

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 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 2016-2017 Single Plan for Student Achievement (SPSA) for Grass Valley Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Grass Valley Elementary School
CDS Code: 1612596001879
Principal: Brandee Stewart
Date of this revision: 5/11/2016

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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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
brandee.stewart@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 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"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <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: 5/24/16

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

- Fliers in students' home languages
 Announcement at a public meeting
 Other (Notices, Media Announcements, etc.)

Signatures:

Brandee Stewart

Print name of School Principal

Brandee Stewart

Signature

5/24/16
Date

Danya Idris

Print name of SSC Chairperson

Danya Idris

Signature

5/24/2016
Date

Monica Thomas

Print name of Network Superintendent

Monica Thomas

Signature

5/25/2016
Date

Ruth Alahydoian

Ruth Alahydoian, Chief Financial Officer

Ruth Alahydoian

Signature

5-31-16
Date

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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 others who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
2/9/2016	PTA Executive board	Gave an overview of the program, school goals, and strategies. Recieved feedback
1/19/2016	ILT	Reviewed data, set 16-17 goals
2/10/2016	Staff	Presented data and Goals created by the ILT. Got feedback.
4/12/2016	PTA general meeting	Gave an overview of the program, school goals, and strategies. Recieved feedback
2/16/2016	SSC	Gave an overview of the program, school goals, and strategies. Recieved feedback
5/24/2016	SSC	SSC members voted and approved the 16-17 SPSA

2016-2017 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	\$43,009.50	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$96,337.80	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$236,226.47	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$37,977.60	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$986.18	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$38,963.78	\$0.00

ABOUT THIS SCHOOL

School Description

Grass Valley is a small, thriving elementary located in the hills of East Oakland, near the Oakland Zoo. We provide a safe, engaging, family like community where all students thrive. Our fabulous students are almost 100% students of color, 70% free and reduced lunch, 33% special education. We strive to recognize each child as an individual with differentiated needs. We use a variety of strategies to meet students needs including small group and individual reading instruction, small group math instruction, integration of technology into daily instruction, and project based learning.

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.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Mathematics
Major Improvement Priority #2:	Literacy
Major Improvement Priority #3:	Student engagement
Major Improvement Priority #4:	Positive school culture

MAJOR IMPROVEMENT PRIORITY #1: Mathematics

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
Moved from 4% proficient to 27% proficient from Sept to midyear SMI	Overall proficiency 15% on SBAC
Decreased the percentage of students scoring in the red from 43% to 17% from Sept to Midyear SMI	EL 4% proficient on SBAC
SMI growth for SWD mirrors Gen ed. growth	SWD 8% proficient on SBAC

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

As an organization we have not prioritized schoolwide math strategies. Most of the teachers follow the district curriculum guide and focus on the basic computation problems in Expressions. In four classes we have piloted a blended learning station rotation model. In this model students are working on performance tasks weekly; and working on Kahn academy weekly. As a result we see great gains between the first SMI and mid year SMI in these classes.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Lack of exposure, scaffolding, practice with DOK 3 and 4 math problems. Lack of exposure and practice with online math problems. Lack of exposure, scaffolding with SBAC and common core aligned questions and format.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (<i>required</i>)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase math proficiency from 13.9% to 18%						
Goal Area	Related Sub-Goals (<i>optional</i>)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	All students at grade level will increase their SMI math score by 1 grade level by June 2016	SMI	All Students	N/A	N/A	N/A	2: Students are proficient in state academic standards.
Academic	All students below grade level on the SMI will grow at least 2 grade levels by June 2017	SMI	All Students	N/A	N/A	N/A	2: Students are proficient in state academic standards.
Academic	80% of Kinder and First grade students will score 3 or 4 on the district math performance task	Math C-EOU	All Students	80%	85%	90%	2: Students are proficient in state academic standards.
Academic	60% of 2nd -5th grade students will score 3 or 4 on the district math performance task	Math C-EOU	All Students	25%	30%	35%	2: Students are proficient in state academic standards.
Academic	Increase Math proficiency from 13.9% to 18%	SBAC Math	All Students	15.3%	18%	24%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority:

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.

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Collaborate during the summer to develop math program: computer playlist, guided math instruction, and performance tasks	Principal and TSA will facilitate blended learning professional development for four teachers in the pilot. The structures and focus will be determined during summer planning.	Continue with the pilot group of four teachers to test the blended learning approach. Add a second Blended PLC of four more teachers who will meet over the summer and weekly to plan math station rotations.
Work with students and parents to develop and monitor individual math goals	TSA will coach and support teachers to develop math blended learning model	create a school site COP
Create individualized math plans with short term and long term goals for each student, with particular attention to the learning needs of identified groups, including English Learners, Foster Youth, and GATE students.	Work with teachers to identify appropriate math assessments	Flexible, mixed grade math groupings
Work in 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.
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.
	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.
	Plan and Lead Professional development related to the instructional plan	TSA will be assigned to support the pilot programs
	Communicate with parents and the community around the instructional plan	
Implement Maker project based learning approach	Messaging the importance of project based learning and the connection to common core	Organize the master schedule to support PLC time

	Providing professional development and support for implementation	TSA lead and organize the implementation of the Maker program.
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MAJOR IMPROVEMENT PRIORITY #2: Literacy

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
34% proficiency on the SRI	Overall proficiency 13% on SBAC
52% of all students proficient on F&P midyear	0% EL students scored proficient
Blue level growth for all subgroups on SRI (SPF)	4% of SWD and LPSG scored proficient

ROOT CAUSE ANALYSIS for Priority #2
What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?
We have focused our professional development on small group reading instruction. As a result we are seeing growth in F&P and SRI.
Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?
Although we have focused on small group, the questions teachers ask are still DOK 1 and 2. Teachers have begun discussing how to move students to DOK 3 and 4 every week. We believe that asking students to engage in common core thinking and using SBAC aligned questions and materials will support students thinking. We plan to continue to do this in small groups where EVERY student will be pushed and supported with this level of thinking.

STUDENT PERFORMANCE GOAL(S) for Priority #2							
Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
STUDENT PERFORMANCE GOAL(S) for Priority #2							
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	21% overall proficiency on ELA SBAC	SBAC ELA	All Students	13%	17%	21%	2: Students are proficient in state academic standards.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	All Kinder students will read at instructional level D or higher on F&P by June 2017	F&P	All Students	N/A	N/A	100%	3: Students are reading at or above grade level.
Academic	All students at grade level will increase their reading score on SRI by 1 grade level by June 2017	SRI	All Students	34%	50%	70%	3: Students are reading at or above grade level.
Academic	All students below grade level will grow at least 2 grade levels on SRI by June 2017	SRI	All Students	N/A	N/A	100%	3: Students are reading at or above grade level.
Academic	Students growth in a writing unit will be at least one grade level (Based on the rubric)	Writing rubric	All Students	N/A	N/A	100%	
Academic	21% overall proficiency on ELA SBAC	SBAC ELA	All Students	13%	17%	21%	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *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.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
Implement balanced literacy approach	Provide coaching and support for Balanced Literacy	Provide time for teachers to collaborate around guided reading
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
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

Climate/ Culture Domain	Use Project Based/ Maker education to create a positive school culture through increased student ownership, agency, and engagement .	Culture/ Climate: Student	All Students				5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	All general ed and sped students will be exposed to and engage in Common core aligned Maker projects.	Culture/ Climate: Student	African- American Students				5: Students are engaged in school everyday.
Climate & Culture	Increase academic engagement of African American Males	Culture/ Climate: Student	African- American Males				5: Students are engaged in school everyday.
Climate & Culture	Decrease schoolwide chronic absence	Chronic Absence	All Students	12.1	10%	7	5: Students are engaged in school everyday.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority: *Implement culturally relevant practices, which will include the Maker approach to project based learning to help students apply content knowledge to real world situations.*

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
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
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
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
Develop rubrics to assess student learning		Provide a TSA to coach and support teachers in the pilot program
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
		TSA pushes into classes weekly and leads small maker activities with thinking routines.

		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.
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MAJOR IMPROVEMENT PRIORITY #4: Positive school culture

PERFORMANCE STRENGTHS & CHALLENGES for Priority #4

Student Performance Strengths	Student Performance Challenges
1% suspension rate	African American boys receive more office referrals than any other sub group
	Scored 2 (Orange) on socio emotional learning on the SPF

ROOT CAUSE ANALYSIS for Priority #4

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

We have a good tier 1 program, but we do not have a strong tier 2.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

We have not identified clear support for students that need more support. We do not have counselors, therapist or mentors to offer support.

STUDENT PERFORMANCE GOAL(S) for Priority #4

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate/ Culture Domain	Move SPF culture climate score from yellow to orange.	Culture/ Climate: Student	All Students		28%		1: Graduates are college and career ready.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Decrease chronic absence rate from 12% to 10%	Culture/ Climate: Student	All Students	12%	10%	7%	1: Graduates are college and career ready.
Climate & Culture	Increase student participation on CHKS survey from 54% to 70%	Culture/ Climate: Student	African- American Males	54%	70%	95%	1: Graduates are college and career ready.

Social/Emotional	Increase socio-emotional score on SPF from 45.9% to 60%	SEL	All Students	45.9%	60%	80%	1: Graduates are college and career ready.
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MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #4

Major Improvement Strategy for this priority: *Develop a multi tiered support system for student behavior, with a focus on positive support and reinforcement.*

KEY PRACTICES FOR PRIORITY #4

Teaching Practices	Leadership Practices	Organizational Practices <i>People Teams Time Resources</i>
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
Enforce schoolwide expectations	Develop a PBIS team	PBIS team review school culture data
Communicate with parents	Communicate with parents	PBIS team develop clear systems for Tier 2 behaviors
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.
	Hire an academic mentor to case manage tier 2 students	PBIS team work with PBIS coach
	Work with district PBIS coach	PBIS team facilitate school culture professional development
	Develop systemic positive recognition programs	Develop an academic intervention center that can help prevent referrals to SPED
	Develop a 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
	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
	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.

		Have the attendance clerk do weekly phone calls both positive and supportive to ensure that homeless students and foster students maintain good attendance.
		Host summer parent workshops/ orientation to build relationships and help them understand the grass valley culture and school practices

Grass Valley

Elementary School Compact

School Name

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.

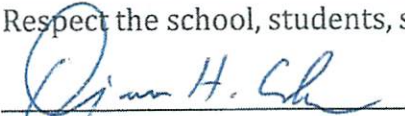


Parent/Guardian or Family member signature

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 25 day of Sept, 2015.

School Site Council Membership Roster – Elementary

School Name: Grass Valley

School Year: 2015-2016

Chairperson : D'Voya Tatum	Vice Chairperson: Samantha McCary
Secretary: Diana Culmer	*LCAP Parent Advisory Nominee: Loren Nails
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

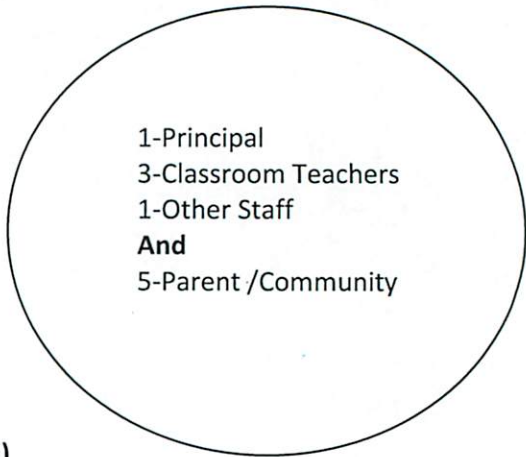
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Brandee Stewart	X			
Tammy Coleman		X		
Samantha McCary				X
Loren Nails				X
Deanna Winston				X
D'Voya Tatum				X
Barbara Waugh				X
Christine Hosley		X		
Diana Culmer		X		
Cynthia Felton			X	

Meeting Schedule (day/month/time)	3rd Tuesday of the month at 5pm
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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;
- 4 Parent/community members cannot be OUSD employees at the site.



(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.

Title I School Parental Involvement Policy:



_____ 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 of monthly SSC meetings.
- Facilitate discussion 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 Newsletters
- Parent letters mailed home.

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 Newsletters
- 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 the principal" and request a meeting at any time.

School-Parent Compact

(Name of school): Grass Valley has jointly developed with and distributed to parents of Title I



Building Parent Capacity for Involvement

Name of School: Grass Valley 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 (PTA, SSC Dads club) - 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

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

and how to work with parents as equal partners.
(In the box below, briefly describe or bullet how this happens at your school.)





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 meeting
- Dads club
- Back to school night
- Winter assembly
- Student of the month
- ASP 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
- News letters

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.

Principal's Signature

Brecker Stewart

Date

Sept. 25, 2015

This policy was adopted by the (name of school) Grass Valley School Site Council on (mm/dd/yy) Sept. 25, 2015. The school will distribute this policy to all parents of participating Title I, Part A, children on or before Oct. 2015. It will be made available to the local community on or before Oct. 2015. 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.

- Dec. 19 Winter assembly
- ~~the~~ SSC meeting Sept./Oct./Nov.

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by (please list in the box below the meetings, presentations and workshops concerning the Title I Parent Involvement Policy):

Adoption

