

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Grass Valley Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Grass Valley Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Grass Valley Elementary School
CDS Code: 1612596001879
Principal: Brandee Stewart
Date of this revision: 6/5/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal 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: Brandee Stewart
Address: 4720 Dunkirk Avenue
Oakland, CA 94605

Position: Principal
Telephone: 510-636-4653
Email: brandee.stewart@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Grass Valley Elementary School

Site Number: 122

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | |

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

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

Date(s) plan was approved: 5/9/17

6. 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, media announcements, etc.)

Signatures:

Brandee Stewart

Brandee Stewart

School Principal

Signature

5/12/17

Date

Heather Bennett

Heather Bennett

Signature

5/12/17

Date

Print name of SSC Chairperson

Monica Thomas

Monica Thomas

Signature

5-12-17

Date

Network Superintendent

Marcus Silvi

Marcus Silvi

Signature

5/25/17

Date

Coordinator, Office of Accountability Partners

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Grass Valley Elementary School

Site Number: 122

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

Date	Stakeholder Group	Engagement Description
12/12/2016	Staff	Faculty meeting. Diccuss schoolwide data.
12/13/2016	SSC	Parent, teachers, community discuss school wide data.
1/23/2017	Staff	Discuss the plus and deltas of the current strategies. Talk about next steps for academic and school culture.
1/24/2017	SSC	Discuss the plus and deltas of the current strategies. Talk about next steps for academic and school culture.
1/25/2017	ILT	Review plus Deltas from Staff and parents. Create priority strategies.
2/13/2017	Staff meeting	Review priority strategies created by SSC. Give feedback
2/23/2017	Parent night	Present priority strategies developed by ILT and staff feedback. Parent feedbacj
3/6/2017	SSC	Vote on SPSA priority and budget items.

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$42,415.78	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$85,494.17	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$224,538.79	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$32,098.60	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,074.94	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$33,173.54	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Grass Valley Elementary School is a haven in the hills for Oakland children. This quiet neighborhood school is a short drive from the Oakland Zoo and the Lake Chabot Golf Course. Our focus at Grass Valley is on educating the whole child. We have a strong emphasis on literacy, math, technology and the arts. Project Based Learning/Maker Education are integrated into our classrooms. Students have access to art, dance, music, and physical education classes, as well as, an outdoor classroom, garden and a brand new MakerSpace. Come discover this hidden gem in the hills!

School Mission and Vision

Vision: We strive to provide a rigorous and relevant educational experience where students are mentally, physically, and emotionally engaged everyday.

Mission: to develop students as self directed learners who see their potential to be change agents in their lives, communities, and the world.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

By May 2018, 40% of Grass Valley 3rd-5th graders will meet or exceed standard on the 2017-18 SBAC ELA assessment.

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC ELA	All Students	26.02%	30.02%	34.02%

Other Leading Indicators for Literacy:

SRI and F&P

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
Double digit growth on SBAC. 30% proficient on SRI. In the fall administration of the SRI all but two students scored proficient on the SBAC. Overall growth is in the green.	English language learners are performing at a lower rate on SBAC than other subgroups. Many of our English language learners are in special education. However, the ELL students that are not in sped are also underperforming and reclassifying at low rates.

ROOT CAUSE ANALYSIS

Targeted small group instruction in all classes from Kinder to third grade. Most students are entering the third grade as proficient readers. Greater alignment to the standards in daily instruction.

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

By May 2018, 32% of Grass Valley 3rd-5th graders will meet or exceed standard on the 2017-18 SBAC Math assessment.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	16.94%	20.47%	24.00%

Other Leading Indicators for Mathematics:

SMI and Standards aligned tests in illuminate.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
All gen ed 3rd grade students scored at or one year below on SMI. No red. 7pp growth on SBAC for in Sped in math. 14pp growth for ELL in math. Overall growth is in the "green"	Scores on SBAC math flatlines

ROOT CAUSE ANALYSIS

We have not had any math school wide professional development or expectations. Teachers did not know the common core shifts in mathematics, nor the standards.

CULTURE & CLIMATE PRIORITY: Positive school culture

SCHOOL GOAL for Positive school culture:

By May 2018 Grass Valley will move the school SPF culture climate score by one color band in all sub categories.

SCHOOL TARGETS for Positive school culture:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Attendance Rate	All Students	95.52%	95.76%	96.00%

Other Leading Indicators for Positive school culture:

Informal parent conversations. Student attendance rates which would indicate the students desire to be at school. URF data as an indicator of students engagement in instruction.

NEEDS ASSESSMENT for Positive school culture:

STRENGTHS	CHALLENGES
Reduction in chronic absences. Reduction in suspension.	95.5% attendance rate (orange). Lower score on the socio emotional learning survey (yellow).

ROOT CAUSE ANALYSIS

Implemented school wide PBIS strategies. Use of alternaties to suspension. Developed lunch time boys and girls groups. for the socio emotional learning the 5th grade students were departmentalized. They had a hard time with one teacher and a second teacher left mid year.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

By May 2018 Grass Valley will increase student and parent CHKS data to "Blue" overall on the SPF.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent Participation Rate	All Students	64.70%	69.85%	75.00%

Other Leading Indicators for Family Engagement:

Monitor participation in family events.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
All blue and green for parent, teacher and student CHKS data.	We have a difficult time getting parents to come to PTA and SSC meetings

ROOT CAUSE ANALYSIS

Parents are happy with the acaemic program, specifically the small group reading instruction and the project based learning. However, we have not identified a strategy or a vision for parent involvement. We are located in a inconvenient place and parents generally dont want to stay late.

ADDITIONAL PRIORITY: EL Reclassification

SCHOOL GOAL for EL Reclassification:

10% reclassification rate.

SCHOOL TARGETS for EL Reclassification:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	5.10%	8.10%	11.10%

Other Leading Indicators for EL Reclassification:

Monitor ELL students progress on the SRI.

NEEDS ASSESSMENT for EL Reclassification:

STRENGTHS	CHALLENGES
Growth in our reclassification rate.	5% reclassification rate

ROOT CAUSE ANALYSIS

We dont have a specific ELL support strategy or plan.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If teachers teach small, differentiated guided reading groups daily, then they can track student literacy development and implement targeted strategies for students individualized needs. If teachers plan common core aligned lessons for their small guided reading groups, then students will make greater progress towards standards mastery.
SCHOOL THEORY OF ACTION for Mathematics:	If teachers teach small, differentiated guided math groups daily, then they can track student math development and implement targeted strategies for students individualized needs. If teachers plan common core aligned lessons for their small guided math groups, then students will make greater progress towards standards mastery.
SCHOOL THEORY OF ACTION for Positive school culture:	If teachers implement school wide PBIS and restorative practices with consistency then students will experience common expectations across the school, leading to a more positive calms school culture. If adults use restorative practices and teach the toolbox social skills curriculum, then students will have the tools and language to solve their problems, thus reducing behavior problems.
SCHOOL THEORY OF ACTION for Family Engagement:	If the school creates meaningful opportunities for parents to volunteer and engage such as Maker education, then famileis will be more likely to participate in school activiites and decision making.

SCHOOL THEORY OF ACTION for EL Reclassification:	If the school identifies two to three key strategies to support students with inferencing and passing the SRI, then 100% of general ed students will reclassify by spring 2018
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PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Personalize learning using a blended learning approach to math instruction which engages students, develops ownership and independence and provides access to more rigorous content. Instruction includes a daily combination of two or more of the following: online learning, small group instruction, full class instruction, group projects or individual teaching. The "station rotation" in math will allow time for students to work at the computer on targeted math skill, work in small groups on performance tasks and small projects, and allow time for the teacher to pull small groups or individuals for guided math practice. This will include time for the teacher to model mathematical thinking and guided small groups to develop their thinking.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Teachers will know and understand the key instructional shifts in mathematics and will use blended rotation model plan and implement rigorous lessons that contain skill, conceptual and application for each concept.	ILT will lead professional development on the instructional shifts and school will provide professional development time for planning math blended rotations'	Provide weekly PLC time for math planning. Flexible, mixed grade math groupings
1-2	3-5 grade teachers will use SBAC blueprints to identify priority standards. All teachers will backwards plan from the standards by mapping daily objectives for each standard.	ILT will lead professional development on backwards planning and templates for writing objectives.	Time for ILT to plan and monitor the objectives
1-3	Create individualized math plans with short term and long term goals for each student related to key standards and objectives, with particular attention to the learning needs of identified groups, including English Learners, Foster Youth, and GATE students.	Develop grade appropriate goal setting sheets. Use illuminate to develop pre and post assessments, as well as, formative exit tickets throughout the cycle.	Illuminate training. Monitoring data in illuminate. Guide teacher data reflection and planning.
1-4	Work in weekly Math blended learning COP to analyze student data and plan targeted lessons.	The principal will conduct data meetings with the teachers in the math blended learning COP aligned to school wide cycles of inquiry and performance goals.	create math cycles of inquiry on school wide master calendar.
1-5	Teacher will pull small groups to support differentiated math needs for advanced, and struggling learners.	Analyze the practices and achievement of students using the blended model versus the traditional structures.	Educate parents about the blended learning approach. Develop clear structures to engage parents.

1-6		Plan and lead ILT meetings focused on reading instruction, math instruction, and data analysis.	Create a schedule to support mixed groups and time for parent meetings and goal setting.
1-7		Plan and Lead Professional development related to the instructional plan	
1-8		Communicate with parents and the community around the instructional plan	
1-9			Organize the master schedule to support PLC time
1-10	Use of online/ computer based programs in the classroom weekly/ daily for math to prepare for SBAC and to support collect career readiness. This resource will be provided at the school to support students that dont have access to technology at home.		
1-11	The use of Online programs for intervention and acceleration will support economically disadvantaged students who may not be able to afford outside tutoring.		

Improvement Strategy #2:	Personalized reading instruction through small guided reading groups or individual conferring. Teachers will develop guided reading plans that include questions and activities at DOK 3 and 4, specifically inferencing.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Implement balanced literacy approach	Provide coaching and support for Balanced Literacy	Provide time for teachers to collaborate around guided reading
2-2	Daily Guided reading groups focused on DOK 3 and 4 questions	Observe and provide feedback on Guided reading groups	Ensure that there is enough books for independent reading
2-3	Teachers will work with students to set individual and classroom goals, with particular attention to the learning needs of identified groups, including English Learners, Foster Youth, and GATE students.	Conduct data conferences around SRI and Running records	Continue to develop school wide structures to promote a culture of learning
2-4	Progress monitor students reading levels in 6 week cycles	Plan and lead ILT related to the instructional program	Celebrate reading growth and achievement

2-5	Teachers will work in weekly PLC groups where they will identify and plan for 3-5 key strategies to support student inferencing.	Plan and Lead Professional development related to the instructional plan	Fund site license and professional development for technology to support literacy
2-6	Teachers will work in weekly PLC groups where they will identify and plan for key strategies to support student writing.	Communicate with parents and the community around the instructional plan and schoolwide priorities	In the first week of school the kinder teachers will use the minimum days to conduct reading and math diagnostics on incoming kinder students.
2-7	Teach the Lucy Calkins units of study aligned to readers workshop foci and writers workshop	Identify key strategies to support reading for English Language Learners. Provide professional development.	Buy teachers books on best practices related to reading instruction/ inferencing and writing.
2-8	Guided reading groups with specific ELL strategies to support English Language Learners.		
2-9	Use of online/ computer based programs in the classroom weekly/ daily for ELA to prepare for SBAC and to support collect career readiness. This resource will be provided at the school to support students that dont have access to technology at home		
2-10	The use of Online programs for intervention and acceleration will support economically disadvantaged students who may not be able to afford outside tutoring.		

Improvement Strategy #3:	Implement culturally relevant and critical thinking practices, which will include the Maker approach to project based learning to help students apply content knowledge to real world situations.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers will develop units that culminate in 2 weeks of Maker projects at the end of each trimester	Facilitate teacher professional learning and summer planning	Create a schedule to support end of unit projects
3-2	Teachers will collaborate over the summer to develop quality Maker projects	Develop tools and systems to monitor and assess the impact of the Maker approach on students critical thinking	Extended contracts for teacher summer planning
3-3	Teachers will engage in professional development on Making and design thinking	Develop a portfolio system and student presentation related to maker projects	Funding, space and resources to develop a Maker lab and Maker carts
3-4	Develop rubrics to assess student learning		Provide a TSA to coach and support teachers in the pilot program

3-5	Identify standards, concepts, skills related to each project		Work with ASP program to provide hands on enrichment activities in extended day that are aligned with school day curriculum and projects
3-6			TSA pushes into classes weekly and leads small maker activities with thinking routines.
3-7			The school will host parent nights for kinder students. These nights will be academic and project based to help parents understand the rigors of Common Core Curriculum.
3-8			Maker team will continue to help teachers facilitate Trimester Maker expos that are aligned to college and career readiness. For some of our Low income students that may not have exposure outside of their immediate community

Improvement Strategy #4:	Develop a multi tiered support system for student behavior, with a focus on positive support and reinforcement.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	Teaching lessons related to school expectations	Ensure that all the teachers know the school wide practices	Grade level teachers develop lesson plans to teach school wide practices and expectations
4-2	Create and implement schoolwide expectations with consistency	Develop a PBIS team	PBIS team review school culture data
4-3	Communicate with parents	Communicate with parents	PBIS team develop clear systems for Tier 2 behaviors
4-4	Positive praise and recognition at the classroom level.	Get a community assistant to support parent communication and case management	PBIS team attend district PBIS meetings.
4-5		Hire an academic mentor to case manage tier 2 students	PBIS team work with PBIS coach
4-6		Work with district PBIS coach	PBIS team facilitate school culture professional development
4-7		Develop systemic positive recognition programs	Develop an academic intervention center that can help prevent referrals to SPED

4-8		Develop and handbook or guide so all parents, community, students, teachers have the same expectation.	Develop restorative justice practices that can be implemented as alternatives to suspension
4-9		Community Assistant work to support homeless and foster youth with case management for students and parents.	Continue to have Student Success Team meetings with regular follow up
4-10		Community Assistant will work with the district to connect homeless students and foster students with academic and social emotional resources.	Hold SST meetings for students Identified as homeless to discuss any needed modifications in homework assignment.
4-11			Have the attendance clerk do weekly phone calls both positive and supportive to ensure that homeless students and foster students maintain good attendance.
4-12			Host summer parent workshops/ orientation to build relationships and help them understand the grass valley culture and school practices

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

PROPOSED 2017-18 BUDGET

Site Number:

122

School:

Grass Valley Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract with afterschool provider	Work with ASP program to provide hands on enrichment activities in extended day that are aligned with school day curriculum and projects	A1.6: After School Programs					122-1
\$5,000.00	General Purpose Discretionary	Stipends for teachers to participate in after hours Instructional Leadership PD, trainings, etc.	Implement balanced literacy approach	A3.4: Teacher Professional Development focused on Literacy	1120				122-2
\$1,000.00	General Purpose Discretionary	Clerical overtime	Have the attendance clerk do weekly phone calls both positive and supportive to ensure that homeless students and foster students maintain good attendance.	A2.9: Targeted School Improvement Support	2425				122-3
\$171.81	General Purpose Discretionary	Surplus to be allocated in Fall 2017	n/a	n/a	4399				122-4
\$23,149.66	General Purpose Discretionary	Supplies	Implement balanced literacy approach	A3.2: Reading Intervention	4310				122-5
\$5,000.00	General Purpose Discretionary	Copier	Implement balanced literacy approach	A3.2: Reading Intervention	5610				122-6
\$6,000.00	General Purpose Discretionary	Licenses	Fund site license and professional development for technology to support literacy	A3.1: Blended Learning	5846				122-7
\$2,094.31	General Purpose Discretionary	EEIP to support Engaging Schools curriculum with professional learning and on-site coaching	Work in weekly Math blended learning COP to analyze student data and plan targeted lessons.	A2.5: Teacher Professional Development for CCSS & NGSS		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0007	0.02	122-8
\$140.96	LCFF Supplemental	Surplus to be allocated in Fall 2017	n/a	n/a	4399				122-9
\$1,476.24	LCFF Supplemental	STIP to support collaboration time for teachers to focus on Academic acceleration	Work in weekly Math blended learning COP to analyze student data and plan targeted lessons.	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0437	0.04	122-10
\$1,476.24	LCFF Supplemental	STIP to support collaboration time for teachers to focus on Academic acceleration	Work in weekly Math blended learning COP to analyze student data and plan targeted lessons.	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0437	0.04	122-11
\$13,613.05	LCFF Supplemental	EEIP to support Engaging Schools curriculum with professional learning and on-site coaching	Work in weekly Math blended learning COP to analyze student data and plan targeted lessons.	A2.1: Implementation of CCSS & NGSS		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0007	0.13	122-12
\$5,000.00	Measure G: TGDS	Extended contracts	Extended contracts for teacher summer planning	A2.10: Extended Time for Teachers	1120				122-13
\$483.18	Measure G: TGDS	Surplus to be allocated in Fall 2017	n/a	n/a	4399				122-14
\$5,904.97	Measure G: TGDS	Collaboration time for teachers to focus on Academic acceleration	Provide time for teachers to collaborate around guided reading	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0437	0.16	122-15
\$296.97	Supplemental Program Investment	Surplus to be allocated in Fall 2017	n/a	n/a	4399				122-16
\$18,453.03	Supplemental Program Investment	STIP sub to support collaboration time for teachers to focus on Academic acceleration	Provide weekly PLC time for math planning.Flexible, mixed grade math groupings	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP0437	0.5	122-17

\$837.83	Title I Basic	Supplies	Implement balanced literacy approach	A3.2: Reading Intervention	4310				122-18
\$3,690.61	Title I Basic	Collaboration time for teachers to focus on Academic acceleration	Work in weekly Math blended learning COP to analyze student data and plan targeted lessons.	A2.5: Teacher Professional Development for CCSS & NGSS		TEACHER STIP	TCSTIP0437	0.1	122-19
\$27,570.16	Title I Basic	Community assistant to support parent engagement and attendance	Community Assistant will work with the district to connect homeless students and foster students with academic and social emotional resources.	A5.4: Root Causes of Chronic Absence		COMMUNITY ASSISTANT	COMMAS0011	0.8	122-20
\$1,074.94	Title I Parent Participation	Surplus to be allocated in Fall 2017	Host summer parent workshops/ orientation to build relationships and help them understand the grass valley culture and school practices	A6.5: Academic Parent-Teacher Communication & Workshops	4399				122-21



OFFICE OF ACCOUNTABILITY

Grass Valley

School Name

Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature



Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child’s class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school’s high academic standards.
- Respect the school, students, staff and families.

Teacher signature

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

Signed on this _____ day of _____, 20_____.



School Site Council Membership Roster – Elementary

School Name: Grass Valley

School Year: 2016-2017

Chairperson : Heather Bennett	Vice Chairperson: Deanna Winston
Secretary: Diana Culmer	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Heather Bennett				X
Paula Mitchell			X	
Deanna Winston				X
Felicia Harris				X
Lanetta Figg				X
Diana Culmer		X		
Shakina McNeal				X
Tammy Coleman		X		
Christine Hosley		X		
Brandee Steward	X			

Meeting Schedule (day/month/time)	4TH Friday of every month at 8:30am
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SSC Legal Requirements: (Ed. Code 52852)

- 1** Members **MUST** be selected/elected by peer groups;
- 2** There must be an equal number of school staff and parent/community/student members;
- 3** Majority of school staff members must be classroom teachers;
Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent /Community



Title I School Parental Involvement Policy 2016-17

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Grass Valley Elementary agrees to implement the following statutory requirements:

(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

School wide Title I meeting
 Back to school night
 SSC
 Parent Newsletter

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

School site council
 PTA, Dads club
 Student activities
 After school program parent meetings

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

Facilitate discussions at monthly SSC meetings
 Facilitate discussions and feedback through PTA



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Parent meetings
monthly school newsletter
phone calls home
Individual class newsletter

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Parent conferences
Class newsletter
Parent meetings

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents can leave a "memo for th principal" and request a meetings anytime
The principal is accesible via email

School-Parent Compact

(Name of school) Grass Valley Elementary :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) Grass Valley Elementary;

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California’s academic content standards
 2. The State of California’s student academic achievement standards
 3. The State of California’s and Oakland Unified School District’s academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child’s progress
(In the box below, briefly describe or bullet how this happens at your school.)

Parent meetings
Letters home
Back to school night
Parent conferences

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement.
(In the box below, briefly describe or bullet how this happens at your school.)

PTA trainings
SSC
Teacher Led conferences
Dads club

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
(In the box below, briefly describe or bullet how this happens at your school.)

The principal has an open door policy to hear parent ideas
parent volunteers



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

(In the box below, briefly describe or bullet how this happens at your schools.)

PTA meetings	Winter assmebly
Dads club	Student of the month
Back to school night	After school program meetings

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

(In the box below, briefly describe or bullet how this happens at your school.)

Parent letters
Newsletters

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

(In the box below, briefly describe or bullet how this happens at your school.)

PTA
Dads club
SSC

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

SSC meetings with translation as needed. During parent conferences/IEP meetings we ask for parent feedback Translated phone calls and letter.



Adoption

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

This policy was adopted by the (Name of School) Grass Valley School Site Council on (Date) Sept 29,
and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of
participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) Grass Valley's notification to parents of this policy will be in an understandable
uniform format and, to the extent practicable, provided in a language the parents can understand.


(Principal's Signature)

9/29/14
(Date)