

Board Office Use: Legislative File Info.	
File ID Number	19-1307
Introduction Date	6/26/19
Enactment Number	19-1155
Enactment Date	6/26/19 er



# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** June 26, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 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
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Grass Valley Elementary School



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

Legislative File Id. No. 19-1307  
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By: er

## 2019-2020 School Plan for Student Achievement (SPSA)

**School:** Grass Valley Elementary School  
**CDS Code:** 1612596001879  
**Principal:** Tammie Hollis-Prime  
**Date of this revision:** 5/1/2019

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:** Tammie Hollis-Prime  
**Address:** 4720 Dunkirk Avenue  
Oakland, CA 94605

**Position:** Principal  
**Telephone:** 510-636-4653  
**Email:** tammie.hollis-prime@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/1/2019*

*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Aimee Eng, Board President**

**2019-2020 School 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 type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                    |
| <input type="checkbox"/> Title I Targeted Assistance Program                  | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES)  | <input type="checkbox"/> 21st Century Community Learning Centers     |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)                 | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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 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 Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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:** 5/1/19

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

- Flyers in students' home languages       Announcement at a public meeting       Other (notices, media announcements, etc.)

**Signatures:**

Tammie Hollis-Prime

*Principal*

*Tammie Hollis-Prime*  
Signature

5/22/2019

Date

Tammie Hollis-Prime

*SSC Chairperson*

*Tammie Hollis-Prime*  
Signature

5/22/2019

Date

Monica Thomas

*Network Superintendent*

*Monica Thomas*  
Signature

5-22-19

Date

*MICHAEL OTIS*

*Officer, State and Federal Programs*

*Michael Otis*  
Signature

5/20/19

Date

## 2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/6/2019	Staff	Monthly Staff meeting shared enrollment adn budget for 19-20
3/28/2019	SSC & Parents	Shared the enrollment projections and Title I budget. Utilization of Title I Budget was agreed upon by all members.
4/22/2019	AfterSchool Coordinator	Shared the SSC 19-20 plan aligned it to the ASES and 21st Century Learning (21st CCLC) afterschool program plan
4/10/2019	PTA	Shared the SSC 19-20 plan and received feedback for the ASES and 21st Century Learning (21st CCLC) afterschool program plan
4/24/2019	SSC & Parents	Disseminated and discussed the ATSI/CSI (Program Improvement Funding) added to 19-20 school site budget and it was agreed upon by all members.
5/1/2019	SSC & Chairperson	19-20 SPSA Finalized. All members voted and approved it.

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$191,449.67
Total Federal Funds Provided to the School from the LEA for CSI	\$130,410.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$457,732.50

### 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)	\$59,888.74	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$31,122.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,150.93	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$129,380.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$130,410.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	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
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$191,449.67</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$266,050.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$457,499.67</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS**

**1A: ABOUT THE SCHOOL**

**School:** Grass Valley Elementary School

**School ID:** 122

**School Description**

Grass Valley Elementary School is a haven in the hills for Oakland children. Located in the lovely Grass Valley neighborhood above the Oakland Zoo, we are a school that is quietly innovating in academic areas. At Grass Valley, we focus on the whole child. We have a successful Balanced Literacy program where all children are reading good-fit books at their appropriate reading level. We have incorporated Blended Learning and centers into our Math program to individualize student access to curriculum. One of our best practices utilizes small group differentiated instruction to provide personalized learning for students. Project Based/Maker Centered Learning with a STEAM(Science, Technology, Engineering, Art, & Math) focus is integrated into all classrooms. All academic programs are Common Core and Next Generation Science Standards aligned.

Students have access to a variety of enrichment activities which include library, coding, art, music, dance, and physical education. Our library, staffed by our knowledgeable librarian, is a vibrant and inviting space with an extensive collection of culturally relevant books for recreational and classroom reading.

At Grass Valley, we believe in fostering every child's social emotional growth and well-being. We use Restorative Justice Community Circles and The Toolbox, a SEL curriculum. We also work to instill a growth mindset in our students through more personalized and project based learning where persistence and resilience are keys to success.

The learning doesn't end at 2:45 p.m.! The Creators After School Program provides additional educational opportunities with an emphasis on social justice, leadership, community, and creativity.

Come discover this hidden gem in the hills!

**School Mission and Vision**

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

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

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

**Priority Strengths**

**Root Causes of Strengths**

ELA (SRI) - EOY 17-18 35% of all students were at or above grade level  
 AA (67 students) EOY 17-18 50% were at or above grade level  
 Sped (gr 3-5) EOY 17-18 10.5% one year below grade level  
 EL (gr 3-5) EOY 17-18 25% were at or above grade level

Readers and Writers Workshop daily in 85% of classes; Students progress monitored quarterly; Small group instruction ensures students receive targeted support; Students read daily at Instructional Level; Students read increasing numbers of Complex Texts

<p>Fall ELA IAB-3rd grade (Informational Text) 15.% Above Proficiency and 33% near standard; 4th Grade 16% Above Proficiency, and 55% near standard</p>	<p>Weekly, structured 3rd/4th PLC, for ELA, collaboration time that includes impactful data analysis, comparative student writing samples, unit planning, and creating formative/summative assessment. Students are reading complex texts, making inferences, character analysis, and citing textual evidence.</p>
<p>Fall 18-19 Reclassification rate =8.8%</p>	<p>Several PD sessions targeted learning the alignment of ELA and ELD standards/framework to assist with planning and delivering designated ELD lessons. English Learners develop English language proficiency during daily protected time 30 minutes with a focus on speaking and listening; (ELD); ELL's develop oral language proficiency in academic discussions and receive direct instruction in reading and writing during workshop.</p>
<p>Fall Math Kinder (Math CEOU) 81% Adv/Proficient; 1st Grade 79% Adv/Proficient</p>	<p>Math Workshop occurs daily in all classes. Small group insruction ensures students receive targeted support. Backward planning, small group testing(no more than 3 per group) and focus on key standards. Repetition of grade level "math facts" [exit slips, mini quizzes, etc..]. Scaffolds, manipulatives, and other graphic organizers to assist students with cognitive understanding and mastery of grade level math standards. 3X's a week, students have access to ST Math to supplement their learning.</p>
<p>Fall F&amp;P 18-19 data for grades K-5, 47% are at or above benchmark</p>	<p>Readers and Writers Workshop daily in 85% of classes; Small group instruction ensures students receive targeted support; Students read daily at Instructional Level; Students read increasing numbers of Complex Texts.</p>
<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>
<p>ELA (SRI) - MY 18-19 23% of all students were at or above grade level  AA (72 students) MY 18-19 29% were at or above grade level  Sped (gr 3-5) MY 18-19 11% one year below grade level [Not all were tested]  EL MY 18-19 18% were at or above grade level</p>	<p>33% of students 1st year enrolled at GV from other school sites had many gaps in literacy competencies and multiple years below grade level and teachers struggle with implementing Tier II interventions. Due to the budget cuts our TSA wasn't able to fully implement the reading intervention program; however as of February all GV teachers have been trained SIPPs. For Special Education, GV has 5 new teachers, new to the district are being PD on Lucy Caulkins Curriculum and Unique Program. In addition special education teacher are being provided intervention protocols at their bi-monthly special educaton meetings. 25% of our student population receives special education services. Some of the student's learning disabilities can affect their language and literacy scores.</p>

Midyear ELA IAB-3rd grade (Literary Text) 15.% Above Proficiency and 33% near standard	Inconsistent Writer's Workshop in all classes; Complex Texts and Close Reading strategies not well understood by all teachers; very few classes implement daily writing aligned to 3rd grade writing standards.
Fall Math IAB-5th grade (Number and Operations) 63% below standard	Staff still unfamiliar with grade level common core standards and mathematical practices. Math workshop not consistently implemented throughout all grade levels.
Fall Math 2nd grade (Math CEOU) 93% student not proficient	Math Workshop is in the morning and there's numerous students with attendance issues (i.e. tardies). 30% of 2nd graders new to GV have severe gaps (far below grade level) in math and challenging behaviors. Need for continued professional development and coaching around 2nd grade common core math curriculum infusing mathematical practices. Adjusting the shift from 1st grade math where students now have to complete constructed responses and performance tasks. Progress monitoring needs to occur every 30 days for students who are several grades below grade level. Need for academic mentors to pull students out for math intervention.
Fall F&P 18-19 data for grades K-5, 53% are below grade level	Progress monitoring isn't occurring every 30 days for students who are several grades below grade level. Only K-2 teachers were familiar with implementing SIPPs; 4-5th grade teachers need to be trained in implementing SIPP's. In addition data has been impacted due to Special Education (Mod/Severe) students who aren't regularly exposed to grade level complex text.
17-18 ELPAC 52.8% of EL students are at Level 1	The majority of students who scored a level 1 on 17-18 SBAC are Special Education students in (Mod/Severe) students and are several grade levels or more below in ELA. Special Education teachers need professional development in differentiating, scaffolding, frameworks, and tools to support ELL success.

### 1C: 19-20 STUDENT GOALS & TARGETS

**District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)**

<b>School Goal:</b>	<b>Create a welcoming environment that allows students, families, and staff to feel safe and fosters ownership in the school community to provide input in the school culture. This includes participating fully in student learning and the school community as measured by the response from the CHKS survey: "Do you feel close to people at this school?"</b>				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
Connectedness	All Students	+5pp	72.00%	85.00%	88.00%



Suspensions	African-American Students	-2pp	3.13%	1.00%	0.90%
Suspensions	Students with Disabilities	-2pp	3.03%	1.03%	1.00%
Chronic Absence	African-American Students	-2pp	9.04%	8.00%	7.50%

***District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)***

**School Goal:** By the end of the 2019-20 school year, at least 50% of all students in grades 3-5 will score at or above grade level proficiency on the SBAC assessment for ELA, increasing DF3 to -46.3 or less

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-71.3	-61.3	-46.3
ELA SBAC	Students with Disabilities	+20 points DF3	-108.7	-88.7	-78.7
ELA SBAC	African-American Students	+20 points DF3	-71.6	-51.6	-41.6

***District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)***

**School Goal:** By the end of the 2019-20 school year, at least 50% of all students in grades 3-5 will score at or above grade level proficiency on the SBAC assessment for math, increasing DF3 to -38.2 or less

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-53.2	-43.2	-38.2
Math SBAC	Students with Disabilities	+20 points DF3	-73.6	-53.6	-48.6
Math SBAC	African-American Students	+20 points DF3	-97	-77	-47

***District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)***

**School Goal:** By the end of the 2019-20 school year, at least 50% of all English Language Learner students in grades K-5 will demonstrate English Language proficiency and be reclassified as Fluent English Proficient

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	8.82%	20.00%	23.00%

LTEL Reclassification	Long-Term English Learners	25%	14.29%	50.00%	35.00%
<b>District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)</b>					
<b>School Goal:</b>	<b>By the end of the 2019-20 school year, at least 90% of all Kindergarten students know all Letter Names and Sounds; 70% read at F&amp;P "D" level; at least 90% of all 1st graders read at F&amp;P "J" level; at least 60% of all 3rd-5th graders score proficient on SRI assessment</b>				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	48.08%	40.00%	45.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	33.65%	30.00%	27%
K at or above Benchmark	All Kindergarten Students	+5pp	60.00%	65.00%	82.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	55.00%	60.00%	75.00%

#### 1D: IDENTIFIED NEED

*Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.*

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

*Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.*

Additional adequate and experienced staffing to support special education students and AA students. External Professional Development Provider to assist with targeted Tier I and Tier II interventions for literacy, coaching, and support. Literacy and Writing Intensive Intervention Program for grades 3-5.

#### 1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

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.

Grass Valley Elementary <b>School:</b> School		<b>SPSA Year Reviewed:</b> 2018-19		<b>SPSA Link:</b> <a href="#">18-19 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)</b>					
<b>18-19 Language &amp; Literacy Priority:</b>		<b>Literacy</b>			
<b>June 2021 Language &amp; Literacy Goal:</b>		By May 2019, 30% of Grass Valley 3rd-5th graders will meet or exceed standard on the 2018-19 SBAC ELA assessment.			
<b>Theory of Change for Language &amp; Literacy:</b>		If teachers teach small, differentiated guided reading groups daily, then they can track student literacy development and implement targeted strategies for students individualized needs especially for targeted subgroups to support including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth If teachers plan common core aligned lessons for their small guided reading groups, then students will make greater progress towards standards mastery. Also, infusing culturally responsive practices and pedagogy empowers student intellectually, socially, emotionally, and politically using cultural references to impart knowledge, skills, and attitudes that equates to increased academic literacy and engagement (Hollis-Prime, 2012). [Hollis-Prime, T. (2012). The motivation of african americans through their cultural identity and values in academic achievement (Order No. 3570356). Available from ProQuest Dissertations & Theses Global. (1403374516).]			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC ELA		All Students		-43.8	-71.3
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
All teachers implement key elements of Reader's and Writer's Workshop daily; students are assessed at least 3X/year on OUSD reading assignments; reading and writing data analyzed and used to create differentiated acceleration groups to move students toward grade level proficiency using SIPPS; Professional Development and Observation and Feedback aligned to deepening knowledge of CCSS's and Anchor standards, Teacher's using Lucy Caulkins curriculum for Reader's and Writer's Workshop lessons (minilessons) and teaching points align to student tasks; Socio-Emotional (SEL) focuses on classroom environments that are nurturing and engaging so children want to come to school every day; weekly SEL lessons include celebrating "Friday Student of the Week" (Super Hero) and implementation of PBIS structures.					
<b>What evidence do you see that your practices are effective?</b>					
Evidence of effective instructional practices that will result in student achievement goals include, but are not limited to, Fall F&P (K-5)=47% Above/At; Fall F&P Foundations proficiency rates=58.7% Letter Names, 73.9% Letter Sounds, 67.4%; Fall SRI Fall (Grades 3-5)=23%; IAB-Read Literary Texts 3rd=6.8% Above/At; 4th=7.1% Above/At; 5th=7.4% Above/At; 80% of all classes implement Reader's Workshop; 70% implement Writer's Workshop					
<b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b>					

At the beginning of the instructional school year 19-20, after teachers assess all student literacy levels, grade level PLC's will conduct comparative analysis of literacy data and group students in accordance to their SIPPS levels. Students will "swim" to SIPPS class levels and get 30 minutes of uninterrupted instruction using SIPPS. Every 30 days, students will be assessed to ascertain mastery of their SIPPS level and either promote to the next level or exit out and be placed in an enrichment ELA group. In addition, reading intervention mentors will pull out and work with students who are two years or more below grade level and get extra literacy support.

<b>18-19 Standards-Based Instruction Priority: Mathematics</b>			
<b>June 2021 Standards-Based Instruction Goal:</b>		By May 2019, 32% of Grass Valley 3rd-5th graders will meet or exceed standard on the 2018-19 SBAC Math assessment.	
<b>Theory of Change for Standards-Based Instruction:</b>		If teachers teach small, differentiated guided math groups daily, then they can track student math development and implement targeted strategies for students individualized needs. If teachers plan common core aligned lessons for their small guided math groups, then students will make greater progress towards standards mastery. According to Jackson (2012), teachers who infuse self regulated learning strategies (planning, goal setting organizing, monitoring, self evaluation and self praise) are effective in helping students to solve everyday mathematical problems. Therefore, teachers who motivate each student to feel good about his/her ability to learn math and to achieve, equates to successful math outcomes. [Jackson, S. F. J. (2012). Self regulated and communal learning contexts as they relate to math achievement and math self efficacy among african american elementary level students (Order No. 3591948). Available from ProQuest Dissertations & Theses Global. (1435635242)]	
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC Math	All Students	-45.6	-51.3

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

Teachers implement key elements of Math Workshop or Blended Learning differentiated groups daily:

A.Math Warmup-10-15 minutes (Spiral review, routine practice to achieve mastery) B.Minilessons-10 minutes (Introduce new Math concept, strategies or skills) C. Independent M.A.T.H Practice-40 minutes (applying the math strategy or demonstrating use of the skill). Teachers use and reference word walls, anchor charts as a supplemental tool to assist student mastery as they identify and learn the steps to solving grade level math problems.

During Guided Practice and Independent practice, students solve and participate in math activities using CA Math expressions. Teachers work with a small group who are several grade levels below in mathematical practices using manipulatives, graphic organizers, and other tools. Students use academic language when orally and writing their answers to word problems.

Teachers are learning to infuse mathematical practices (i.e. perseverance in solving problems, modelling, use appropriate tools strategically, etc) to support student comprehension in solving math problems. Students regularly access ST Math and Front Row online programs to assist with understanding math concepts in accordance to their independent levels.

During grade level PLC's, teachers analyze and disaggregate Math data (IAB, CEOU's, etc...) to assist with lesson/unit planning, devise anchor charts, identify key standards, create informal/formal assessments. For grades 3-5, teachers use the SBAAC Smarter Balanced workbooks to assist student preparation for success in taking CAASPP. In addition teachers provide performance tasks aligned to the math unit to prepare students for real world life experiences.

#### **What evidence do you see that your practices are effective?**

Evidence of effective instructional practices that will result in student achievement goals include, but are not limited to:

Fall Math CEOU (K)=81% adv/proficient on key Kindergarten standards including (CCSS.MA.K.K.CC.3 Write numbers from 0 to 20);

Fall Math CEOU (1st grade)= 79% adv/proficient (CCSS.MA.1.1.OA.3-Use addition and subtraction within 20 to solve word problems)

IAB- Operations & Algebraic Thinking (3rd grade)-7% Above Standard, 41% Near Standard

IAB – Number Operations in Base (4th grade) 10% Above Standard, 38% Near Standard

IAB - Numbers and Operation Fractions; (5th grade) 3% Above Standard, 33% Near Standard

80% of all classes implement Math Workshop

80% % of all K-5th graders use ST Math

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

Continue Full implementation of Math Workshop with clearly articulated teaching points and student tasks; increase student practice with performance tasks to increase proficiencies that will result in increased proficiencies on SBAC/CAASPP Math annual assessment. Continue PD on infusing and implementing mathematical practices aligned to common core mathe units of study.

<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>			
<b>Chronic Absence</b>			
<b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b>			
Decrease chronic absenteeism and tardies to less 10% by EOY			
<b>Theory of Change for Conditions for Student &amp; Adult Learning:</b>			
<p>If teachers implement school wide PBIS and restorative practices with consistency then students will experience common expectations across the school, leading to a more positive, calm school culture. If teachers have consistent, high-quality engaging professional development opportunities, they will be supported in continued professional growth.</p> <p>Teaching daily SEL skills and strategies ensures Grass Valley Elementary School and every classroom is safe, welcoming, nurturing, and engaging; engage parents in the importance of attending school EVERYDAY (incentivizing attendance) and closely monitor daily attendance to decrease chronic absenteeism, then of all students especially Title I , African American, English Learners, Special Education, and Foster Youth will be motivated to come to school every day and the chronic absenteeism rate will decrease to less than 10% by June 2019. Hollis-Prime (2012) posits that teachers exhibiting efficacy, caring, persistent, and maintain positive attitudes impacts achievement. [Hollis-Prime, T. (2012). The motivation of african americans through their cultural identity and values in academic achievement (Order No. 3570356). Available from ProQuest Dissertations &amp; Theses Global. (1403374516).]</p>			
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Chronic Absence	All Students	9.7%	8.00%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			

Teachers will inculcate, establish, and maintain a learning environment that nurture, support, and motivate students to do their personal best in the classroom and designated school areas. All teachers will: organize the physical design of the classroom to promote collaboration, develop and teach predictable classroom routines, and post, define and regularly teach 3-5 positive classroom expectations that includes modeling and having students practice what those behaviors look like.

Administration utilized the OUSD PBIS classroom assessment tool to provide feedback to teachers in their classroom management systems. Teachers and staff regularly distribute GV tickets and students on a weekly basis and students redeem tickets to receive items from the prize cart.

In November 2018 the focus was revisiting schoolwide/classroom expectations: improving the school culture with providing students tools and support in conflict resolution, respecting personal space and boundaries, and effective communication. The week of November 13th focused on grounding our school values of being Respectful, Responsible, and Safe with Community Assistant leadership in facilitating daily team building activities for students with a kick off assembly.

The Attendance Team meet with parent/families of each "At Risk" of being chronically absent after each absence and excessive tardies. Students with perfect attendance are recognized quarterly.

**What evidence do you see that your practices are effective?**

Attendance team meets on a monthly basis to review data and referrals from teachers for students who are chronically absent and schedule SART meetings with families. The COST Team meets 2X a month to review student referrals from teachers; COST team brainstorm on Tier II academic and behavior interventions to provide support for student success which includes progress monitoring.

**Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

Continue with COST and Attendance meetings to monitor attendance, academics, and social emotional needs/supports utilizing Tier I/II interventions.

<b>18-19 Conditions for English Language Learners Priority:</b>	<b>EL Reclassification</b>
<b>June 2021 Conditions for English Language Learners Goal:</b>	10% reclassification rate.



<p><b>Theory of Change for Conditions for English Language Learners:</b></p>	<p>If the school identifies two to three key strategies to support students with inferencing and progressing towards proficiency in the SRI, then 100% of general ed students will reclassify by spring 2019. In addition to English language learners being able to read and write effectively, they must also be literate in numeracy, defined as quantitative literacy. To improve their skills, teachers must know why literacy is necessary, what to teach, and how to teach. Hall (2016) contends, instructional strategies, and highly effective teachers implement to advance the achievement and ultimate reclassification of English language learners are specifically designed strategies to assist English learners in acquiring language proficiency are imperative. Knowing and practicing the instructional strategies identified as the most effective can help all teachers improve the quality of instruction and increase achievement for English language learners. [Hall, K. M. (2016). Essential teaching strategies to ensure early reclassification of english language learners (Order No. 10250366). Available from ProQuest Dissertations &amp; Theses Global. (1867773559)].</p>		
<p><b>Student Performance Indicator:</b></p>	<p><b>Student Group:</b></p>	<p><b>17-18 EOY Target:</b></p>	<p><b>17-18 EOY Actual:</b></p>
<p>English Learner Reclassification</p>	<p>All Students</p>	<p>5.0%</p>	<p>8.80%</p>
<p><b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b></p>			
<p>Teachers use Specially Designed Academic Instruction in English (SDAIE) strategies for ELL students and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.) to achieve academic proficiency in core subjects (Integrated ELD).</p>			
<p><b>What evidence do you see that your practices are effective?</b></p>			
<p>Evidence of effective instructional practices that will result in student achievement goals include, but are not limited to, Fall (2018-19) 8.8% ELL's Reclassified; 8.3% of ELL's scored level 4; 19.4% of ELL's scored level 3 on the 17-18 ELPAC assessment.</p>			
<p><b>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</b></p>			
<p>More professional development on the CA ELD Framework and alignment to ELA Common Core Standards to assist with teaching designated (30 minutes of uninterrupted ELD instruction) and integrated ELD lessons. Continue to use data (ELPAC, SRI, Writing samples, etc.) to determine the proficiency level of ELL's ; teachers continue to form groups based upon data; create and teach lessons for English Learners to develop English language proficiency during daily protected time during the regular school day- Designated English Language Development (ELD). Quarterly progress monitoring of ELD students using standards based assessment paralleled to ELPAC to support ELL success.</p>			
<p><b>DEPARTURE FROM PLANNED 18-19 SPSA BUDGET</b></p>			
<p><b>Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?</b></p>			

The change that occurred from the 18-19 SPSA budget was the elimination of the STIP position. SSC, and other stakeholders voted to allocate the funding for Library Clerk position. The rationale was that a Library Clerk position would support literacy at GV; it also ensured students were getting access to a variety of complex text and informational text to increase reading comprehension and continue to foster the "passion" of reading for all students.

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** Grass Valley Elementary School

**School ID:** 122

**3: SCHOOL STRATEGIES & PRACTICES**

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

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

<b>School Priority ("Big Rock"):</b>	Chronic Absence
<b>School Theory of Change:</b>	<p>If teachers implement school wide PBIS and restorative practices with consistency then students will experience common expectations across the school, leading to a more positive, calm school culture. If teachers have consistent, high-quality engaging professional development opportunities, they will be supported in continued professional growth.</p> <p>Teaching daily SEL skills and strategies ensures Grass Valley Elementary School and every classroom is safe, welcoming, nurturing, and engaging; engage parents in the importance of attending school EVERYDAY (incentivizing attendance) and closely monitor daily attendance to decrease chronic absenteeism, then of all students especially Title I , African American, English Learners, Special Education, and Foster Youth will be motivated to come to school every day and the chronic absenteeism rate will decrease to less than 10% by June 2019. Hollis-Prime (2012) posits that teachers exhibiting efficacy, caring, persistent, and maintain positive attitudes impacts achievement. [Hollis-Prime, T. (2012). The motivation of african americans through their cultural identity and values in academic achievement (Order No. 3570356). Available from ProQuest Dissertations &amp; Theses Global. (1403374516).]</p>
<b>Related School Goal(s):</b>	Create a welcoming environment that allows students, families, and staff to feel safe and fosters ownership in the school community to provide input in the school culture. This includes participating fully in student learning and the school community as measured by the response from the CHKS survey: "Do you feel close to people at this school?"
<b>Students to be Served by these Practices</b>	<i>All Students</i>

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Teachers will use progressive discipline as outlined on Universal Referral Form (URF) to redirect "off task" student behavior aligned to their classroom management plans.	Leadership Team will research and develop school wide practices that cultivate student positive engagement; Monitor student behavioral referrals. Create Student/Parent handbook that includes school-wide behavioral expectations.	Weekly and Monthly URF tracking on OUSD Dashboard.

1-2	Teachers will establish and maintain learning environments that nurture, support and motivate students to do their personal best that is conducive to learning.	Principal and TSA complete self-assessment and use data to create, implement staff development aligned to site-based, school-wide SEL needs Provide support and resources to Parent Teacher Association and Dad's Club (PTA) to increase parent participation in school-wide programs.	URF Tracking, behavior referrals (less than 20/year), reading and math data that shows positive academic growth.
1-3	Teachers work collaboratively to support each other and monitor progress and growth toward identified core beliefs.	Principal will ensure learning environments have all SEL structures. All students have access to on site behavioral resources including mental health staff and counseling services (i.e. Lincoln Center staff and/or behavioral therapist intern).	Agendas and meeting from PLCs; Having a common during the day planning time.
1-4	Teachers will take attendance daily.	Members of the Attendance Team will meet with parent/families of each "At Risk" of being chronically absent after each absence. Create Attendance Improvement Plans for potentially Chronically Absent students and families, identifying and coordinating local community resources to support families and conducting home visits.	Monthly Attendance on Dashboard.
1-5	Teachers will use attendance and behavioral referral data as a basis for improving and strengthening student engagement especially for Title I, African American, ELL's, Foster and Homeless Youth to build capacity and relationships to target 97% attendance rate at Grass Valley Elementary.	Leadership Team will identify high leverage academic and behavioral interventions, aligned to data, to target Title I, African American, ELL, Foster and Homeless students' needs. Enlist the support of Community Engagement Specialist (CES) to support culture and climate priorities; 1st-5th grade students meet in weekly "Rap Session" to address student problems and resolve conflicts.	Cost Meeting Notes, SST's and hiring a Behavioral Intern.

1-6	Afterschool Teacher Liason provides PD in core teaching areas for afterschool teaching staff to ensure seamless transition between during the day and afterschool instructional times.	Explicitly teach positive and appropriate behaviors to all enrolled students Partner with Creators after school program to identify resources to support positive and appropriate behaviors. Ensure alignment of after school program linked to school goals, specific student achievement needs, and instructional strategies, including enrichment activities that build students' skills, then students will develop holistically.	Log in Sheets from Afterschool Liason.
1-7	Teachers will use attendance and behavioral referral data as a basis for improving and strengthening student engagement especially for GATE identified students.	Leadership Team will identify high leverage academic interventions, aligned to data, to target students' needs (e.g. GATE). Provide resources, including professional development and attendance at professional conferences, to deepen teacher and staff knowledge of needs of GATE students.	Cost Meeting Notes, SST's and hiring a Behavioral Intern.
1-8	Explicitly teach positive and appropriate behaviors to all students beginning in TK, Kindergarten; reteach often Tier 2 and Tier 3 students.	Calendar monthly and trimester celebrations to recognize students academically, with perfect and improved attendance and good and improved citizenship beginning in TK-Kindergarten Host regular celebrations for families aligned to improved academic achievement, attendance and positive behaviors. Purchase resources, incentive materials, food and refreshments for student recognition.	Calendar Trimester Award Ceremonies highlighting students with perfect or improved attendance and or improved behavior.
1-9	Staff describes the expectations for student behavior and conduct and outlines the procedures to be followed when these expectations are not met.	Leadership Team, with input from PTA, develop/modify Student/Family Handbook Publish and distribute Parent/Family Handbook (2018-2019). Use policies and procedures contained within to guide student behaviors and expectations at Grass Valley Elementary.	Copies of Family Handbook and Parent Compact. Sign in Sheets from Back to School Night Family Engagement Nights.

1-10	Teachers create instructional plans that facilitate "bell-to-bell" teaching and learning and get parental involvement in analyzing and provide feedback on the effectiveness of the instructional program.	Leadership Team members, including when appropriate parents, will conduct classroom walkthroughs to collect evidence of effective student engagement and positive discipline strategies to share schoolwide. Include parent members of School Site Council (SSC) and PTO as core group of parents to help develop school-wide handbook identifying commonly agreed upon behavioral expectations.	Classroom walkthrough notes; feedback with Next Steps; monthly SSC meeting notes.
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<b>District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION</b>			
<b>School Priority ("Big Rock"):</b>	Mathematics		
<b>School Theory of Change:</b>	If teachers teach small, differentiated guided math groups daily, then they can track student math development and implement targeted strategies for students individualized needs. If teachers plan common core aligned lessons for their small guided math groups, then students will make greater progress towards standards mastery. According to Jackson (2012), teachers who infuse self regulated learning strategies (planning, goal setting organizing, monitoring, self evaluation and self praise) are effective in helping students to solve everyday mathematical problems. Therefore, teachers who motivate each student to feel good about his/her ability to learn math and to achieve, equates to successful math outcomes. [Jackson, S. F. J. (2012). Self regulated and communal learning contexts as they relate to math achievement and math self efficacy among african american elementary level students (Order No. 3591948). Available from ProQuest Dissertations & Theses Global. (1435635242)]		
<b>Related School Goal(s):</b>	By the end of the 2019-20 school year, at least 50% of all students in grades 3-5 will score at or above grade level proficiency on the SBAC assessment for math, increasing DF3 to -38.2 or less		
<b>Students to be Served by these Practices</b>	<i>All Students</i>		
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>

2-1	<p>Teachers will know and understand the key instructional shifts in mathematics and will use blended rotation model plan and implement rigorous lessons that contain skill, conceptual and application for each concept. Teachers implement key elements of Math Workshop or Blended Learning differentiated groups daily:</p> <p>A.Math Warmup-10-15 minutes (Spiral review, routine practice to achieve mastery)  B.Minilessons-10 minutes (Introduce new Math concept, strategies or skills)  C. Independent M.A.T.H Practice-40 minutes (applying the math strategy or demonstrating use of the skill)  D.M=Meet with the teacher, A= At your Seat, T=Technology (Differentiated), H=Hands On  E. Share-5-10 minutes (Oral and/or Written between students).</p>	<p>Principal and TSA will lead professional development on the instructional shifts and school will provide professional development time for planning math blended rotations and backwards planning of math common core units (Math Expressions). Provide weekly PLC time for math planning. Evaluate flexible, mixed grade math groupings to ensure equity and equality infusing culturally responsive teaching practices to target African American, Title I, Special Education, ELL, Foster Youth, and Low Income.</p> <p>Implementation of weekly observation "Look Fors" checklist-provide feedback (written and/or oral) within 24 hours of observation; Principal conduct regular observations during Math Workshop, specifically how to confer with students effectively; Weekly PLC Collaboration for data analysis and planning-Resources=budget for release time; "Protected During the Day time" is set aside for teachers to plan and analyze data together.</p>	<p>Lesson plans showing evidence of Math Workshop model daily; Data from math assessments include: IAB Math Assessments, SBAC Interim Math assessments, Math CEOU's, ST Math; implementaion of Next Steps from feedback after observations. Exit tickets (informal assessments throughout school year). Data Analysis of Formal Assessments (District math C.E.O.U). Analytical data analysis especially for targeted subgroups including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth to assist with differentiating lesson plans and to ascertain meeting grade level targets for each subgroup.</p>
2-2	<p>3-5 grade teachers will use SBAC blueprints to identify priority standards. All teachers will backwards plan from the standards by mapping daily objectives for each standard.</p>	<p>Principal and TSA will lead professional development on backwards planning and templates for writing objectives. Time for Principal and TSA to plan and monitor the objectives.</p>	<p>-Periodic SBAC practice tests and grade level SBAC Interim assessments tests created in Illuminate (3X's a year Beginning of the Year, Spring, and before SBAC).</p>
2-3	<p>Teacher and TSA will pull small groups to support differentiated math needs for advanced, EL, and struggling learners.</p>	<p>Analyze the practices and achievement of students using the blended model.</p>	<p>-Data stipulating students growth toward grade level proficiency. Data from exit tickets to ascertain student gaps to assist with reteaching and spiraling mathematical facts. Data from informal/formal assessments.</p>

2-4	Use of online/ computer based programs in the classroom weekly/ daily for math to prepare for SBAC and to support collect career readiness. This resource will be provided at the school to support students that dont have access to technology at home.	Obtain more chromebooks and maintain current chromebooks so that all students have access. Maintain ST math subscription.	-ST math teacher data monitoring. Classroom observations.
2-5	All teachers will engage in annual data conferences (3X/year); analyze data and plan units of study.	Calendar Data Conferences; Continue with TSA to support ALL students in class and in small group intervention groups. ITL will also provide Professional Development to teachers to fully implement adopted software equitably and consistently.	2018-2019 School calendar with Data Conferences.
2-6	All teachers will fully implement and utilize technology (software and hardware) to differentiate instruction and increase student achievement in literacy (Front Row math, ST Math) for Title I and Low Income students.	Principal and teachers will create grade level plan to track goals across the year especially for targeted subgroups including Title and Low Income students, check in will be 3X/year @ data conferences Supplemental materials (e.g. Standards Plus) aligned to Common Core standards are utilized to give students opportunities to engage with SBAC aligned assessments and provide opportunities to apply their learning.	Weekly/monthly data reports (ST Math, Front Row) to track proficiency levels (TK-5th).  Ensurance use of ST Math Data Protocol at staff meetings or PLC's on regular basis to analyze students progress.
2-7	All teachers administer IAB Math Assessments for targeted students not currently at proficiency (grades 3-5) each trimester to monitor progress toward grade level goals.	Provide protected time for weekly PLC planning using all relevant data including IAB Math Assessments, Front Row math, ST Math, etc. Both ILT and 0.6 Prep Teacher to provide "during the day" release time for teacher planning aligned to data.	Baseline data from IAB Math Assessments to track student proficiency. PLC Meeting Notes aligned to math student proficiency.



2-8	<p>Gifted Students will be identified and placed in Grass Valley's GATE Program. Gifted students will be grouped to participate in enriched cooperative learning for math/el projects, scientific research (qualitative/quantitative) analysis, logic quests, and Renzulli Learning. GATE students will also be provided the opportunity to learn a foreign language.</p>	<p>Teachers will design lesson plans to include strategies (DOK 3/4 level of rigor) to support GATE students. Principal will work with TSA in the implementation of the GATE program, provide cooperative learning activities and projects. Teachers and TSA participate in PD for Renzulli Learning Program. Principal and the BACR after-school program coordinator will oversee the opportunity for students to participate in learning a foreign language.</p>	<p>Monitor and analyze formative/summative teacher assessments and District Benchmarks to track GATE student Progress. PLC meeting notes aligned to providing enriching activities for GATE students. PD Sign in sheets for Cooperative Learning, Renzulli, Makers, etc...</p>
2-9	<p>Teachers participate in professional learning that includes OUSD sponsored trainings, conferences, etc.</p>	<p>Principal and ILT will ensure teachers are provided with professional learning opportunities (e.g. attendance at conferences, retreats, peer observations, video-taping of practices) to deepen and refine their skills; ILT will plan PD in areas of Balanced Literacy. Fund out of classroom/ outdoor education opportunities to increase content knowledge and student engagement.</p>	<p>Sign in Sheets from On Site PD Teacher participation in OUSD sponsored PD and or Off Site Conferences.</p>

<b>District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum</b>	
<b>School Priority ("Big Rock"):</b>	Literacy
<b>School Theory of Change:</b>	<p>If teachers teach small, differentiated guided reading groups daily, then they can track student literacy development and implement targeted strategies for students individualized needs especially for targeted subgroups to support including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth If teachers plan common core aligned lessons for their small guided reading groups, then students will make greater progress towards standards mastery. Also, infusing culturally responsive practices and pedagogy empowers student intellectually, socially, emotionally, and politically using cultural references to impart knowledge, skills, and attitudes that equates to increased academic literacy and engagement (Hollis-Prime, 2012). [Hollis-Prime, T. (2012). The motivation of african americans through their cultural identity and values in academic achievement (Order No. 3570356). Available from ProQuest Dissertations &amp; Theses Global. (1403374516).]</p>

<b>Related School Goal(s):</b>		By the end of the 2019-20 school year, at least 50% of all students in grades 3-5 will score at or above grade level proficiency on the SBAC assessment for ELA, increasing DF3 to -46.3 or less By the end of the 2019-20 school year, at least 90% of all Kindergarten students know all Letter Names and Sounds; 70% read at F&P "D" level; at least 90% of all 1st graders read at F&P "J" level; at least 60% of all 3rd-5th graders score proficient on SRI assessment	
<b>Students to be Served by these Practices</b>		<i>All Students</i>	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	<p>Implement balanced literacy approach through Daily Guided Reading and readers workshop. A.Read Aloud (Introduce reading/writing strategy)  B.Minilessons (Reading and Writing Strategies or Skills)  C. Independent Reading/Writing (applying the reading/writing strategy or demonstrating use of the skill)  D.Individual or Small Group Conferring  E. Response to Reading (Oral and/or Written between students)  Teachers will include DOK questions 1-4 to assist with checking for understanding and extending student metacognition in learning grade level standards and skill sets.  All students including especially for targeted subgroups including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth will read at least 50% informational text in grades 2nd - 5th grade to include authentic comprehension to accelerate growth.</p>	<p>Principal and TSA will provide coaching and support for Balanced Literacy. Provide time for teachers to collaborate around guided reading. Observe and provide feedback on Guided reading groups. Principal and TSA will provide resources to ensure students have access high quality literature and informational text especially for targeted subgroups including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth.</p>	<p>Calendar that shows professional development with balanced literacy as a focus. PLC weekly agendas. Lesson plans with DOK questions and stems aligned to the SBAC/CAASP grade level blue prints. Classroom Observations utilizing the Balanced Literacy checklist. Every 6 to 8 weeks of comparative data analysis of F&amp;P running records, SRI, IAB, grade level formative/summative assessments to ascertain authentic comprehension and accelerated growth for especially for targeted subgroups including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth.</p>

3-2	Teachers will identify the needs of students to support lesson differentiation to include Title I, African American, English Learners, Special Education , Foster Youth, and GATE students; paying particular attention to the balanced literacy objectives identified in curriculum. EL students will be supported with additional visual cues to enhance vocabulary development and understanding.	Conduct data conferences around SRI and Running records; continue to develop school wide structures to promote a culture of learning especially for targeted subgroups to support including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth to ensure equity and equality as students progress or exceed grade level academic literacy benchmarks.	Calendar that shows student data conferences occurring three times a year. Reading assessment data for each subgroup (SRI, F&P, IAB). Identify the differentiation in lesson plans and classroom observations to support especially for targeted subgroups including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth.
3-3	Teachers will work in weekly PLC groups to support teaching and learning strategies where they will plan lessons to support the curriculum and the diverse needs of especially for targeted subgroups including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth infusing culturally responsive practices.	Principal will ensure protected instructional time during the day for circuit level PLC's to meet and plan. Hire enrichment teachers to ensure the fidelity of teachers utilizing PLC time to address and be accountable for supporting targeted subgroups including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth.	Weekly PLC schedule that ensures teachers have during the day planning time. Notes from PLC meetings that are aligned to school wide focus areas and evidence of supporting targeted subgroups including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth.
3-4	Teachers ensure ELLs build the capacity to speak, read, and write in English and are provided protected time (30 minutes) everyday to become proficient (Designated ELD) and ongoing support and scaffolds throughout the content areas (Integrated ELD); aligned to Common Core ELA/ELD curriculum; teachers familiarize themselves with Specially Designed Academic Instruction in English (SDAIE) strategies and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.).	Teachers are provided detailed assessment data (ELPAC, SRI, IAB Math Assessments, and SBAC) of ELLs to provide appropriate language development supports. Leadership ensures teachers receive necessary resources including "protected time" for data analysis and plan classroom instruction aligned to English Language Development standards.	PD calendar and agendas aligned to Designated and Integrated English Language Development (ELD); Daily schedules with Designated ELD block; Teaching Charts to support Reader's and Writer's Workshop lessons (Lucy Calkins); data from ELPAC, SRI, SBAC Interim IAB Math Assessments assessments.

3-5	<p>Blended Learning Block - Use of software programs that are integrated with common core grade level ELA lessons which includes performance tasks (projects) to supplement instruction and to provide intervention and acceleration for disadvantaged students especially for targeted subgroups to support including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth.</p>	<p>Ensure teachers lesson plans designate a blended learning block and students are utilizing the reading software programs with fidelity (Newsela, Frontrow, etc.). Purchase more chromebooks and maintain current chromebooks so that all students have access especially for targeted subgroups to support including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth to assist with academic achievement and authentic engagement.</p>	<p>Budget reflects prioritizing purchases of chromebooks. 3rd to 5th grade allocation of chromebooks is 1:1.</p>
3-6	<p>Teachers organize classroom environments that are nurturing and engaging so children want to come to school every day. Teachers teach weekly SEL lessons. Classrooms are organized to ensure that there are multiple opportunities for students, to support particularly Title I, African American males, ELLs, Foster Youth, Homeless, are able to move around and interact with peers in a positive synergistic relational capacity to ensure equity and equality in academic achievement.</p>	<p>Leadership Team, circuit and grade level teams, will observe classrooms and provide feedback to ensure that every classroom is emotionally safe, clean, comfortable, provides opportunities for students to move around, access to learning materials, stimulates learning and help build warm classroom communities. Provide resources, including prioritizing budget resources, to create classroom environments that are warm, nurturing and inviting. Provide PD on SEL lessons that will be integrated daily to support student social/emotional needs to ensure a conducive environment for learning (morning meetings, and closing circles.).</p>	<p>Beginning of the Year Professional Development on Optimum Classroom Learning Environments and Management Strategies; posted PBIS rules; Back to School agendas with Home-School agreements; Resources include CCSS Standards for daily, weekly teaching lessons; Feedback from Observations including Next Steps.</p>

3-7	Teachers will integrate grade level ELA standards into their makers projects in order to provide opportunities for applied learning especially for targeted subgroups including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth.	TSA Provides PD on integrating ELA standards in makers projects. TSA pushes into classes and leads small maker routines. Maintain TSA to support teachers in planning and collaboration with the Maker's Projects. Maker team will continue to help teachers facilitate Trimester Maker expos that are aligned to college and career readiness and ensure equity especially for targeted subgroups including Title I, African American, GATE, Low Income, ELL's, Special Education, and Foster Youth	-Maker Lesson Plans incorporating ELA standards. Maker Expo's -Maker projects completed by students with End of Unit Rubrics/self-assessments.
3-8	Teachers ensure students have access to high quality (complex text) literature and Informational Text; students read at least 50% Informational texts in grades 2nd-5th grades.	Leadership provides resources (e.g. Informational Texts, NewsELA) for student access Resources budgeted for Informational texts, high interest articles, supplemental materials, software, etc.).	Formative Assessment data aligned to Informational Texts; track F&P Instructional lexile levels for Informational texts.
3-9	TK and Kindergarten teachers will host Fall Orientation for incoming TK and Kindergarten parents to welcome students and families to school.	Calendar TK, Kindergarten Orientation/Open House for incoming families. Share priorities with families (e.g. Daily, On Time Attendance) Set clear student achievement goals, aligned to grade level standards, for TK, Kindergarten families; calendar Academic Family Nights (1 per trimester) that allow families to monitor progress towards these goals.	Calendar with Family Engagement Events; collect sign in sheets from Family Engagement Events; CHKS completion rate for parents, families.
3-10	Teachers employ differentiated instructional strategies to meet the needs of Homeless Youth.	Leadership Team will identify and implement high leverage academic interventions and practices to accelerate proficiency, aligned to data, to Homeless Youth. Provide resources, including prioritizing budget resources, to meet the needs of Homeless Youth.	Coordinated Services Team (C.O.S.T) Team meeting notes identifying high need students and interventions for those students aligned with their specific needs; track academic progress monthly and monitor effectiveness of instructional practices Homeless Youth.

3-11	<p>Teachers ensure all students, including Title I students, have access to high quality literature and Informational Texts; all students including, Title I, African American males, GATE, Foster and Homeless youth, read at least 50% Informational texts in grades 2nd-5th to accelerate students comprehension.</p>	<p>Leadership provides resources (e.g. Informational Texts, NewsELA) for student access; Coordinate with librarian to purchase culturally responsive ELA texts, Informational texts, high interest articles, supplemental materials, software, etc.).</p>	<p>Formative Assessment data aligned to Informational Texts; Purchase texts; track F&amp;P Instructional levels for Informational texts.</p>
3-12	<p>Teachers will implement differentiated strategies to support and assist Newcomers to Grass Valley. Teachers will assess Newcomer's literacy (F&amp;P) and math levels using a variety of assessments to assist with providing support and scaffolds for them. Teachers will acclimate and implement key elements of Reader's and Writer's Workshop daily: A. Read Aloud (Introduce reading/writing strategy-Newcomers listen to fluent readers) B. Minilessons (Reading and Writing Strategies or Skills-provide Newcomers with appropriate and authentic scaffolds they can readily use) C. Independent Reading/Writing (applying the reading/writing strategy or demonstrating use of the skill-Newcomers practice oral reading ) D. Individual or Small Group Conferencing (Newcomers are in small groups that allow them to practice language) E. Response to Reading (Oral and/or Written between Newcomers, practice speaking and writing). Teachers will also collaborate with parents of Newcomers and solicit feedback in their child's academic progress. Teachers will also provide social emotional support and strategies to assist with smooth transitions of Newcomer students at Grass Valley.</p>	<p>Leadership provides ongoing support for teachers and materials and tools to assist with Newcomer's academic progress. Leadership provides an intake with Newcomers and provide them with materials to acclimate to Grass Valley's instructional and cultural. Principal closely monitors Read Aloud, Minilessons and small group work during Reader's/Writer's Workshop; Teaching Points match student tasks when assessed during 1 to 1 conferring. Weekly PLC Collaboration for data analysis and planning-budget for release time; "protected time" is set aside for teachers to analyze data together.</p>	<p>Classroom Observations, Lesson Plans, anchor charts, PLC minutes, and F&amp;P data. Parent Survey's and feedback. Student Feedback.</p>

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS			
<b>School Priority ("Big Rock"):</b>		EL Reclassification	
<b>School Theory of Change:</b>		If the school identifies two to three key strategies to support students with inferencing and progressing towards proficiency in the SRI, then 100% of general ed students will reclassify by spring 2019. In addition to English language learners being able to read and write effectively, they must also be literate in numeracy, defined as quantitative literacy. To improve their skills, teachers must know why literacy is necessary, what to teach, and how to teach. Hall (2016) contends, instructional strategies, and highly effective teachers implement to advance the achievement and ultimate reclassification of English language learners are specifically designed strategies to assist English learners in acquiring language proficiency are imperative. Knowing and practicing the instructional strategies identified as the most effective can help all teachers improve the quality of instruction and increase achievement for English language learners. [Hall, K. M. (2016). Essential teaching strategies to ensure early reclassification of english language learners (Order No. 10250366). Available from ProQuest Dissertations & Theses Global. (1867773559)].	
<b>Related School Goal(s):</b>		By the end of the 2019-20 school year, at least 50% of all English Language Learner students in grades K-5 will demonstrate English Language proficiency and be reclassified as Fluent English Proficient	
<b>Students to be Served by these Practices</b>		<i>English Learners</i>	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers ensure ELLs, especially Newcomers (including Students with Disabilities) build the capacity to speak, read, and write in English and are provided protected time (30 minutes) everyday to become proficient (Designated ELD) and ongoing support and scaffolds throughout the content areas (Integrated ELD); aligned to Common Core ELA/ELD curriculum.	Provide instructional materials including complex texts and tasks for ELLs, especially Newcomers, in all content areas that engage ELLs in all four levels of Depths of Knowledge (DOK) aligned to Common Core ELA/ELD standards and curriculum.	Lesson Plans delineating daily 30 min designated ELD instruction and SDAIE Strategies using strategic scaffolds during integrated ELD in content areas.
4-2	Teachers use Specially Designed Academic Instruction in English (SDAIE) strategies for ELL students and implement them into everyday classroom instruction (e.g. Charts, Graphic Organizers, etc.) to achieve academic proficiency in core subjects.	Provide targeted ELD PD in identifying the characteristics and components of Academic Scaffolds: Connecting to Prior Knowledge, Building Background, Developing Schema, and Structuring Interaction.	Standards Based Lessons that incorporates Academic Scaffolds. Classrooms with anchor charts, graphic organizers, sentence frames, word walls, etc. Classroom Observations of SDAIE strategies and scaffolds implemented during integrated ELD in content areas.

4-3	Teachers will implement the California English Language Development standards into their daily lessons in accordance to the ELD levels of their students.	Principal will ensure protected instructional time during the day for circuit level PLC's to meet and plan. Hire enrichment teachers to ensure the fidelity of teachers utilizing PLC time to address the California English Language Development Standards and how to integrate the Proficiency Level descriptors (Emerging, Expanding, and Bridging) in daily lessons to meet the needs of ELD students. Provide continuous PD on how to implement the California English Language Development Standards.	Classroom Observations, Lesson Plans, anchor charts, PLC minutes.
4-4	Teachers implement key elements of Reader's and Writer's Workshop daily: A. Read Aloud (Introduce reading/writing strategy-ELL's, especially Newcomers listen to fluent readers) B. Minilessons (Reading and Writing Strategies or Skills-provide ELL's, especially Newcomers with appropriate and authentic scaffolds they can readily use) C. Independent Reading/Writing (applying the reading/writing strategy or demonstrating use of the skill-ELL's, especially Newcomers practice oral reading ) D. Individual or Small Group Conferring (ELL's, especially Newcomers are in small groups that allow them to practice language) E. Response to Reading (Oral and/or Written between students-ELL's especially Newcomers, practice speaking and writing).	Principal and ILT utilize weekly observation "Look Fors" checklist-provide feedback (written and/or oral) within 24 hours of observation; Principal closely monitors Read Aloud, Minilessons and small group work during Reader's/Writer's Workshop; Teaching Points match student tasks when assessed during 1 to 1 conferring. Weekly PLC Collaboration for data analysis and planning- budget for release time; "protected time" is set aside for teachers to analyze data together.	Feedback from Observations including Next Steps; PLC meeting notes; budget prioritized for extended time (Leadership Team Retreats, Planning Time).



PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 122

School: Grass Valley Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Contract with AfterSchool Provider	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Afterschool Teacher Liason provides PD in core teaching areas for afterschool teaching staff to ensure seamless transition between during the day and afterschool instructional times.	122-1
\$16,911.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	6660	Noon Supervisor	0.40	Explicitly teach positive and appropriate behaviors to all students beginning in TK, Kindergarten; reteach often Tier 2 and Tier 3 students.	122-2
\$5,000.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	122-3
\$125.00	General Purpose Discretionary	Stamps	Goal 6: Parents and families are engaged in school activities.	5910	Postage		n/a		Overall support for academic and social-emotional practices	122-4
\$3,000.00	General Purpose Discretionary	Equipment Maintenance	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreeemt		n/a		Overall support for academic and social-emotional practices	122-5
\$5,898.00	General Purpose Discretionary	Software Licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		All teachers will fully implement and utilize technology (software and hardware) to differentiate instruction and increase student achievement in literacy (Front Row math, ST Math) for Title I and Low Income students.	122-6
\$12,765.46	LCFF Supplemental	EEIP (Art) to support Engaging Schools curriculum with professional learning and on-site coaching	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	1830	Teacher Education Enhancement	0.10	Teacher and TSA will pull small groups to support differentiated math needs for advanced, EL, and struggling learners.	122-7
\$91,372.04	LCFF Supplemental	Teacher	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3120	Teacher, Structured English Immersion		Teacher and TSA will pull small groups to support differentiated math needs for advanced, EL, and struggling learners.	122-8

\$14,500.00	LCFF Supplemental	Academic Mentor	Goal 2: Students are proficient in state academic standards.	2928	Other Classified Salaries: Hourly		n/a		Teacher and TSA will pull small groups to support differentiated math needs for advanced, EL, and struggling learners.	122-9
\$10,743.00	LCFF Supplemental	Computers to support blended learning in classrooms	Goal 3: Students are reading at or above grade level.	4420	Computer < \$5,000		n/a		All teachers will fully implement and utilize technology (software and hardware) to differentiate instruction and increase student achievement in literacy (Front Row math, ST Math) for Title I and Low Income students.	122-10
\$49,634.00	Title I: Basic	Community Assistant	Goal 5: Students are engaged in school every day.	2205	Classified Support Salaries	2116	Community Assistant	0.80	Leadership Team, with input from PTA, develop/modify Student/Family Handbook Publish and distribute Parent/Family Handbook (2018-2019). Use policies and procedures contained within to guide student behaviors and expectations at Grass Valley Elementary.	122-11
\$10,246.00	Title I: Basic	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Teachers employ differentiated instructional strategies to meet the needs of Homeless Youth.	122-12
\$1,580.00	Title I: Parent Participation	Conferences to provide resources, information, and strategies to support student learning and parent involvement	Goal 6: Parents and families are engaged in school activities.	5200	Travel And Conferences		n/a		Calendar TK, Kindergarten Orientation/Open House for incoming families. Share priorities with families (e.g. Daily, On Time Attendance) Set clear student achievement goals, aligned to grade level standards, for TK, Kindergarten families; calendar Academic Family Nights (1 per trimester) that allow families to monitor progress towards these goals.	122-13

\$72,077.00	Comprehensive Support & Improvement (CSI) Grant	Instruction Partners contract: Yearlong support, including three walkthroughs across ELA and math, six on-site support days, ten hours of virtual support			n/a		n/a	Leadership Team will identify and implement high leverage academic interventions and practices to accelerate proficiency, aligned to data, to Homeless Youth. Provide resources, including prioritizing budget resources, to meet the needs of Homeless Youth.	122-14
\$6,333.00	Comprehensive Support & Improvement (CSI) Grant	Supplies & Supplemental Materials required to support PD, Academic Mentors, and Intervention Program	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a	Leadership Team will identify and implement high leverage academic interventions and practices to accelerate proficiency, aligned to data, to Homeless Youth. Provide resources, including prioritizing budget resources, to meet the needs of Homeless Youth.	122-15
\$29,000.00	Comprehensive Support & Improvement (CSI) Grant	Academic Mentors	Goal 2: Students are proficient in state academic standards.	2928	Other Classified Salaries: Hourly		n/a	Teacher and TSA will pull small groups to support differentiated math needs for advanced, EL, and struggling learners.	122-16
\$23,000.00	Comprehensive Support & Improvement (CSI) Grant	Collaboration Stipends for Teachers	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a	Teachers work collaboratively to support each other and monitor progress and growth toward identified core beliefs.	122-17



## Title I School Parental Involvement Policy 2018-19

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



### Involvement of Parents in the Title I Program

**Grass Valley Elementary** agrees to implement the following statutory requirements:

- 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 1 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 1 Plan.

School Wide Title I Meeting, Back to School Night, SSC, Parent Newsletter

- Offer a flexible number of meetings for parents.

SSC, PTA, Dad's Club, Monthly Awards Ceremony, Super Hero's of the Week, Parent Conferences, and other 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.

Facilitate Discussions at monthly SSC meetings , feedback from PTA and Dad's Club, and feedback from Coffee with the Principal forums. Consistent updates on school budget.



- Provides parents of Title I students with timely information about Title I programs.

Parent meetings, Monthly Newsletter, Personalized Phone Calls, Class Newsletters

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

Parent Conferences, Class Newsletters, Parent Meetings, School Marquee

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

The Principal has an open door policy and welcomes parents to be involved in their child's learning. Coffee with the Principal Forum is an additional way of communication regarding the school's programs etc..

## School-Parent Compact

### Grass Valley Elementary:

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



## Building Parent Capacity for Involvement

### Grass Valley Elementary:

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  1. The State of California's academic content standards
  2. The State of California's student academic achievement standards
  3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  4. Academic proficiency levels students are expected to achieve
  5. How to monitor their child's progress

Parent meetings, Letters sent home, Back to School Night, Parent Conferences, Positive Behavior Intervention and Support (PBIS), Regular Parent input of student progress of Common Core Standards Met.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

PTA Trainings, SSC, Teacher led conferences, Dad's Club

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

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



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

PTA/Dad's Club meetings, Back To School Night, Winter Assembly, Student of the Month, Perfect Attendance and Most Improved of the Month, Makers Centered Learning Parent Night Activities, Field Trip Committee

- 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.

Phone Calls, Website, Parent Letters and Newsletters

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

PTA, Dad's Club, SSC, K2C (Oakland Promise), SELL's

### 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.

SSC meetings with translation provided as needed. During parent conferences/IEP/504 meetings, we ask for parent feedback. Translated phone calls and school correspondences.



## Adoption

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

This policy was adopted by the Grass Valley School Site Council on January 28, 2019 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The 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.

Dr. Tammie Hollis-Prime, Principal

Date: 1/28/19





OFFICE OF ACCOUNTABILITY

\_\_\_\_\_ 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



## OFFICE OF ACCOUNTABILITY

### Teacher Pledge:

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

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

\_\_\_\_\_  
Teacher signature

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

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.



**2018-2019**

**School Site Council Membership Roster – Elementary**

School Name: Grass Valley Elementary

Chairperson : <b>Richard Cohen</b>
Vice Chairperson: <b>Chloe Lovelace Gordon</b>
Secretary: <b>Nancy Lambert-Campbell</b>

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
<b>Dr. Tammie Hollis-Prime</b>	X			
Deborah Richard			X	
Richard Cohen		X		
Michelle Borba		X		
Llaima Castro		X		
Tikari Thrower				X
Justin Brydie (Alt-Parent)				X
Ericka Njemanze				X
Chloe Lovelace Gordon				X
Nancy Lambert-Campbell				X
Nichelle Laynes (Alt-Parent)				X
Leah Watts				X

Meeting Schedule (day/month/time)	<b>Wednesday, September 19 2018; 5:30 p.m.</b>
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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.

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