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Board Cover Memorandum

To Board of Education

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

Board Meeting Date CVtCVYf% , 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Grass Valley Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Grass Valley Elementary School



2021-2022 School Plan for Student Achievement (SPSA)

School: Grass Valley Elementary School
CDS Code: 1612596001879
Principal: Casey Beckner
Date of this revision: 5/25/2021

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/25/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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 checked="" 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 type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per 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 and 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: 3/10/2021 5/25/2021

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:

Casey Beckner <i>Principal</i>	<i>Casey Beckner</i>	Signature	<u>5/26/2021</u> Date
Karen Garibaldi <i>SSC Chairperson</i>	<i>Karen Garibaldi</i>		<u>5/26/2021</u> Date
Monica Thomas <i>Network Superintendent</i>		Signature	June 2, 2021 Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>			<u>6/2/2021</u> Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/14/2020	School Site Council	Shared school wide goals and reviewed Academic Results related to needs
11/18/2020	School Site Council	Dsicussed attendance data and needs/implications
2/10/2021	School Site Council (including SELLS)	Discussed needs/priorities for 21/22 school year
2/16/2020	Instructional Faculty	Discussed needs/priorities for 21/22 school year
3/1/2021	Site Leadership Team	Conducted SLT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
3/10/2021	School Site Council	Voted on needs/prioirites related to budget spending
3/15/2021	Site Leadership Team	Conducted SLT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
5/25/2021	School Site Council	Reviewed finalized SPSA and voted on approval

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$81,590.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$444,615.00

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)	\$74,625.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$13,080.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,990.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$155,550.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$27,450.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$4,975.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$81,590.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$363,025.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$444,615.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Grass Valley Elementary School

School ID: 122

School Description

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

School Mission and Vision

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

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	50% of studens consistently using i-Ready/ST Math across all grade levels (higher in 2nd, 3rd); Decrease by 10% of students reading multiple grade levels below according to RI; Consistent student performance on Admin 1 of IAB for ELA (39.9% in 19/20 and 39.3% in 20/21)	Focus on i-Ready/ST math data during faculty meetings and in Weelky Update; Results conferences with K-2 teachers; Focus on IAB results school wide; Shift to aligned EL Education curriculum in General Education; Training by SPED department on ELA/phonics curricula offered to SPED teachers

<i>Focal Student Supports</i>	CICO has supported nearly 20 students in reengagement in Asynchronous learning; Focus on attendance and building relationships with students/families has prompted engagement by by students and an attendance rate around 93% throughout the 20/21 school year.	Daily CICO with support staff members and focal students; Reaching out by office staff and community assistant to reengage families who are not in attendance.
<i>Student/Family Supports</i>	Continued implementation of PBIS (Grass Valley Way) through Community Meeting, Class Dojo point system, and rewarding students (GV Way2Go!, Student of the Month), including regular implementation of Toolbox during Crew, has supported in building a unified school culture where families and students feel supported.	Focus on PBIS for Whole School (shift to virtual expectations, building matrix by staff for virtual learning, continued insentive program, foscu on PBIS matrix during daily Community Meeting and reward systems). Implementation of Crew with a focus on explicitly teaching Toolbox for 17 weeks to teach, review and support students in engaging with the tools.
<i>Staff Supports</i>	Staff are invovled and vocal in all changes being made and there is a consistent focus on feedback and opportunities for us to grow as a site.	Staff were invovled in the planning of the shift to Virtual Learning. Site Leadership Team (comprised of teachers from all grade levels and teaching types) is involved in all decision making. A continued focus on cross grade level groupings during PD has promoted cross grade level interactions and alignment.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	PD/PLC has not focused on Math, so there have been few opportunities for teacher learning. While PD has offered a number of opportunities for teacher learning (virtual and in person), it is not yet promoting student growth. There is a general reisistance to reviewing results and using it to inform instruction. Kinder-2nd has seen growth in students with the implementation of SIPPS, but will need to continue this, coupled with strong implementation of literacy curriuulum to support both early literacy and comprehension needs of students.

<i>Focal Student Supports</i>	Across all metrics, students with special needs (SPED) are performing significantly below their same grade level peers (ie. percentage for "standard not met" on SBAC has increased by 25.7% since 15/16 for students with special, compared to an increase of only 4.6% for students in general education). While we would not necessarily expect our students with special needs to perform at the same baseline as our students in general education, we would expect them to demonstrate similar growth rates.	There is lack of opportunity for building collective efficacy among staff, as well as limited professional development for SPED teachers to learn effective strategies, resulting in low expectations for students with Special Needs. There is resistance to assessing students with special needs using benchmark assessments and holding them to grade level standards.
<i>Student/Family Supports</i>	While the attendance rate is around 93% for the year, we have a 10-15 of families that are struggling to remain engaged during this time.	For some families, the struggle is lack of engagement for students when online during synchronous learning and for others it is a struggle to monitor their student during asynchronous instruction.
<i>Staff Supports</i>	General sense of disconnection among staff.	As a result of virtual learning, staff are struggling to connect with one another and remain positive during this very difficult time.

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024:	In K-2, 95% of students will know 20+ letter names/sounds. In 1/2, 80% of students will be at 80% lesson mastery for an average of 60 minutes weekly on i-Ready. In 3-5, 20% fewer students will perform below standard as determined by the ELA/Math SBAC (3rd:55%; 4th:20%; 5th:15%).
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Instructional Focus Goal: *All students experience success in the early years.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	65.0%	85.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	65.0%	85.0%

Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	65.0%	85.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-77.6 (Spring 2019)	n/a	-55.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	50.0%
IAB ELA at or above Standard	All Students	n/a	n/a	n/a	tbd
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-65.0
IAB Math Above Standard	All Students	n/a	4.1%	n/a	tbd
CAST (Science) at or above Standard	All Students	n/a	10.3% (Spring 2019)	n/a	tbd

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal for May 2024:		Students with disabilities will increase their DF3 by +25 points and AA students will increase their DF3 by +25 points. The percentage of students who are multiple years below in RI will decrease by 10%.			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-149.6 (Spring 2019)	n/a	-120.0

SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-77.5 (Spring 2019)	n/a	-50.0
IAB ELA at or above Standard	Students with Disabilities	n/a	n/a	n/a	tbd
IAB ELA at or above Standard	African-American Students	n/a	Please choose a focal student group at left.	n/a	tbd
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	29.8%	Coming soon	24.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-142.9 (Spring 2019)	n/a	-120.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-82.1 (Spring 2019)	n/a	-60.0
IAB Math Above Standard	Students with Disabilities	n/a	0.0%	n/a	tbd
IAB Math Above Standard	African-American Students	n/a	4.9%	n/a	tbd

Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	12.5%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	25.0%

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

School Goal for May 2024: We will decrease chronic absenteeism by 5pp per year on average, and for students who are chronically absent, we will reduce their chronic absence by 10% annually.

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	83.8%	n/a	88.0%
Suspensions	All Students	-2pp	1.6%	n/a	0.0%
Suspensions	African-American Students	-2pp	1.4%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	3.1%	n/a	0.0%
Chronic Absence	All Students	-2pp	18.1%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	15.4%	n/a	15.0%
UCP Complaints	All Students	n/a	n/a	n/a	tbd

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

School Goal for May 2024:	Staff will feel engaged so that they remain employed at site and state feeling satisfied by the PD to which they have access.				
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	tbd
Teacher Retention	All Teachers	n/a	76.6% (Fall 2020)	n/a	tbd

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

School: Grass Valley Elementary School		SPSA Year Reviewed: 2020-21	SPSA Link: 20-21 SPSA
2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)			
20-21 Conditions for Student Learning Priority:		SEL (PBIS & Toolbox)	
Theory of Change:	If we implement social emotional learning practices (ie. Toolbox and PBIS) with consistency and fidelity, then staff will build strong, positive relationships with students and students will feel more connected to school and attend school more regularly.		
Related School Goal:	All students build relationships to feel connected and engaged in learning.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Whole school implementation of PBIS (GV Way) is clear and present. Students are able to name the school expectations and articulate how they vary depending on location, especially during virtual learning. A matrix for virtual learning was created and teachers review expectations during each synchronous session with student. Crew was made available to all students, with the vast majority of staff participating, and students were engaged in learning about Toolbox regularly. Daily, Community Meeting focused on the GV Way expectations and Toolbox tools throughout the year.			
What evidence do you see that your practices are effective?			
There is a decrease in URFs and suspensions. Attendance is slightly increased, even during a difficult time for families. Students are able to articulate the Tools and use them when prompted.			
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.			
We will shift it to: "If in school, classrooms, and Crew, we implement: -social emotional practices (ie. PBIS and Toolbox) -Maker-centered learning practices (focus on anti-bias standards) then we will create the conditions for students to develop their sense of agency (ie. directing their own learning), feel more connected (ie. students feel safe, seen and valued for their individuality) and engaged with school."			
20-21 Standards-Based Instruction Priority:		Differentiated Instruction Based in Data	
Theory of Change:	If we provide whole and small group targeted instruction aligned to formative assessment data, then we can accelerate student groups to meet grade level standards.		
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
We were not able to focus on this during PD/PLC, as we had hoped. We have continued tracking formative assessments and use this to review students growth regularly.			

What evidence do you see that your practices are effective?

Teachers are regularly reviewing learning targets throughout the lesson and regularly collecting CFUs to better understand student learning. Students are becoming better able to explain what they are learning and why.

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.

We will shift it to: "If teacher teams regularly plan and implement lessons based on CCSS grade-level standards that focus on building procedural fluency through conceptual understanding, and provide on-going opportunities for application, then rigor will increase and all students (including low-income students, English learners, and foster youth) will improve their conceptual foundation for the procedural fluencies, and we will experience growth on the SBAC Concepts and Procedures claim in grades 3-5."

20-21 Language & Literacy Priority: Increasing Rigor through Consistent EL Implementation and Thinking Routines

Theory of Change: If teachers consistently implement EL Education Modules with integrity and apply Thinking Routines in other subject areas, collaborate during PLCs to analyze student formative assessment, are supported by school leaders in a coaching cycle to inform instruction, then higher percentages of students will show significant gains in:
 -in F&P, RI and SBAC
 -students will actively participate in standards based instruction
 -student will be engaged in culturally responsive education
 -students will be highly engaged and take ownership of their education
 -students will be engaged in a performance task
 -students have opportunities to learn how language works to make meaning

Related School Goal: All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Grades K-5 implemented EL Education Modules through virtual instruction. We tracked formative assessments and student progress to mastery, but did not check in on this regularly.

What evidence do you see that your practices are effective?

Our SBAC-ELA interim assessments have improved from Fall to Winter in grades 3-5. An increased percentage of classrooms are focusing on complex texts and using efficacious reading strategies.

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.

We will shift it to: "If teachers use thinking routines to support students in answering text dependent questions in order to access complex texts, then students will demonstrate increased ability to think independently/critically by supporting their thinking with evidence and will demonstrate increased proficiency on ongoing assessments (ie. SBAC, RI, CAST & i-Ready)."

20-21 Conditions for Adult Professional Learning Priority:		Professional Learning Communities
Theory of Change:	If we implement strong, teacher-led professional learning communities focused on goals related to our schoolwide instructional focus, then teachers will develop increased capacity to deliver strong Tier 1/2 instruction and will experience collective efficacy and a sense of shared responsibility for student outcomes.	
Related School Goal:	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
Because virtual learning was so new, the first part of the year truly focused on whole school lifting of engagement strategies and practice. Teachers have yet to feel the capacity for leading PLCs, and we have maintained a system of focus on whole school facilitation and growth.		
What evidence do you see that your practices are effective?		
The focus areas of PLC time have been around Learning Targets, high quality Teacher-Student Feedback and using Rubrics. This has allowed teachers to offer more quality feedback to students, in a more standardized way. We are shifting into a focus of applying a high quality checklist to task given to students, and teachers will use student work to engage in review of student learning around the task.		
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.		
Site Leadership Team will be trained from the start of the school year in how to lead high quality PLCs. PLCs will happen almost weekly, with agendas created for the school and carried out by the SLT.		
20-21 Conditions for English Language Learners Priority:		Targeted Language Instruction
Theory of Change:	If we provide targeted language instruction to all students, then all ELs will reclassify by 5th grade.	
Related School Goal:	English Learner students continuously develop their language, reaching English fluency in six years or less.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
School wide, we have focused on efficacious literacy strategies that have supported students in developing stronger vocabulary (increase in RI performance results).		
What evidence do you see that your practices are effective?		
We have seen increased engagement with online literacy programs (ie. i-Ready and Raz-Kids).		
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.		

School focus will remain on investment in high quality teaching strategies and online learning platforms to support students needing additional time with standards.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

None.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Grass Valley Elementary School

School ID: 122

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):	School Culture (Social emotional practices & Maker-centered learning)
School Theory of Change:	If in school, classrooms, and community circle/Crew, we implement: -social emotional practices (ie. PBIS, CSC and Toolbox) -Maker-centered learning practices (focus on anti-bias standards) then we will create the conditions for students to develop their sense of agency (ie. directing their own learning), feel more connected (ie. students feel safe, seen and valued for their individuality) and engaged with school.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Continued focus on attendance for chronically absent students through promoting engaging practices in the classroom and holding family relationship building meetings (ie. Family Welcome Meetings - Aug, Report Card Conferences - T1, Results/Report Card Conferences - T2) that are inclusive of students.	Facilitate Weekly Attendance Team Meeting with Attendance Specialist & Community Assistant; implement whole school Tier 1 strategies with District support; hold SART meetings regularly to follow up with Tier 2 students within 2 weeks; offer optional PD on student led conferences and clearer expectations of conferences.	Increased attendance; visible school wide evidence of focus on attendance (ie. posters, incentive contests, etc); Attendance Team Meeting agenda/minutes	While the attendance rate is around 93% for the year, we have a 10-15 of families that are struggling to remain engaged during this time.	Tier 2

1-2	Proactively teach GV Way school expectations and explicitly teach/connect to use of Toolbox Tools in conjunction with whole school staff (ie. ASP and support staff); implement strategies effectively.	Develop shared understanding of GV Way and develop buy-in among teachers/staff through BBD PD in August 2020; Continue aligning GV Way to include Student and Staff Matrices and the Toolbox tools, facilitated by the School Culture Committee	Students demonstrating Grass Valley Way and using Tools when needed and earning tickets/Dojo points as incentives	While the attendance rate is around 93% for the year, we have a 10-15 of families that are struggling to remain engaged during this time.	
1-3	Refer students to COST team for MTSS after SST/multiple interventions.	Provide PD for COST, MTSS and SST systems; support teachers with coaching around interventions; hold biweekly COST meetings to identify/place students in MTSS.	COST meeting agendas; reducing number of students needing Tier 2/3 services as a result of interventions.	While the attendance rate is around 93% for the year, we have a 10-15 of families that are struggling to remain engaged during this time.	Tier 2
1-4	Implement Crew with a small group of students (directing/supporting at least one other non-certificated Staff member), with a focus on GV Way, Toolbox, Goal Setting and Academic Progress.	Facilitate PD/collaboration time for planning/implementation of Crew across all grade levels; provide regular time for updating Crew work during monthly Faculty/Staff meetings.	Regular school wide Crew implementation; increased sense of positive school culture as reported by Staff/Student CHKS survey results.	While the attendance rate is around 93% for the year, we have a 10-15 of families that are struggling to remain engaged during this time.	Tier 1
1-5	ASP Teachers will push in to Gen Ed teacher classrooms to observe best practices; ASP Teachers will reflect on classroom systems/structures observed and implement similar best practices during ASP (ie. homework help and enrichment time)	Principal and ASP Coordinator will provide time for collaboration and sharing of best practices between Day/After school staff; Leaders will observe/give feedback to ASP Teachers trimesterly	Observation and feedback notes, evaluations of ASP Teachers by ASP Coordinator, check-in notes from ASP/Principal check-in	While the attendance rate is around 93% for the year, we have a 10-15 of families that are struggling to remain engaged during this time.	Tier 2

1-6	Support students in leading Community Circle to build student ownership of the Grass Valley Way.	Create systems to facilitate Community Circle, Afternoon announcements, Monthly newsletter as a messaging tool about GV Way and Toolbox to students/families and to build student/teacher ownership by having classrooms/students lead.	Student leadership of Community Circle and Afternoon Announcements.	While the attendance rate is around 93% for the year, we have a 10-15 of families that are struggling to remain engaged during this time.	Tier 1
1-7	Communicate with families about learners' progress in Crew, GV Way, Toolbox, and MCL practices; connect this work to academic learning progress regularly.	Engage families in learning about Crew, GV Way, Toolbox, and MCL practices through Back to School Night, SSC, PTA and other parent events.	Increased family engagement in adopting GV Way, Toolbox, and MCL practices; increased attendance at MCL expos.	While the attendance rate is around 93% for the year, we have a 10-15 of families that are struggling to remain engaged during this time.	Tier 1
1-8	Plan/engage learners in semesterly MCL expo projects, that develop student agency, are connected to the anti-bias standards and integrated into current curriculum areas.	Provide regular weekly collaboration time (as a prep) for teachers to engage in planning MCL expo units; support teachers with feedback on unit plans and implementation.	Student engagement in semesterly MCL expo projects (December & May); increase family engagement and attendance at MCL expos; increased student achievement on IABs/SBAC.	While the attendance rate is around 93% for the year, we have a 10-15 of families that are struggling to remain engaged during this time.	Tier 1
1-9	Engage students in CSC community circles daily, with a focus at the beginning of the school year	Provide PD in Caring Schools Community curriculum and follow up coaching/support as needed	Student engagement and relationships building	While the attendance rate is around 93% for the year, we have a 10-15 of families that are struggling to remain engaged during this time.	Tier 1

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	CCSS Aligned Instruction Based in Results (Math focus)
School Theory of Change:	If teacher teams regularly plan and implement math lessons based on CCSS grade-level standards that focus on building procedural fluency through conceptual understanding , and provide on-going opportunities for application , then rigor will increase and all students (including low-income students, English learners, and foster youth) will improve their conceptual foundation for the procedural fluencies, and we will experience growth on the SBAC Concepts and Procedures claim in grades 3-5.

Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Engage in monthly PD/Collaboration time focused on CCSS shifts.	Facilitate monthly PD/Collaboration time focused on the CCSS shifts and support with collaborative teacher planning	PD agenda and collaboration notes; implementation of CCSS shifts.	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 1
2-2	Teach, employing the CCSS shifts, specifically balancing: conceptual, fluency/procedural, and application.	Facilitate in biweekly observation/feedback to teachers from a leadership team member on CCSS shifts, specifically balancing: conceptual, fluency/procedural, and application.	Improved student achievement on ST Math, IABs, and SBAC results; improved ability for students to engage in "math talks" to explain their thinking.	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 1
2-3	Regularly collect formative data/exit tickets and review to inform planning/instruction and create small groups.	Facilitate school wide data tracking of formative data/exit tickets and provide PD on best practices in creating/collecting formative data/exit tickets.	School wide tracker of exit tickets and action plans.	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 1

2-4	Engage in regular Trimesterly results conferences with Site Leader.	Hold regular results conferences with teachers Trimesterly.	Data conferences agendas/minutes reflecting review of data and planning based on data.	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 1
2-5	Plan for and implement small group and differentiated instruction based on PD.	Site Leadership Team regularly reviews school wide academic data and plans for future professional development needs (ie. best practices in small groups and differentiated learning specifically in Math).	SLT agenda/minutes reflecting data review/action planning and resulting PD to support teacher learning.	Across all metrics, students with special needs (SPED) are performing significantly below their same grade level peers (ie. percentage for "standard not met" on SBAC has increased by 25.7% since 15/16 for students with special, compared to an increase of only 4.6% for students in general education). While we would not necessarily expect our students with special needs to perform at the same baseline as our students in general education, we would expect them to demonstrate similar growth rates.	Tier 1
2-6	Establish small group instructional routines to assure individual students receive instruction within their zone of proximal development.	Observe/give feedback on small group instructional routines and efficacy.	Small group instruction occurring in classrooms, observation/feedback notes and conferences.	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 1

2-7	Engage in observation/feedback with a peer Trimesterly with a focus on differentiated instruction.	Promote and support peer observation/feedback practices around differentiated instruction.	Peer coaching reflected in school wide PD plan for year.	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 1
2-8	Regularly work with PLC to review data, determine needs and plan for future instruction by sharing efficacious practices.	Provide regular PLC time for teachers to engage in inquiry based lesson planning rooted in a reflection on data.	PLC agendas/minutes, master schedule includes regular PLC time for teachers.	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 1

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Increasing rigor through consistent implementation of MCL thinking routines across literacy
School Theory of Change:	If teachers explicitly teach and monitor for Maker Centered Learning (MCL) strategies (ie. student collaboration and peer critique) to support students in developing metacognition and accessing complex texts, then students will demonstrate increased ability to think independently/critically by supporting their thinking with evidence and will demonstrate increased proficiency on ongoing assessments (ie. SBAC, CAST & i-Ready).
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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3-1	Implement 2 focal MCL strategies to support and promote student engagement/achievement in all curricular areas (but especially literacy) and develop student automaticity with routines.	Facilitate planning/implementation of PD (ie. looking at different schools' practice, across different grade levels, observation/feedback, etc) with the SLT based on 2 thinking routines; engage faculty in applying thinking routines across all curricular areas - giving biweekly feedback/coaching; root implementation of thinking routines in school wide text about metacognition; develop/convey a clear meaning of this goal through PD/messaging to support staff buy-in and implementation.	Observations of students using thinking routines to develop understand of complex texts; increased student achievement on IABs/SBAC, RI and formative assessments.	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 1
3-2	Plan for/Engage learners in Maker-Centered Learning practices to support metacognition in all subject areas, with a focus on literacy.	Provide PD/collaboration time for teachers to learn about and employ Maker-Centered Learning practices with students in literacy and other subject areas.	Increased student achievement on IABs, SBAC, and formative assessments; increased student engagement in learning through observation of participation.	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 1
3-3	Engage in regular conversations, planning, collaboration and observation/feedback protocols to calibrate around thinking routines to best support full implementation.	Facilitate PD/collaboration to clarify expectations and messaging to teachers to support full implementation of thinking routines; engage teachers in continuous observation/feedback protocols to support sharing of best practices among faculty.	Increased student achievement on IABs, SBAC, and formative assessments; increased student engagement in learning through observation of participation.	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 1

3-4	Communicate with families about learners' progress in MCL practices; connect this work to academic learning progress regularly.	Engage families in learning about MCL practices through Back to School Night, SSC, PTA, Monthly News Letter and other parent events.	Increased family engagement in adopting MCL practices; increased attendance at MCL expo each semester; Family News Letters with sharing of MCL practices.	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 1
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District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Professional Learning Communities
School Theory of Change:	If we implement strong, teacher-led professional learning communities focused on goals related to our schoolwide instructional focus, then teachers will develop increased capacity to deliver strong Tier 1/2 instruction and will experience collective efficacy and a sense of shared responsibility for student outcomes.
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers work collaboratively to build relational trust by articulating how individual contributions lead to the collective success of the school.	Admin provide time and space during pre-service days to build community with staff. Use a range of communication and systems that allow teachers to participate as an individual, partnership, small group and whole group.	Welcoming rituals CHKS Faculty Questionnaire Community Building feedback	General sense of disconnection among staff.	Tier 1

4-2	Teachers will regularly learn from one another in professional learning communities of practice by sharing student work, various forms of data and effective classroom practices.	Admin and SLT will collectively assess and revise peer learning systems in order to ensure they support teachers to improve practice. Leadership will provide time for teachers to independently reflect on student outcomes, then have time to work with grade level partner(s). SLT members and teachers will co-observe classrooms together and share observations/feedback, with a focus on trends across the school and individual teacher feedback.	Feedback notes Debrief Notes Observation notes PLC agenda/minutes	General sense of disconnection among staff.	Tier 1
4-3	Teachers will consistently provide feedback at the end of professional development that indicates the information gained through PD, how information will be applied and ways PD can be structured to better meet their needs.	Admin/ITL will create google feedback form for each PD cycle and use data to refine professional learning.	Feedback spreadsheet Professional development Arc	General sense of disconnection among staff.	Tier 1
4-4	Teachers will share best practices and/or instructional strategies through reflection sharing to whole staff focused on ELA, Math, Science or SEL content.	SLT will provide space/time for sharing reflections with whole staff at the end of PD/PLC cycles	Teacher reflections on best practices	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 1

4-5	ASP Teachers will engage in monthly PLC focused on using inquiry/reflection to improve practice	ASP Coordinator and Principal will co-plan and facilitate bi-monthly PLC for ASP staff	PLC Meeting agenda/minutes	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 1
4-6	Teachers will engage in monthly PLCs focused on results reviews (Thursdays/Fridays) and weekly PLCs focused on sharing best practices related to implementation of MCL strategies in all subject areas.				
4-7	Teachers will use results (ie. benchmark assessments, student work, observations of students, observations of peers, walkthrough results from ILT, formative assessments, checks for understanding) to regularly monitor progress of students towards standards mastery and plan for needed additional instruction to address unfinished learning.				

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Targeted Language Instruction
School Theory of Change:	If we provide targeted language instruction to all students, then all ELs will reclassify by 5th grade.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.

Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers will implement targeted academic language instruction (ie. Language Dives) aligned to common core standards.	SLT will plan and provide professional development on targeted language instruction	Improvement on RI and F&P	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 2
5-2	Teachers will implement integrated ELD instructional practices to support all ELL Students	SLT will provide professional development around academic language instruction and observation and feedback	Observation/feedback of teacher ELD implementation	Decrease in students performing at/near standard on IAB (1st admin) in Math from 19/20 to 20/21 from 21.1% to 19.7%; a general stagnation of growth over the past 5 years. Students in Kinder through 2nd grade are seeing diminished performance at grade level as they move from Kinder to 1st and 1st to 2nd.	Tier 2

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 122

School: Grass Valley Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School Program	\$111,925	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Implement Crew with a small group of students (directing/supporting at least one other non-certificated Staff member), with a focus on GV Way, Toolbox, Goal Setting and Academic Progress.	122-1
Noon Supervisor	\$21,316	Comprehensive Support & Improvement (CSI) Grant	2905	Other Classified Salaries	0548	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Implement Crew with a small group of students (directing/supporting at least one other non-certificated Staff member), with a focus on GV Way, Toolbox, Goal Setting and Academic Progress.	122-2
Supplies	\$13,080	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	122-3
Certificated Teachers' Salaries	\$12,114	LCFF Concentration	1105	Certificated Teachers' Salaries	tbd	Enter position number at left.	tbd	Goal 1: All students graduate college, career, and community ready.	Teach, employing the CCSS shifts, specifically balancing: conceptual, fluency/procedural, and application.	122-4
IA Salaries	\$4,004	LCFF Concentration	2105	Classified Instructional Aide Salaries	tbd	Enter position number at left.	tbd	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Establish small group instructional routines to assure individual students receive instruction within their zone of proximal development.	122-5
Books	\$3,519	LCFF Concentration	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Regularly collect formative data/exit tickets and review to inform planning/instruction and create small groups.	122-6
To be allocated Fall 2021	\$2,788	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	122-7
Consultants	\$5,025	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide PD for COST, MTSS and SST systems; support teachers with coaching around interventions; hold biweekly COST meetings to identify/place students in MTSS.	122-8
TSA	\$82,424	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	0310	10-Month Classroom TSA	0.60	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Facilitate PD/collaboration to clarify expectations and messaging to teachers to support full implementation of thinking routines; engage teachers in continuous observation/feedback protocols to support sharing of best practices among faculty.	122-9

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 122

School: Grass Valley Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Community Assistant	\$48,629	LCFF Supplemental	2205	Classified Support Salaries	2116	Community Assistant	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Facilitate Weekly Attendance Team Meeting with Attendance Specialist & Community Assistant; implement whole school Tier 1 strategies with District support; hold SART meetings regularly to follow up with Tier 2 students within 2 weeks; offer optional PD on student led conferences and clearer expectations of conferences.	122-10
Library Technician	\$2,216	LCFF Supplemental	2205	Classified Support Salaries	7437	Library Technician	0.04	Goal 1: All students graduate college, career, and community ready.	Plan for and implement small group and differentiated instruction based on PD.	122-11
Supplies	\$1,560	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	122-12
To be allocated Fall 2021	\$9,307	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	122-13
Library Technician	\$42,094	Measure G: Library	2205	Classified Support Salaries	7437	Library Technician	0.76	Goal 1: All students graduate college, career, and community ready.	Plan for and implement small group and differentiated instruction based on PD.	122-14
To be allocated Fall 2021	\$12,906	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	122-15
TSA	\$54,949	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	0310	10-Month Classroom TSA	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Engage in monthly PD/Collaboration time focused on CCSS shifts.	122-16
Early Literacy Tutor	\$12,012	Title I: Basic	2105	Classified Instructional Aide Salaries	tbd	Enter position number at left.	tbd	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Communicate with families about learners' progress in MCL practices; connect this work to academic learning progress regularly.	122-17
Surplus	\$6,372	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	122-18
Online license agreements	\$2,068	Title I: Basic	5846	Licensing Agreements	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Site Leadership Team regularly reviews school wide academic data and plans for future professional development needs (ie. best practices in small groups and differentiated learning specifically in Math).	122-19

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 122

School: Grass Valley Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Parent Workshops	\$1,990	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Engage families in learning about MCL practices through Back to School Night, SSC, PTA, Monthly News Letter and other parent events.	122-20
Lincoln - Mental Health Services	\$4,975	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will share best practices and/or instructional strategies through reflection sharing to whole staff focused on ELA, Math, Science or SEL content.	122-21



Title I, Part A School Parent and Family Engagement Policy

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

Grass Valley Elementary

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Holding parent teacher conferences, holding Math/Literacy nights, reviewing student data with the SSC and PTA.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Holding parent teacher conferences, promoting communication between staff/families, promoting parent volunteers in classrooms.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Soliciting feedback from parents and PTA

The school communicates to families about the school's Title I, Part A programs by:

- Reviewing information with SSC
- Soliciting feedback from parents and PTA

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

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

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Including it in the weekly newsletter
- Posting it on the board at the entrance to the school
- Sending home flyers with students
- Making robo calls/texts

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Encouraging families to communicate with teachers and arrange volunteer opportunities
- Partnering with the PTA to staff school wide events

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Holding Parent/Teacher conferences
- Hosting Math/Literacy Nights
- Facilitating Student Success Team (SST) meetings for students in need

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Holding Professional Development around culturally responsive teaching practices
- Holding Parent/Teacher conferences and norming around them as a whole staff
- Soliciting feedback from parents and PTA

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- School Site Council

- Parent Teacher Association
- Parent/Teacher conferences
- Student Success Teams
- Coffee with the Principal
- Math/Literacy Nights
- Title 1 Meeting

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

- School Site Council
- Title 1 Meeting

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- School Site Council
- Parent Teacher Association
- Site English Language Learner Subcommittee

The school provides support for parent and family engagement activities requested by parents by:

- Partnering with the Parent Teacher Association
- Soliciting feedback from parents and PTA
- Encouraging volunteerism

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Math/Literacy Nights
- Parent/Teacher Conferences
- Encouraging volunteerism
- School Site Council

Adoption

This policy was adopted by the Grass Valley Elementary School Site Council on October 20, 2020 and will be in effect for the period of August 10, 2020 through May 28, 2021.

The school will distribute this policy to all parents on or before September 1, 2020.

Name of Principal

Signature of Principal

Casey Beckner



Date

September 1, 2020

Please attach the School-Parent Compact to this document.



School-Parent Compact

Grass Valley Elementary

2020-2021

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

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

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

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

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

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

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

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

Including daily behavioral progress and incentive plans as needed.

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

Including access through phone, note or email.

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

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

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

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

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

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

Teacher Responsibilities

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

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

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

This Compact was adopted by Grass Valley Elementary School on August 28, 2020, and will be in effect for the period of August 10, 2020 to May 27, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 1, 2020.

Signature of Principal

A handwritten signature in cursive script, appearing to read "C. B. ...", written in black ink.

Date

September 1, 2020



Strategic Resource Planning (SRP)

Grass Valley ELEMENTARY SCHOOL

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	Karen Garibaldi
Vice Chairperson:	Lathina Hill
Secretary:	Elizabeth Cooke

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Casey Beckner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christine Hosley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Cooke	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rasheedah Jones	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cindy Pierson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leah Watts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pam Lige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Karen Garibaldi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Murida McGee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lathina Hill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	2nd Wednesday at 3:00pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members