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

Board Cover Memorandum

To　　　　　　　Board of Education

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

Meeting Date　 August 24, 2022

Subject　　　　2022-2023 School Plan for Student Achievement (SPSA) for Grass Valley
　　　　　　　　　Elementary School

Ask of the Board　　Approval by the Board of Education of the 2022-2023 School Plan for Student
　　　　　　　　　　　Achievement (SPSA) for Grass Valley Elementary School

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

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

Fiscal Impact　　　The programs listed below are reported in the Consolidated Application
　　　　　　　　　　　and allocated to school sites through the School Plan for Student
　　　　　　　　　　　Achievement (SPSA):
　　　　　　　　　　　● Title I, Part A, including Comprehensive Support & Improvement Grant
　　　　　　　　　　　● Title IV, Parts A and B
　　　　　　　　　　　● After School Education and Safety (ASES)

Attachment(s)　　　● 2022-2023 School Plan for Student Achievement (SPSA) for Grass Valley
　　　　　　　　　　　Elementary School

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School:	**Grass Valley Elementary School**	**Board Office Use: Legislative File Info.**
CDS Code:	1612596001879	**File ID Number:** 22-1690
Principal:	Casey Beckner	**Introduction Date:** 8/24/22
Date of this revision:	5/23/20	**Enactment Number:** 22-1462
		Enactment Date: 8-24-2022 CJH

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:	Casey Beckner	**Position:**	Principal
Address:	4720 Dunkirk Avenue	**Telephone:**	510-636-4653
	Oakland, CA 94605	**Email:**	casey.beckner@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/23/2022
The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Grass Valley Elementary School   **Site Number:** 122

X	Title I Schoolwide Program	☐	Additional Targeted Support & Improvement (ATSI)	☐	LCFF Concentration Grant
☐	Title I Targeted Assistance Program	X	After School Education & Safety Program	☐	21st Century Community Learning Centers
☐	Comprehensive Support & Improvement (CSI)	X	Local Control Funding Formula (LCFF) Base Grant	☐	Early Literacy Support Block Grant
☐	Targeted Support & Improvement (TSI)	X	LCFF Supplemental Grant		

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

     Date(s) plan was approved: 5/23/2022

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, ParentSquare blasts, etc.)

Signatures:

Casey Beckner	*Casey Beckner*	5/23/2022
Principal	Signature	Date
Lathina Hill	*Lathina Hill*	5/23/2022
SSC Chairperson	Signature	Date
Monica Thomas		5.24.2022
Network Superintendent	Signature	Date
Lisa Spielman	*Lisa Spielman*	5/24/2022
Director, Strategic Resource Planning	Signature	Date

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/5/2022	Faculty and Staff	Engagement with staff regarding upcoming school year budget.
1/6/2022	Instructional Leadership Team	Feedback from ILT regarding upcoming school year budget.
1/11/2022	School Site Council	Feedback and approval from SSC regarding 22/23 school year budget.
2/18/2022	Parents & Community Members	Connect with the principal regarding upcoming school year plan and goals.
3/24/2022	Instructional Leadership Team	Feedback from ILT regarding school plan goals for 22/23.
3/29/2022	School Site Council	Feedback from SSC regarding school plan goals for 22/23.
4/14/2022	Instructional Leadership Team	Feedback from ILT regarding school plan goals for 22/23.

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$73,800.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$419,133.77

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$67,500.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$11,880.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$1,800.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$130,310.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$4,500.00	TBD	After School Education and Safety Program (ASES #6010)	$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$73,800.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$345,333.77**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$419,133.77**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Grass Valley Elementary School	**School ID:** 122

School Description

The Grass Valley community is a dynamic one, serving over 250 students. Most of our teachers have been at Grass Valley for 5 years or more. We are a collaborative staff that values supporting each other and being our best selves for our students. Every week, our teachers meet to discuss best practices in student learning and plan next steps for instruction. In all grades, students engage in an integrated Makers Projects through our on site Wonder Workshop, planned by our teachers with guidance from our Teacher on Special Assignment. Each Trimester, we hold a Makers' Expo, where students showcase their learning and projects that answer our focal question (ie. How might we, as climate scientists, explore the impact human beings have had on the earth?) In Kindergarten-2nd grades, an Early Literacy Tutor and Coach support teachers in getting all students to read with fluency and automaticity. In 3rd-5th grades, students with additional learning needs meet with our academic intervention providers to support building foundational skills in reading and math. At Grass Valley, Eagles are encouraged to be responsible for themselves and their community, be respectful of themselves and those around them, and be safe in their actions and reactions. We also use Restorative Justice Practices and Toolbox to build community, support students in repairing harm/resolving conflict, and promote self regulation/mindfulness. Our day staff and after school staff work collaboratively to support students both academically and social-emotionally by aligning our practices.

School Mission and Vision

Grass Valley Elementary School's vision is to develop students as self directed learners who see their potential to be change agents in their lives, communities, and the world. The mission of Grass Valley is to provide a rigorous and relevant educational experience where students are mentally, physically, and emotionally challenged everyday. Grass Valley staff will work in collaborative teams to focus on learning and use quantitative and qualitative data to meet the academic needs of students. Grass Valley teachers believe that student literacy and mathematical metacognition is the key to academic success. Teachers are committed to professional development to increase their knowledge and experience in the implementation of common core standards and teaching grade level skills to assess mastery of student outcomes. We are innovating through a project based learning approach implementing the Makers Program.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	52%	*not available until Fall 2022*	75%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	25%	*not available until Fall 2022*	50%

i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	6%	*not available until Fall 2022*	30%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-77.6	n/a	*not available until Fall 2022*	-55
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	5%	*not available until Fall 2022*	25%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-85.2	n/a	*not available until Fall 2022*	-65
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	20%
CAST (Science) at or above Standard	All Students	10%	n/a	*not available until Fall 2022*	30%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-149.6	n/a	*not available until Fall 2022*	-125.0
SBAC ELA Distance from Standard Met *2018-19 baseline*	African American Students	-77.5	n/a	*not available until Fall 2022*	-50.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0%	*not available until Fall 2022*	20%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-142.9	n/a	*not available until Fall 2022*	-120.0
SBAC Math Distance from Standard Met	African American Students	-82.1	n/a	*not available*	-60.0

| *2018-19 baseline* | African American Students | -82.1 | n/a | *not available until Fall 2022* | -60.0 |

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	4%	0%	*not available until Fall 2022*	9%
LTEL Reclassification	Long-Term English Learners	0%	0%	*not available until Fall 2022*	3%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	65%	71%	*not available until Fall 2022*	82%
Out-of-School Suspensions	All Students	2%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	African American Students	2%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	Special Education Students	1%	n/a	*not available until Fall 2022*	0%
Chronic Absenteeism	All Students	18%	28%	*not available until Fall 2022*	20%
Chronic Absenteeism	African American Students	15%	28%	*not available until Fall 2022*	20%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	75%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	75%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths

LCAP Goal 1: College/Career Readiness	We have quadurpled the number of students using i-Ready Reading for 50+ minutes each week from this time in 20/21. We have increased the percentage of students taking the i-Ready Reading test to nearly 100% from an average of 63% in 20/21.	With rigorous PD and PLCs, teachers have been better able to assure that students are engaged in completion of these assessments. Teacher familiarity has increased student engagement on weekly MyPath results, as well. This participation by students supports teachers in having a clearer understanding of where students are and allowing them to plan with these results/needs in mind.
LCAP Goal 2: Focal Student Supports	A 6 point growth in connectedness to school per the CHKS survey, during two+ years of a pandemic shows a continued building of community.	A tiered MTSS system focused on interventions to support students struggling with mental health, behavior, and attendance. Check in, Check out has provided deep connections between students and staff, that have fostered increased attendance and improved academic outcomes.
LCAP Goal 3: Student/Family Supports	Strong demonstration of student understanding of the GV Way and behavior matrices.	Clear use of incentivized behavior supports across the school to reward appropriate behavior. Student of the Month and Superhero Circle have continued to build school wide focus on expected behavior.
LCAP Goal 4: Staff Supports	We have developed a strong staff culture where all voices/ideas feel heard.	Consistent and systematic preps, sub coverage, faculty meetings/professional development, and sharing of data has led to a culture of transparency. Additionally, consistent structures for adult participation has resulted in strong partnerships across all grade and class levels.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
LCAP Goal 1: College/Career Readiness	A decrease in the percentage of students performing at or above grade level in K-3 in the i-Ready Reading diagnositc.	Teachers new to these grade levels, coupled with new curriculum led to lower results in reading. Teachers did not begin the year teaching Phonemic Awareness in all classrooms.
LCAP Goal 2: Focal Student Supports	An increase in percentage of AA students 3+ grade levels below in Reading on i-Ready diagnositc assessment.	An unfilled position in 4/5 and a teacher new to our school in 3rd grade contributed to lower results in these grade levels.

LCAP Goal 3: Student/Family Supports	Chronic absenteeism has increased over 10% for all students, including SPED and AA.	Lack of consistent communication with families regarding absences and inconsistent Attendance team meetings have contributed to increased chronic absenteeism. No school wide focus on attendance is also a factor.
LCAP Goal 4: Staff Supports	Fatigue among and across all positions.	Regular absences of colleagues requiring the splitting of classes has resulted in exhaustion among staff members. Increased behavioral needs of some students coupled with a lack of knowledge of how to respond or feeling supported has resulted in added fatigue.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

About 80% of our students receive free and reduced lunch, which results in higher academic needs for many of our students. Many heads of households work multiple jobs to support their families and so are not afforded the time needed to fully engage with their student's educational experiences to a deep level. Most of our students also commute to arrive at Grass Valley (which is only accessible by public bus, though it takes a long time), which results in a high percentage of students being tardy or chronically absent and missing leanring.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Grass Valley Elementary School	**SPSA Year Reviewed:** 2021-22
	SPSA Link: 2021-22 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.

Increased COVID funding afforded us an additonal on site sub (STIP), Teacher on Special Assignment, and classroom teacher, however these positions were difficult to fill, and only finally hired by Ferbuary 22. Since then, our STIP has supported increased small group instruction in classrooms through push in and our TSA has supported incrased professional development focused on our new district wide literacy curriculum. Our 4th and 5th grades experienced a lack of continuity in classroom teaching as we lost a staff member and struggled to hire another. A high number of regular staff absences due to COVID and a few number of subs across the district has made it difficult to fully implement our plan for professional development and regular high quality instruction, with the need to split classes and the requirement for teachers to remain flexible at a moment's notice.

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

Regular teacher Professional Learning Communities has provided the greatest support. Timely professional development sessions regarding our new literacy curriculum and assessment system have proved supportive of teacher learning and needs. Few URFs and clear execution of school wide behavioral expecations denotes strong school culture amond all grade levels.

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 shift our Literacy and Math goals to align with district priorities and focus on best implementing new curriculum in each area. We will include a goal specifically to support our AA students, since we serve such a large percentage within our student body. Our goals for ELs will explicitly focus on implementing both integrated and designated approaches to ELD. All goals will be refined to reflect current and ongoing work of our site.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA	SBAC ELA Distance from Standard Met	Leads and promotes the Maker Centered Learning porgram, including teacher PLCs and student Expos of Learning	Multiple MCL units each year culminating in an Expo of Student Learning is promoting student engagement and learning. It is difficult to find coverage for all teachers to assure they are able to get the release time to plan units, so not all are involved.	We will continue to build teachers' buy-in to the importance of the MCL program to assure that students get access to this important learning opportunity.

Early Literacy Tutor	i-Ready Reading at or above Mid-Grade	Instructs small groups of students in systematic phonics instruction in grades K-5.	Systematic phonics instruction is occuring in K-5. Students are not regularly being administered mastery tests and that data is not being regularly reviewed.	We will build in protected time for tutors to collaborate and plan with teachers.
Surplus	Student Connectedness to School	Used to fund field trips to support student learning and connectedness to school community	Field trips have been a great opportunity for students to see our curriculum come to life.	We will continue to offer a wide range of field trip opportunities for students.
Online license agreements	i-Ready Reading at or above Mid-Grade	Supports students in accessing a wide rage of complex texts and texts at their levels about a wide range of topics	Raz Kids and NewsELA have supported K-5 in having access to additional complex and grade level texts of high interest.	We will continue to use this to supplement the work we are already doing in strong literacy instruction.
Parent Workshops	Chronic Absenteeism	Parent workshops to support understanding of the importance of attendance and they ways in which to support scholars outside of school.	We are struggling to find a partner to make this work happen.	Continue reaching out to organizations that might be able to partner with us.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Grass Valley Elementary School	**School ID:** 122

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:	School Culture (Social emotional practices & Maker-centered learning)
School Theory of Change:	If in school, classrooms, and community circle, we implement: -social emotional practices (ie. PBIS/GV Way, CSC, Toolbox and Sown to Grow) -Maker-centered learning practices (focus on anti-bias standards) then we will create the conditions for students to develop their sense of agency (ie. directing their own learning), feel more connected (ie. students feel safe, seen and valued for their individuality) and be more engaged with school.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Focus on promoting attendance for all students through promoting engagaing practices in the classroom and holding family relationship building meetings (ie. Family Welcome Meetings - Aug, Report Card Conferences - T1, Results/Report Card Conferences - T2) that are inclusive of students.	Facilitate Weekly Attendance Team Meeting with Attendance Specialist & Community Assistant Implement whole school Tier 1 strategies with District support Hold SART meetings regularly to follow up with Tier 2 students within 1 month of chronic absenteeism Offer optional PD on student led conferences and clearer expectations of conferences.	Increased attendance; visible school wide evidence of focus on attendance (ie. posters, incentive contests, etc); Attendance Team Meeting agenda/minutes	Chronic absenteeism has increased over 10% for all students, including SPED and AA.	Tier 1

1-2	Proactively teach GV Way school expectations and explicitly teach/connect to use of Toolbox Tools in conjunction with whole school staff (ie. ASP and support staff); implement strategies effectively.	Develop shared understanding of GV Way, CSC, Toolbox by developing buy-in among teachers/staff. Continue aligning GV Way to include Student and Staff Matrices and the Toolbox tools, facilitated by the School Culture Committee	Students demonstrating Grass Valley Way and using Tools when needed Students earning tickets/Dojo points for incentives		Tier 1
1-3	Refer students to COST team for MTSS after SST/multiple interventions.	Provide PD for COST, MTSS and SST systems; support teachers with coaching around interventions; hold biweekly COST meetings to identify/place students in MTSS.	COST meeting agendas Reducing number of students needing Tier 2/3 services as a result of interventions	Chronic absenteeism has increased over 10% for all students, including SPED and AA.	Tier 2
1-4	ASP Teachers will push in to Gen Ed teacher classrooms to observe best practices. ASP Teachers will reflect on classroom systems/structures observed and implement similar best practices during ASP (ie. homework help and enrichment time).	Principal and ASP Coordinator will provide time for collaboration and sharing of best practices between Day/After school staff Leaders will observe/give feedback to ASP Teachers trimesterly	Observation and feedback notes Evaluations of ASP Teachers by ASP Coordinator Check-in notes from ASP/Principal check-in		Tier 1
1-5	Support students in leading Community Circle to build student ownership of the Grass Valley Way.	Create systems to facilitate Community Circle, Afternoon announcements, Monthly newsletter as a messaging tool about GV Way and Toolbox to students/families and to build student/teacher ownership by having classrooms/students lead.	Student leadership of Community Circle and Afternoon Announcements.		Tier 1

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1-6	Communicate with families about learners' progress in GV Way, Toolbox, and MCL practices and connect this conversation to academic learning progress regularly.	Engage families in learning about GV Way, Toolbox, and MCL practices through Back to School Night, SSC, PTA and other parent events.	Increased family engagement in adopting GV Way, Toolbox, and MCL practices; increased attendance at MCL expos.	An increase in percentage of AA students 3+ grade levels below in Reading on i-Ready diagnositc assessment.	Tier 1
1-7	Plan/engage learners in semesterly MCL expo projects, that develop student agency, are connected to the anti-bias standards and integrated into current curriculum areas.	Provide regular weekly collaboration time (as a prep) for teachers to engage in planning MCL expo units; support teachers with feedback on unit plans and implementation.	Student engagement in semesterly MCL expo projects (December & May); increase family engagement and attendance at MCL expos; increased student achievement on IABs/SBAC.	Chronic absenteeism has increased over 10% for all students, including SPED and AA.	Tier 1
1-8	Engage students in CSC community circles daily, with a focus at the beginning of the school year	Provide PD in Caring Schools Community curriculum and follow up coaching/support as needed	Student engagement and relationships building	Chronic absenteeism has increased over 10% for all students, including SPED and AA.	Tier 1

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority:	Mathematics - Math Curriculum Implementation
School Theory of Change:	If we provide foundational professional development and coaching support for the new math curriculum to all staff in curriculum planning, curriculum use, and lesson facilitation, then teachers will be better able to incorporate Common Core aligned mathematical tasks in daily instruction, balance conceptual understanding and application and thus provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators, and owners of the math.
Related Goal(s):	Increase in i-Ready Standards Mastery and Diagnostic Proficiency Increase in SBAC Math proficiency
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	All Teachers attend foundational curriculum training.	Schools schedule and advise all teachers of the summer professional development opportunities.	Teacher attendance		Tier 1
2-2	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Provide regular collaboration time to integrate culturally sustaining strategies in instruction.	Student work Improved i-Ready proficiency Classroom observation		Tier 1
2-3	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data, instruction and efficacious practices.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction. Math teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level.	PLC schedules Students' increased participation (percentage) per assessment		Tier 1
2-4	Teachers backwards plan using new curriculum and pacing guide.	Schools provide a schedule for regular planning time for each grade level.	End of Unit assessments i-Ready assessment data		Tier 1
2-5	Engage in regular Trimesterly results conferences with Site Leader.	Hold regular results conferences with teachers Trimesterly.	Improved i-Ready proficiency		Tier 1
2-6	Engage with i-Ready PD early in the year for alignment of assessments and new curriculum.	Connect with and arrange site based i-Ready PLC sessions for PLCs to learn with i-Ready leaders.	Improved i-Ready proficiency Clear Alignment between i-Ready assessments and masth curriculum		

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum					
School Priority:	Language and Literacy (EL Education/Complex Text Focused & Foundational Skills Focused)				
School Theory of Change:	If we provide the professional development/learning community time and coaching support to all staff about the Science of reading and structured literacy, students will receive both systematic Phonological Awareness/Phonics instruction and rigorous instruction with complex text which will provide the support needed for students to become accurate decoders, fluent readers and critical analyzers of text.				
Related Goal(s):	Increase in i-Ready Reading Proficiency Increase in Students At Grade-level based on SIPPS Mastery Test Increase in SBAC ELA				
Students to be served by these actions:	*All Students*				
#	**TEACHING ACTIONS**	**LEADERSHIP ACTIONS**	**EVIDENCE OF IMPLEMENTATION**	**IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?**	**WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?**
3-1	TK-2 teachers implementing Phonological Awareness (Heggerty) daily.	Purchasing missing curricula. Provide Professional Development/coaching development for new teachers. Observation/Feedback by ILT/Principal focused on Phonological Awareness.	DIBELS/IDEL data iReady PA data	A decrease in the percentage of students performing at or above grade level in K-3 in the i-Ready Reading diagnositc.	Tier 1
3-2	Teachers progress monitoring with SIPPS mastery tests and regularly analyzing data.	Schools conducting regular data analysis in PLC and regular data meetings.	SIPPS Mastery Test progress	A decrease in the percentage of students performing at or above grade level in K-3 in the i-Ready Reading diagnositc.	Tier 1
3-3	Teachers backwards planning using ELA and D-ELD Curriculum and pacing guide	Schools provide a schedule for regular planning time for each grade level.	Leaders provide teachers with planning time three times a year before beginning a new module. End of Unit assessments i-Ready assessment data		Tier 1

3-4	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data, instruction and efficacious practices.	Provide regular collaboration time to look at standards, student work, curriculum embedded assessments, data, and instruction.	PLC schedules. Students increased participation (percentage) per assessment.		Tier 1
3-5	Teachers **check for understanding** through out the lesson and make adjustments to support ALL students to meet the LT.	Principal and TSA implement a coaching cycle to support teacher capacity building off high leverage practices.	Informal or Formal Learning Walk Data Observations from Instructional Coach		Tier 1
3-6	Teachers create a **culture of evidence** by holding expectations that all students can and will use evidence from text to support their claims and ideas.	Principal and TSA implement a coaching cycle to support teacher capacity building of high leverage practices.	Informal or Formal Learning Walk Data Observations from Instructional Coach		Tier 1
3-7	Teachers **scaffold complex text** through close reading, and engage students in the Read-Think-Talk-Write cycle to demonstrate a deep knowledge and understanding of the topic/text in writing.	Principal, TSA and Leadership Team observe and provide specific, timely feedback on the implementation of closer reading strategies Provide regular collaboration time to look at math standards, student work, curriculum embedded assessments, and instruction.	Informal or Formal Learning Walk Data Observations from Instructional Coach		Tier 1
3-8	Teachers offer differentiated instruction and **monitor progress and adjust** instruction based on curriculum embedded assessment.	Schools developing systems for creating and monitoring SIPPS groups schoolwide	SIPPS groups ALL Block		Tier 1

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority:	Ensuring teachers and leaders receive strong professional learning in core curriculum and instructional priorities

	School Theory of Change:	If teachers are engaged in Cycles of Inquiry, and consistent, high quality professional adult learning (PD and PLC) is provided for all teachers, then teachers will be best situated to implement coherent and standards aligned curriculum thus improving student outcomes.
	Related Goal(s):	% of teachers that report feeling connected and engaged in PLCs (on staff survey) % of teachers reporting improved instructional practice because of Professional Learning (PDs, PLCs, Cycles of Inquiry) On PLC rubric (move to effective, strategic, transformational) on following categories: -How do we use our time and focus? -Culture of Shared Vision and Collaboration
	Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers align instructional schedules for each grade level.	Schedule PLC times and align key instructional support resources (e.g., interim assessments, lesson planning tools, observation tools, coaching tools, PLC agendas) to the new curriculum and guiding principles. Make them available to support teachers' professional growth.	Calendared PLC times and agendas	An increase in percentage of AA students 3+ grade levels below in Reading on i-Ready diagnositc assessment.	Tier 1
4-2	Teachers and instructional leaders collaborate and observe each other giving instruction and give each other feedback.	Schedule time for teachers to observe each other, providing STIP coverage and/or prep times to provide coverage. Ensure all classrooms are observed and teachers receive feedback on core instruction	Scheduled walkthroughs and Peer observations Feedback documentation Observation tools	An increase in percentage of AA students 3+ grade levels below in Reading on i-Ready diagnositc assessment.	Tier 1
4-3	All teachers attend central 2nd Wednesday PD opportunities	Ensure high quality centrally provided professional development for all teachers on 2nd Wednesdays of every month.	Evidence of attendance at 2nd Wednesday PD and follow up at site based PLCs		Tier 1

4-4	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	Growth on PLC rubric	An increase in percentage of AA students 3+ grade levels below in Reading on i-Ready diagnositc assessment.	Tier 1
4-5	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data that includes Cycles of Inquiry and collecting/analyzing student work.	PD calendar, agendas, and feedback	An increase in percentage of AA students 3+ grade levels below in Reading on i-Ready diagnositc assessment.	Tier 1

CONDITIONS FOR BLACK STUDENTS (instructions & resources)

School Priority:	Empowering and Engagaing Black Students and Families
School Theory of Change:	If all school staff meaningfully engages Black families and Black students in decision making at the school, then the agency of Black families and Black students to navigate our school system and advocate for change will increase. If teachers create a culture of academic courage and use culturally responsive texts that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students, then African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

#		Teaching Actions	Leadership Actions	Evidence of Implementation		If Title-Funded	MTSS Tier
5-1		Teachers will build strong relationships with families through ongoing 2-way communication and contact.	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	Task of focal AA students

Informal or Formal Learning Walk Data

Coaching cycle | | | Tier 1 |
| 5-2 | | Teachers are knowledgeable of the opportunity gap and have high expectations for students of color. | Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. | Task of focal AA students

Informal or Formal Learning Walk Data

PD | | | Tier 2 |
| 5-3 | | Teachers will evaluate their internal bias and how it contributes to disproportionality in their classroom settings. | Provide professional development for staff related to anti-racism and implicit bias. | Observations
Participate in central PD
Reading fluency for AA students
Proficiency rates on local and state assessments | | | Tier 2 |
| 5-4 | | Teachers progress monitor the learning of AA students towards meeting the learning target. | Provide professional development on high leverage teaching strategies. | Task of focal AA students

Informal or Formal Learning Walk Data | | | Tier 2 |

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)

School Priority:	All ELL students will receive quality Integrated ELD across all content areas throughout the school day, and 30 minutes of quality daily Designated ELD.
School Theory of Change:	If teachers consistently implement quality daily designated ELD and incorporate integrated ELD strategies during ELA, math and content area instruction, then all students will advance in their language and literacy development as demonstrated by the ELPAC and accelerated growth on literacy assessments.
Related Goals:	English Learner students continuously develop their language, reaching English fluency in six years or less, as measured by the ELPAC and reclassification rates.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

6-1	Teachers teach Designated ELD daily.	Establish time for designated ELD in daily schedule Provide foundational PD on D-ELD curriculum (OUSD-created ELEd D-ELD curriculum or Benchmark D-ELD Curriculum), observation & feedback on classroom practice Provide PLC time at least once per trimester to analyze student language progress and plan ILT ELL data dive at least 2x/year to evaluate and adjust language program and instruction Connect with ELLMA for PD and PLC support	Daily schedules, school-wide ELD block, with the goal of moving up one level of implementation on Stages of ELD Implementation PD agendas, observation notes and feedback tracker PLC agendas and notes, student data on language progress Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps		Tier 2
6-2	Teachers use high leverage integrated ELD practices during ELA, Math, & Science.	Choose high leverage integrated ELD strategy focus: academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i. e. language dives). Provide PD, observation & feedback on classroom practice Provide PLC time at least once per month to analyze student language progress and plan	PD agendas, observation notes and feedback tracker PLC agendas and notes, student data on language progress Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps		Tier 1

6-3	Additional Designated ELD for newcomers, pull out using Systematic ELD or National Geographic In the USA	Establish time for designated ELD in daily schedule Utilize ENTL or TSA to provide PD on newcomer instruction and scaffolding Utilize ENTL or assign STIP, TSA or classroom teacher to provide additional newcomer Designated ELD pull out Encourage participation of STIP or TSA in district newcomer PD (INVEST)	Daily schedules include protected designated ELD Teacher attendance in newcomer PDs Observation and feedback		Tier 3

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 122   **School:** Grass Valley Elementary School

10-Month Teacher on Special Assignment (TSA)	$0	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8673	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Refer students to COST team for MTSS after SST/multiple interventions.	122-1
10-Month Teacher on Special Assignment (TSA)	$97,797	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	0310	10-Month Classroom TSA	0.70	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Proactively teach GV Way school expectations and explicitly teach/connect to use of Toolbox Tools in conjunction with whole school staff (ie. ASP and support staff); implement strategies effectively.	122-2
10-Month Teacher on Special Assignment (TSA)	$41,913	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	0310	10-Month Classroom TSA	0.30	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers backwards plan using new curriculum and pacing guide.	122-3
Books other than textbooks	$297	LCFF Supplemental	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Engage in regular Trimesterly results conferences with Site Leader.	122-4
Books other than textbooks	$6,993	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers create a culture of evidence by holding expectations that all students can and will use evidence from text to support their claims and ideas.	122-5
Classified Instructional Aide salaries	$24,084	Title I: Basic	2105	Classified Instructional Aide Salaries	8237	n/a	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide PD for COST, MTSS and SST systems; support teachers with coaching around interventions; hold biweekly COST meetings to identify/place students in MTSS.	122-6
Classified support salaries	$26,855	LCFF Supplemental	2205	Classified Support Salaries	2116	Community Assistant	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Provide regular collaboration time to integrate culturally sustaining strategies in instruction.	122-7
Consultants	$1,800	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support students in leading Community Circle to build student ownership of the Grass Valley Way.	122-8

Contract - Lincoln Mental Health	$10,000	Other Donations	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Calendared PLC times and agendas	122-9
Extended Contracts	$10,000	Other Donations	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Calendared PLC times and agendas	122-10
Library Technician	$65,007	Measure G: Library	2205	Classified Support Salaries	7437	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers offer differentiated instruction and monitor progress and adjust instruction based on curriculum embedded assessment.	122-11
Noon Supervisor	$9,000	Other Donations	2905	Other Classified Salaries	6660	Noon Supervisor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Calendared PLC times and agendas	122-12
Noon Supervisor	$13,000	Other Donations	2905	Other Classified Salaries	0548	Noon Supervisor	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Teachers offer differentiated instruction and monitor progress and adjust instruction based on curriculum embedded assessment.	122-13
office supplies	$11,880	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Refer students to COST team for MTSS after SST/multiple interventions.	122-14
Online License agreements	$1,503	Title I: Basic	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Proactively teach GV Way school expectations and explicitly teach/connect to use of Toolbox Tools in conjunction with whole school staff (ie. ASP and support staff); implement strategies effectively.	122-15
Prep/Enrichment Teacher	$5,361	LCFF Supplemental	1105	Certificated Teachers' Salaries	1830	Teacher Education Enhancement	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	SIPPS groups ALL Block	122-16
Substitute Teacher Incentive Plan (STIP) Teacher	$73,000	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8674	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Calendared PLC times and agendas	122-17

TBC	$1	One-Time COVID Funding	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers create a culture of evidence by holding expectations that all students can and will use evidence from text to support their claims and ideas.	122-18
Transportation for Field Trips	$4,500	Title IV: Student Support & Academic Enrichment	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Focus on promoting attendance for all students through promoting engagaing practices in the classroom and holding family relationship building meetings (ie. Family Welcome Meetings - Aug, Report Card Conferences - T1, Results/Report Card Conferences - T2) that are inclusive of students.	122-19
After School Program Contract	$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Principal and ASP Coordinator will provide time for collaboration and sharing of best practices between Day/After school staff Leaders will observe/give feedback to ASP Teachers trimesterly	122-20

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Grass Valley Elementary

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:
- Holding parent teacher conferences, holding Math/Literacy nights, reviewing student data with the SSC and PTA.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:
- Holding parent teacher conferences, promoting communication between staff/families, promoting parent volunteers in classrooms.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:
- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Soliciting feedback from parents and PTA

The school communicates to families about the school's Title I, Part A programs by:
- Reviewing information with SSC
- Soliciting feedback from parents and PTA

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- ■ Holding Parent/Teacher conferences
- ■ Sharing data during SSC/PTA meetings

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:
- ■ Including it in the weekly newsletter
- ■ Posting it on the board at the entrance to the school
- ■ Sending home flyers with students
- ■ Making robo calls/texts

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:
- ■ Encouraging families to communicate with teachers and arrange volunteer opportunities
- ■ Partnering with the PTA to staff school wide events

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:
- ■ Holding Parent/Teacher conferences
- ■ Hosting Math/Literacy Nights
- ■ Facilitating Student Success Team (SST) meetings for students in need

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:
- ■ Holding Professional Development around culturally responsive teaching practices
- ■ Holding Parent/Teacher conferences and norming around them as a whole staff
- ■ Soliciting feedback from parents and PTA

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:
- ■ School Site Council
- ■ Parent Teacher Association
- ■ Parent/Teacher conferences
- ■ Student Success Teams

- ■ Coffee with the Principal
- ■ Math/Literacy Nights
- ■ Title 1 Meeting

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:
- ■ School Site Council
- ■ Title 1 Meeting

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:
- ■ School Site Council
- ■ Parent Teacher Association
- ■ Site English Language Learner Subcommittee

The school provides support for parent and family engagement activities requested by parents by:
- ■ Partnering with the Parent Teacher Association
- ■ Soliciting feedback from parents and PTA
- ■ Encouraging volunteerism

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:
- ■ Math/Literacy Nights
- ■ Parent/Teacher Conferences
- ■ Encouraging volunteerism
- ■ School Site Council

Adoption

This policy was adopted by the Grass Valley Elementary School Site Council on November 18, 2021 and will be in effect for the period of August 9, 2021 through May 25, 2022.

The school will distribute this policy to all parents on or before November 18, 2021.

Name of Principal   **Signature of Principal**

Casey Beckner

Date

November 18, 2021

Please attach the School-Parent Compact to this document.

School-Parent Compact

Grass Valley Elementary

2021-2022

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2021-22 school year.

School Responsibilities
The school agrees to carry out the following responsibilities to the best of their ability:

1) **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

Including providing opportunities for makers work through a projects based learning approach.

2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Including trimesterly conferences, in a 1:1 setting with individual student families.

3) **Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Including daily behavioral progress and incentive plans as needed.

4) **Provide parents reasonable access to staff.**

Including access through phone, note or email.

5) **Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

Including support during parent-teacher conferences, Math/Literacy Nights, Parent Teacher Association, and School Site Council meetings.

7) **Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Including a professional development cycle specifically centered around culturally responsive teaching practices, which will be available to all staff members.

8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

Teacher Responsibilities
I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Communicate clear information regarding student's progress regularly.
- Provide a safe, positive and healthy learning environment.
- Support each student in accessing grade level material in an individualized learning experience.
- Build respectful relationships with students and families, while holding a growth mindset for each child.

Parent Responsibilities
As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom, if possible.
- Participate in decisions related to the education of my child, including sharing important information about outside factors that may impact my child's school experience.
- Promote positive use of my child's extracurricular time, by ensuring that students complete daily homework and read every night.
- Actively participate in communication with my student's teacher and other school personnel.
- Ask questions regarding my student's progress or anything I don't understand.
- Discuss what it means to be safe, respectful and responsible with my student.

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

- Get to school on time every day.
- Do my homework every day.
- Do my best work every day, and understand that mistakes help me grow.

- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.
- Be responsible for myself and my property.
- Se safe in all that I do.

This Compact was adopted by Grass Valley Elementary School on November 18, 2021, and will be in effect for the period of August 9, 2021 to May 25, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before November 18, 2021.

Signature of Principal

Date   November 18, 2021

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

Grass Valley ELEMENTARY SCHOOL
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Lathina Hill
Vice Chairperson:	Karen Garbaldi
Secretary:	Kelly Joyce

2021-22 Enrollment was 208 @ Establishment

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?)
Kathleen Maloney	☑	☐	☐	☐	
Tahira Hodge	☐	☐	☑	☐	
Monique Parrish*	☑	☐	☐	☐	
Kelly Joyce*	☑	☐	☐	☐	
Lathina Hill	☐	☐	☐	☑	
Karen Garibaldi	☐	☐	☐	☑	
Murida McGee	☐	☐	☐	☑	
Karla Verdepena	☐	☐	☐	☑	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesday @3:00

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