA is often pulled away to cover classes instead of supporting teachers or providing interventions to students.</p> <p>Limited amount of PD time to provide teachers content specific trainings and planning time.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>Limited BIPOC representation on the teaching staff to support engagement and cultural connections.</p> <p>Absenteeism from SpEd Staff impacts SpEd services.</p> <p>Low number of ELL Students makes differentiation difficult.</p> <p>Lack District support for translation due to low numbers of ELL Students</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p><i>Students with chronic illnesses (students get sick).</i></p> <p><i>Tardies due to students who are from outside of the neighborhood boundaries.</i></p>
LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>Limited amount of applicants of color.</i></p> <p><i>New Teachers with limited coaching time.</i></p> <p><i>Limited amount of time for new teachers to access District resources due to attending classes to gain their teaching credentials.</i></p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW					
School: Peralta Elementary School			SPSA Year Reviewed: 2024-25		
			SPSA Link: 2024-25 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.					
Overall I believe we have been very successful in implementing the 24-25 plan. Our focus on curriculum and instruction, SIPPS intervention, and strategic math intervention has had a huge impact on student outcomes. We have shown that in many areas we have met our goals and are on track to exceed those goals. Our support staff, our CSM and our TSA have been an intergral part of making sure students and teachers are successful. We have improved both parent communication and feedback opportunities. The Peralta Community and all stackholders have worked together to make decisions based student needs.					
Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.					
Our strategic planning of our professional development and professional learning communities were focused on targeted students. Teachers were able to plan strategic interventions for these students. African American and ELL students recieved direct interventions through SIPPS through out the school day and academic tutoring during Universal Extended Day.					
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.					
We will not be making significant changes. We will be deeping our understanding and broadening our strategies to continue to focus on students with the most needs.					
2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION					
Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
n/a					

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Peralta Elementary School	SCHOOL ID:	145
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3: SCHOOL STRATEGIES & ACTIVITIES

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

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-2	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-3	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers, Parents, and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Students with IEP's	Academic	Tier 3 - Intensified
2-2	Invest PD time in community-wide learning specific to principles of Universal Design, behavioral planning, and/or Autism evidence-based practices	Students with IEP's	Academic	Tier 3 - Intensified
2-3	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS)	English Learner Students	Academic	Tier 1 - Universal
2-4	Provide professional development and monthly collaboration time for staff related to De-Centering Whiteness so that teachers can evaluate their practices, deepen their understanding and build a classroom environment that is welcoming, affirming, and empowering our AA students.	African American Students	Academic	Tier 1 - Universal

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

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	Academic	Tier 1 - Universal
3-2	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This could be through Week-long spirit week, weekly recognition systems, or monthly recognition in school assemblies or heritage month celebrations.	All Students	SEL / Mental Health	Tier 1 - Universal

3-3	Chronic Absenteeism: Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance	Special Education Students	Academic	Tier 1 - Universal
3-4	We will continue to use STG SEL weekly screener and begin using data at COST team meeting to help determine supports for students	Special Education Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
Identified Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1 - Universal
4-2	Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	All Students	Academic	Tier 1 - Universal

4-3	Identify a leader on site (principal/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal
4-4	ILT, TSA and Principal will continue to have school-wide walk-throughs to identify trends and to build teacher leadership as well as peer coaching opportunities	All Students	Academic	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-2	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide foundational PD on D-ELD curriculum (OUSD-created ELED D-ELD curriculum, Creative Curriculum for TK), observation & feedback on classroom practice	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed, Eureka Squared, FOSS)	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 145
School: Peralta Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	EXPENDITURE CODE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
After school staff salaries and funds to provide after school enrichment and academic support	5100 - Subagreements For Services	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a		Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	145-1
After school consultants for specialized programming	5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a		Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	145-2
Salary for .2 FTE of our Visual and Performing Arts Teacher to provide VAPA programming to our TK-1 students	1105 - Certificated Teachers' Salaries	\$22,026	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	1889	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2		We will continue to use STG SEL weekly screener and begin using data at COST team meeting to help determine supports for students	145-3
Salary for .2 FTE of our Visual and Performing Arts Teacher to provide VAPA programming to our TK-5 students	1105 - Certificated Teachers' Salaries	\$18,012	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10068	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.19972		Provide professional development and monthly collaboration time for staff related to De-Centering Whiteness so that teachers can evaluate their practices, deepen their understanding and build a classroom environment that is welcoming, affirming, and empowering our AA students.	145-4
Materials and supplies associated with our visual and performing arts program	4310 - School Office Supplies	\$3,936	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a		Provide professional development and monthly collaboration time for staff related to De-Centering Whiteness so that teachers can evaluate their practices, deepen their understanding and build a classroom environment that is welcoming, affirming, and empowering our AA students.	145-5
After school staff salaries and funds to provide after school enrichment and academic support	5100 - Subagreements For Services	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	145-6

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 145

School: Peralta Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	EXPENDITURE CODE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
After school consultants for specialized programming	5825 - Consultants	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a		Chronic Absenteeism: Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through parent affinity committee structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Arab American, Latino, Pacific Islander and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance	145-7
Extended Contracts for Teachers to participate in grade level planning and instructional leadership team meetings	1122 - Certificated Teachers' Salaries: Extra Compensation	\$8,200	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	145-8
Mental health contract with Heart In Balance to provide mental health supports for students	5825 - Consultants	\$3,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a		We will continue to use STG SEL weekly screener and begin using data at COST team meeting to help determine supports for students	145-9
Promissory note to pay the additional .4 to ensure we have a 1.0 attendance specialist for our K-8 school that has many independent studies contracts and needs support with attendance	2205 - Classified Support Salaries	\$21,329	PTA/PTO Donations	2205	Classified Support Salaries	1623	Attendance Specialist	0.3		Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	145-10
Materials and supplies associated with classroom supports	4310 - School Office Supplies	\$86	PTA/PTO Donations	4310	School Office Supplies	n/a	n/a	n/a		Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	145-11

Strategic Resource Planning (SRP)



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

Peralta ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-25

SSC - Officers

Chairperson:	Tierney Freed
Vice Chairperson:	Matt Glaser
Secretary:	Leslie Payne

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?)
Dana Sudduth	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Sonia Rio Perez	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Heather Peguero	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
KC Kirksey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Sara Gillespie Kobylczak	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Tierney Freed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Fran Halal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Leslie Payne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Matt Glaser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Evan Magers	<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)

First Wednesday of every month

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.

