

Board Office Use: Legislative File Info.	
File ID Number	26-1410
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Peralta Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Peralta Elementary School

2026-27 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
- Title I Targeted Assistance Program
- Comprehensive Support & Improvement (CSI) Grant
- Local Control Funding Formula Equity Multiplier
- Additional Targeted Support & Improvement
- Targeted Support & Improvement

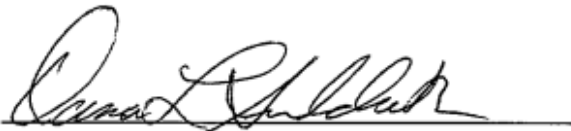
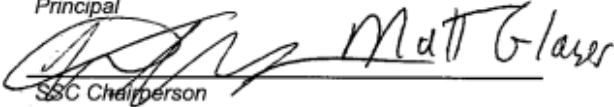


The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/21/2026

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:

<p><u>Dana Sudduth</u> Principal</p>	<p><u></u> Signature</p>	<p><u>4/28/26</u> Date</p>
<p><u> Matt Glaser</u> SSC Chairperson</p>	<p><u></u> Signature</p>	<p><u>4/28/26</u> Date</p>
<p>_____ SELLS Representative (optional)</p>	<p>_____ Signature</p>	<p>_____ Date</p>
<p><u>Sabrina Moore</u> Network Superintendent</p>	<p><u>Dr. Sabrina Moore</u> Signature</p>	<p><u>4/28/26</u> Date</p>
<p><u>Lisa Spielman</u> Director, Strategic Resource Planning</p>	<p><u></u> Signature</p>	<p>_____ Date 4/28/26</p>

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
	Admin Team	Reviewed SPSA goals and strategies, Discussed proposed expenditures and priorities
	Faculty	Reviewed data and identified school needs, Discussed proposed expenditures and priorities
2/13/2026	Other	Reviewed data and identified school needs, Reviewed SPSA goals and strategies, Collected input for next year's SPSA draft
1/13/2026	SSC	Reflected on instructional practices and supports, Reviewed SPSA goals and strategies, Collected input for next year's SPSA draft
2/10/2026	SSC	Discussed proposed expenditures and priorities, Facilitated group feedback on SPSA sections, Collected input for next year's SPSA draft
3/10/2026	SSC	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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

- **Foster Youth Program:** The Foster Youth Program provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$346,345

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

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$346,345

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$9,500
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$52,627
SUBTOTAL OF STATE & LOCAL FUNDING:	\$346,345

2026-27 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: 6/24/2026

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 has a lower unduplicated pupil percentage than many OUSD schools, therefore the school does not receive as much base funding from the district and does not qualify for 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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
47.0%	8.2%	14.7%	0.0%	40.9%	10.7%	31.6%	4.2%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
52.7%	21.1%	7.9%	0.6%	0.3%	0.0%	30.4%	2.5%	98.6%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, 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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	27.0%	49.1%	34.6%	42%	47%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	62.7%	66.7%	70.4%	78%	83%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	85.7%	75.8%	70.2%	100%	100%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	36.4	47.1	58.8	68.00	78
SBAC ELA Participation	All Students	98.8%	100.0%	98.2%	95.0%	100.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	40.5%	61.2%	59.4%	65.0%	75.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	22.2	21.7	42.8	53.0	63
SBAC Math Participation	All Students	100.0%	100.0%	98.2%	95.0%	100.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	44.6%	56.9%	51.9%	60.0%	65.0%

California Science Test (CAST) Participation	All Students	100.0%	100.0%	100.0%	95.0%	100.0%
--	--------------	--------	--------	--------	-------	--------

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

School Goal:	By May of 2027 - 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-48.5	-17.1	-19.2	0.0	20
SBAC ELA Distance from Standard Met	African American Students	-35.9	-27.7	-6.9	10.0	30
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	25.0%	42.9%	21.7%	11.0%	1.0%
SBAC Math Distance from Standard Met	Special Education Students	-32.3	-34.0	-9.2	0.0	20%
SBAC Math Distance from Standard Met	African American Students	-40.7	-62.1	-36.0	-26.0	-16

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	18.2%	9.1%	28.6%	33.0%	46.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	N/A	15.0%	25.0%

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	2026-27 New Target
Student Connectedness to School	All Students	75.2%	80.7%	81.3%	90.0%	93%%
Out-of-School Suspensions	All Students	1.4%	1.4%	0.3%	0.0%	0.0%
Out-of-School Suspensions	African American Students	0.0%	9.4%	0.0%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	2.1%	0.0%	0.0%	0.0%
Chronic Absenteeism	All Students	34.7%	6.5%	3.4%	3.0%	2.5%
Chronic Absenteeism	African American Students	39.5%	9.7%	13.8%	25.0%	20.0%

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

School Goal: By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	83.3%	83.0%	81.8%	100.0%	100.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	By May 2027, 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	-Professional Development focusing on literacy and math -TSA coordinating data analysis -Giving teacher release time to analyze data and plan interventions -TSA and CSM provide support to classrooms to ensure that student behaviors do not impact learning environment - small group setting for diagnostic administration in Kinder, when needed in 1st-5th
<i>LCAP Goal 2:</i>	By May of 2027 - 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	-AA students are steadily increasing I-Ready scores as well as SBAC scores. They have made small gains over the last 4 years. -AA students participate in small group and 1:1 tutoring by support staff. -Teachers provide intervention support through SIPPS and UFLI - AA students participate in universal extended day -The principal has built strong relationships with our AA families and is in daily contact with them. -Teachers center focal students during PD/PLC
<i>LCAP Goal 3:</i>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%	-In general our students love coming to school. Our teachers create engaging classroom environments and develop strong relationships with both the students and their parents. -Our attendance specialist makes sure that all absences are verified and families have the opportunity to do independent study whenever needed. She makes sure all paperwork is properly prepared and monitors the work when students return to school.

<i>LCAP Goal 4:</i>	By May 2027, 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.	<ul style="list-style-type: none"> -The TSA works with and coaches teachers on a variety of content areas. -The instructional leadership team plans professional development to ensure that all teacher are provided with ongoing support. -The CSM and TSA work closely with our new teachers to make sure they have the resources they need to support their classroom. -Our Board Certified Behavior Analyst works with staff to provide support with behaviors in the classroom and also provides staff development training around classroom management, the acting out cycle, and de-escalating student behavior.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, 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 	<ul style="list-style-type: none"> -In general our students perform well on SBAC tests. I-Ready scores do not align to SBAC scores. Students tend to have testing burn-out and do not take the I-Ready tests very seriously. -Math scores have been improving but not at the same rate of the ELA scores. Grades 3-5 have added IXL to differentiate instruction and to support students that are below grade level. -The instructional aide is utilized to do small group work with students who are advanced to keep them challenged while the teacher focuses on students who need additional help. -We hired a Literacy tutor to focus on phonemic awareness for students who reading below grade level. We have also been gifted 10 licenses for Open Literacy which provides an online reading tutor.
<i>LCAP Goal 2:</i>	<p>By May of 2027</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 	<ul style="list-style-type: none"> -While we have made gains every year, there continues to be an achievement gap between our AA students in compared to other student groups. -We have established an Equity committee that focuses on providing students of color opportunities to see themselves and to feel welcomed and part of the community. -Our culture and climate team meet to plan events that are multicultural and encourages others to learn about our students of color -We don't have enough data to determine why our AA students aren't improving at the same rate

<i>LCAP Goal 3:</i>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>-African American students appear to have more chronic absenteeism in comparison to other students groups, but this is primarily due to health issues with specific students.</p>
<i>LCAP Goal 4:</i>	<p>By May 2027, 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.</p>	<p>-New teachers are often challenged by classroom management. This year we had an uptick in behavior escalations. Teachers have been provided with trainings and supports to manage their classrooms. Our TSA and CSM have been instrumental in making sure that teachers get support for their students when needed.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Peralta Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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 we have been very successful in implementing the 25-26 plan. Our focus on Tier 1 curriculum and instruction, UFLI intervention, and strategic math intervention has had a huge impact on student outcomes. Peralta was gifted Open literacy site licenses for Tier 3 reading intervention. 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 integral part of making sure students and teachers are successful. We have improved both parent communication and feedback opportunities. The Peralta community and all stakeholders 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 received direct interventions through SIPPS, UFLI and Open Literacy throughout the school day and academic tutoring during Universal Extended Day. Because of these strategies, we are closing the achievement gap for African American and Latinx students. ELL students are now being reclassified by 5th grade. We are also seeing an increase in I-Ready scores for all subgroups and our students with IEPs have made considerable growth on the SBAC assessments.

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.

It is projected that Peralta will have considerable staff reductions. Without key support staff like a TSA, CSM or a STIP sub it will be virtually impossible to meet the needs of ALL our students, including but not limited to our most at-risk. We will not be able to provide supports with absenteeism, IEP meetings, SART meetings, and SST meetings, etc. All sections of the SPSA will be impacted.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p align="center">Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p align="center">Target Addressed by Expenditure</p>	<p align="center">Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p align="center">What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p align="center">Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>n/a</p>				

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

School: Peralta Elementary School	SCHOOL ID: 145
--	-----------------------

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 2027, 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 [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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	Collaboratively develop integrated learning opportunities for students with a focus on inclusion and decentering whiteness instruction while continuing best practices for for SEL, literacy, math, science and art	All Students	Academic	Tier 1 - Universal
1-3	Provide daily foundational skills instruction and progress monitor using curriculum embedded assessments	Academic	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 2027 - 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	Invest PD time in community-wide learning specific to principles of Universal Design, behavioral planning, and/or Autism evidence-based practices	Students with IEPs	Academic	Tier 3 - Intensified
2-2	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
2-3	Create instructional support groups for identified students utilizing PPTG instructional aides and parent volunteers to support with academic differentiation throughout the school day.	African American	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	Out of School Suspensions: Site Leader will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	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 2027, 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	Site leader 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

CONDITIONS FOR BLACK STUDENTS				
#	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	Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities.	African American	Academic	Tier 1 - Universal
5-2	Ensure teacher conference times 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
5-3	Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	African American	African American	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</i>		
#	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 students with explicit ELD writing instruction that includes vocabulary, structured academic discussion and grammar conventions.	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
6-3	Increase family communication and engagement regarding English Learner reclassification	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
ASES will cover the afterschool enrichment contract costs to provide specialized programming after school.	\$25,000	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities.	145-1
ASES will cover 10 month of the Coordinator's salary and some after school direct service staffing costs and benefits.	\$109,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities.	145-2
TK-1 Art Teacher: Teacher will teach art through a social-emotional learning lens.	\$22,654	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	1889	Teacher Education Enhancement	0.20			Collaboratively develop integrated learning opportunities for students with a focus on inclusion and decentering whiteness instruction while continuing best practices for for SEL, literacy, math, science and art	145-3
TK-5 Art teacher: Extend FTE from 0.6 to 0.8 to make sure he has the appropriate planning time to develop creative and engaging lessons	\$18,685	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10068	Teacher Education Enhancement	0.20			Collaboratively develop integrated learning opportunities for students with a focus on inclusion and decentering whiteness instruction while continuing best practices for for SEL, literacy, math, science and art	145-4
Art materials for grades TK-5	\$11,288	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Collaboratively develop integrated learning opportunities for students with a focus on inclusion and decentering whiteness instruction while continuing best practices for for SEL, literacy, math, science and art	145-5
ELOP will cover the afterschool enrichment contract costs to provide specialized programming after school.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities.	145-6
ELOP will cover after school direct service staffing costs and benefits.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Collaboratively develop integrated learning opportunities for students with a focus on inclusion and decentering whiteness instruction while continuing best practices for for SEL, literacy, math, science and art	145-7

PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Heart in Balance Mental Health Interns will provide counseling services for students.	\$3,000	LCFF Supplemental	5825	Consultants			0.00			We will continue to use STG SEL weekly screener and begin using data at COST team meeting to help determine supports for students	145-8
IXL, Mosaic, and Mystery Science software for K- to supplement math, social emotional learning and science curriculum	\$6,500	LCFF Supplemental	5846	Licensing Agreements			0.00			Provide daily foundational skills instruction and progress monitor using curriculum embedded assessments	145-9
Early literacy tutor for TK students	\$46,032	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	8603	Early Literacy Reading Tutor	0.80			Create instructional support groups for identified students utilizing PPTG instructional aides and parent volunteers to support with academic differentiation throughout the school day.	145-10
TK- 5 EEIP Prep teacher	\$67,962	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	1889	Teacher Education Enhancement	0.60			Collaboratively develop integrated learning opportunities for students with a focus on inclusion and decentering whiteness instruction while continuing best practices for for SEL, literacy, math, science and art	145-11
Library Tech will support literacy for grade TK-5 and maintain library	\$40,145	Measure G, Library Support	2205	Classified Support Salaries	9555	Library Technician	0.50			Collaboratively develop integrated learning opportunities for students with a focus on inclusion and decentering whiteness instruction while continuing best practices for for SEL, literacy, math, science and art	145-12
TK-5 Art prep teacher	\$56,055	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10068	Teacher Education Enhancement	0.60			Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	145-13
Extend FTE from 0.5-0.8 for the attendance specialist to provide support to families: extended contracts, absence verification, SART and SARB meetings etc.	\$22,614	PTA/PTO Donations	2205	Classified Support Salaries	1623	Attendance Specialist	0.30			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.	145-14



Peralta ELEMENTARY SCHOOL School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Matt Glaser
Vice Chairperson:	Fran Kalal
Secretary:	Christina Means
PSAC Rep	Matt Glaser

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"/>	--
1	Steven Davis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1	Heather Peguero	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1	Amie Stair	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1	Chirsina Means	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
1	Sara Gillespie Kobylczak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Fran Kalal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1	Abigail Martin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1	Matt Glaser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1	Evan Magers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	2nd Tuesday of every month 6:00 pm
---	------------------------------------

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members