

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

Legislative File ID No: 18-1299
Introduction Date: 6/27/18
Enactment No.: 18-1105
Enactment Date: 6/27/18 er

June 27, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Grass Valley Elementary School.

Background:

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

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Grass Valley Elementary School.



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

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2018-2019 Single Plan for Student Achievement (SPSA)

School: Grass Valley Elementary School
CDS Code: 1612596001879
Principal: Tammie Hollis-Prime
Date of this revision: 5/14/2018

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

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/27/2018

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Grass Valley Elementary School

Site Number: 122

- Title I Schoolwide Program
- Title I Targeted Assistance Program
- After School Education & Safety Program (ASES)
- Local Control Funding Formula (LCFF) Base Grant
- LCFF Supplemental Grant
- LCFF Concentration Grant
- 21st Century
- School Improvement Grant (SIG)

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

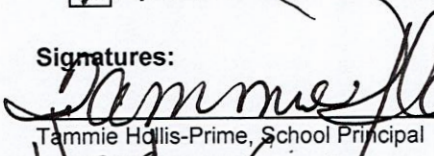

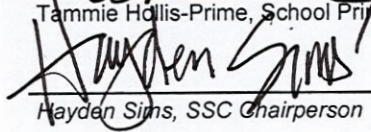
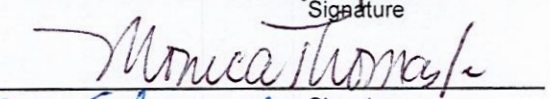
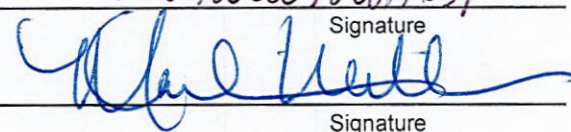
- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 16, 2018

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:

		<u>5/16/18</u>
Tammie Hollis-Prime, School Principal	Signature	Date
	<u>Hayden Sims</u>	<u>5/16/18</u>
Hayden Sims, SSC Chairperson	Signature	Date
<u>Monica Thomas</u>		<u>5/22/18</u>
Monica Thomas, Network Superintendent	Signature	Date
<u>Marla Williams</u>		<u>6/1/18</u>
Marla Williams, Officer, State and Federal Programs	Signature	Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/21/2018	Staff	Monthly Staff meeting shared enrollment projections and budget for 18-19
2/21/2018	SSC & Parents	Shared the enrollment projections and Title I budget. Utilization of Title I budget was agreed upon.
3/23/2018	Afterschool Coordinator	Shared the SSC 18-19 Plan and aligned it to the ASES and 21st Community Learning Center (21st CCLC) After School Program Plan
4/10/2018	PTA	Shared the SSC 18-19 Plan and received feedback for the ASES and 21st Community Center (21st CCLC) Afterschool Program Plan
5/16/2018	SSC & Chairperson	18-19 SPSA finalized. Chairperson signed approval.

2018-2019 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$45,150.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$115,642.30	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$266,310.99	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$51,735.16	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,460.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$53,195.16	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

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.

Family & Student Engagement

Our PTA and SSC leadership has become significantly more diverse over the past 3 years. Parental Involvement continues to increase. The PTA and Dad's Club currently collaborate throughout the year to provide teachers, students, and families with trainings/workshops to develop the home-school relationship. Some of the events they sponsor and fundraise for are the Harvest Festival, Winter Bazaar, Spring Carnival, dance-a-thon, fish fry's, and walkathons. Teachers and parents are building stronger relationships while working together on the PTA, SSC, and in the classrooms. Parents are learning the fundamentals of Social Emotional Learning to enrich the learning and social cognitive developmental domains for all students. Students are also given leadership opportunities to serve on the Wellness Council and Junior Coaches for the Playworks Program.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>SBAC 3rd - 5th Grade Students assessed 16-17 SBAC ELA 25.3% exceeded or met) 3rd Grade - 34.3% exceeded or met 4th Grade - 19.1% exceeded or met 5th Grade- 20.9% exceeded or met General Ed Students- 38% exceeded or met African American - 30.1% exceeded or met SRI (Reading) 3rd-5th grade exceeded/met 36.1% 3rd grade 37% At or Above Proficiency 4th grade 38% At or Above Proficiency 5th grade 40% At or Above Proficiency F&P Beginning 17-18 50.5% At or Above Benchmark Midyear 17-18 75% At or Above Benchmark ELA content is embedded within Maker units. Standards aligned Maker-Centered learning program provides students with real world application for language and literacy skills.</p>	<p>For the 16-17 SBAC for ELA there was 0.8% decrease (26.1% Proficiency to 25.3% Proficiency) 67% all 3rd-5th graders assessed were not proficient on SBAC-ELA</p> <p>25% of our student population receives special education services. Some of the student's learning disabilities can affect their language and literacy scores.</p> <p>Teachers need at least 10 chromebooks in their classrooms to assist with small group/blended instruction. This will assist with student familiarity with computer usage (i.e. typing, navigating, tools), using google docs to support writing, accessing RAZ Kids, and....)</p>	<p>Roots Causes for Growth: Increased opportunities for small group instruction ensures students' individualized needs are met. Academic instruction, lesson objectives, and tasks are aligned to common core standards and trends. Add a common prep period to ensure structured PLC Time to review district grade level ELA blueprint (scope/sequence), plan lessons, review student work, and develop formative assessments. Maker-centered learning is highly engaging and lends itself to authentic differentiation. The Maker program is a critical link for students to apply ELA content learned to real world contexts.</p> <p>Roots Causes for Weakness: Need for continued professional development and coaching around instructional materials, curriculum, and collaborative planning.</p>
<p>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>Math SBAC overall Growth by 6.4% (16.9% Proficiency to 23.3% Proficiency) African American - 30.1% Exceeded or met General Ed - 39% Exceeded or met</p> <p>Teachers are using the curriculum planning guides, Common Core standards, and formative assessment data to plan instruction. Math and science content is embedded within Maker units. Standards aligned Maker-Centered learning program provides students with real world learning of and application for mathematical and science and engineering skills. Teachers are implementing the NGSS Standards.</p>	<p>76% all 3rd-5th graders assessed were not proficient on SBAC-Math 3rd Grade- 62% assessed were not proficient on SBAC Math 4th Grade- 71% assessed were not proficient on SBAC Math 5th Grade - 90.7% assessed were not proficient on SBAC Math</p> <p>Teachers need at least 10 chromebooks in their classrooms to assist with small group/blended instruction. This will assist with student familiarity with computer usage (i.e. typing, navigating, tools), taking assessments online, and the use of ST Math to support mathematical neurological modelling and perseverance.</p> <p>Teachers do not have the new science grade level science curriculum.</p>	<p>Root Causes for Growth: Formative assessments given to monitor student progress, revise and refine math instruction.</p> <p>Targeted support through small group instruction.</p> <p>Regular use of ST Math.</p> <p>Maker-centered learning program provides students real life application of standards aligned math and NGSS practices.</p> <p>Root Causes for Weakness: Lack of PD/PLC time for SBAC preparation.</p> <p>Lack of structured grade level time to engage in standards based planning for math.</p> <p>Teachers need PD on how to implement the NGSS aligned to the science grade level science curriculum with fidelity.</p>

<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT <i>(CULTURE & CLIMATE)</i></p>	<p>In 2017-8, Grass Valley continues with the implementation of a Caring Schools Community infusing Restorative Justice Practices to assist with conflict resolution management which has decreased URF Referrals by 80%. We have a strong COST team who meet every week to discuss students who need extra support and identify actions necessary.</p> <p>Teachers are increasingly implementing PBIS support systems to impact student achievement infusing SEL skills and competencies.</p> <p>Chronic absences have decreased due to SART Team members holding family meetings regarding attendance accountability and expectations.</p>	<p>For the 16-17 SBAC for ELA there was 0.8% decrease (26.1% Proficiency to 25.3% Proficiency) 67% all 3rd-5th graders assessed were not proficient on SBAC-ELA</p> <p>25% of our student population receives special education services. Some of the student's learning disabilities can affect their language and literacy scores.</p> <p>Teachers need at least 10 chromebooks in their classrooms to assist with small group/blended instruction. This will assist with student familiarity with computer usage (i.e. typing, navigating, tools), using google docs to support writing, accessing RAZ Kids, and....)</p> <p>As of December our average ADA is at 95.83% and 11% of students who are habitually tardy. Our goal is to reach 100% and 5% of students who are habitually tardy.</p>	<p>Teachers would benefit from training in crisis management and trauma informed instruction.</p> <p>Leadership at COST meetings for support with SART and SARB cases.</p> <p>Additional support staff to implement with fidelity PBIS strategies during school hours.</p> <p>The root cause for attendance is due to illness, doctor/dental appointments scheduled during the day, and transportation issues.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>(SELLS NEEDS ASSESSMENT)</i></p>	<p>Teachers are integrating daily ELD strategies and few are using the district ELD curriculum.</p>	<p>English language learners are performing at a lower rate on SBAC than other subgroups. Grass Valley has a 12.2% of English language learners; 32 ELL students are in special education with a spectrum of learning disabilities.</p>	<p>Lack of ELD instructional materials for each classroom. Teachers need further professional development in ELD/ELA standards and curriculum. Additional adult support is needed in the classroom.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Grass Valley Elementary School

School ID: 122

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	By May 2019, 30% of Grass Valley 3rd-5th graders will meet or exceed standard on the 2018-19 SBAC ELA assessment.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-51.3	-43.8	-36.3
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Leading Indicators to monitor include: Fountas and Pinnell Early Literacy Phonics and Word Analysis Assessment (TK, K); Fountas and Pinnell Reading Records (1st-5th) Scholastic Reading Inventory-SRI (2nd-5th); SBAC Interim Assessments (3rd-5th)				
Theory of Action for Language & Literacy Priority:	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).]				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	<p>Implement balanced literacy approach through Daily Guided Reading and readers workshop.</p> <p>A. Read Aloud (Introduce reading/writing strategy) B. Minilessons (Reading and Writing Strategies or Skills)</p> <p>C. Independent Reading/Writing (applying the reading/writing strategy or demonstrating use of the skill)</p> <p>D. Individual or Small Group Conferencing</p> <p>E. Response to Reading (Oral and/or Written between students)</p> <p>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.</p> <p>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&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>
1-2	<p>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.</p>	<p>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.</p>	<p>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.</p>

1-3	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.
1-4	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.
1-5	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.	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.	Budget reflects prioritizing purchases of chromebooks. 3rd to 5th grade allocation of chromebooks is 1:1.

1-6	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.	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.).	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.
1-7	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.
1-8	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.

1-9	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.
1-10	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.
1-11	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.	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.).	Formative Assessment data aligned to Informational Texts; Purchase texts; track F&P Instructional levels for Informational texts.

1-12	<p>Teachers will implement differentiated strategies to support and assist Newcomers to Grass Valley. Teachers will assess Newcomer's literacy (F&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 Conferring (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&P data. Parent Survey's and feedback. Student Feedback.</p>
1-13	<p>Teachers infuse extended learning opportunities to increase the amount and quality of instruction for all students incorporating the Makers Program and Technology.</p>	<p>Leadership and TSA will provide resources for extended learning opportunities and collaborate with teachers to infuse project based activities, using Maker Program, to increase the quality of instruction for all students. Teachers will collaborate with TSA during Maker PD. Purchase (technology software, supplemental materials, ecosystemic grade level textbooks, etc).</p>	<p>Classroom observations. Review and monitor Maker Projects, Lesson Plans, Professional development.</p>

1-14	Teachers ensure all Foster youth have access to high quality literature and Informational Texts and read at least 50% Informational texts in grades 2nd-5th to accelerate students comprehension.	Leadership provides resources for Foster Youth (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.).	Assess Foster Youth academic progress towards proficiency utilizing Formative Assessment data aligned to Informational Texts; Purchase texts; track F&P Instructional lexile levels for Informational texts.
1-15	Teachers ensure Latino students build the capacity to speak, read, and write in English and are provided additional support everyday to become proficient in literacy and math and ongoing support and scaffolds throughout the content areas infusing culturally responsive practices.	Provide instructional materials including complex texts and tasks for Latino Students in all content areas that engage Latino Students in all four levels of Depths of Knowledge (DOK) aligned to Common Core ELA/ELD standards and curriculum.	Lesson Plans that include culturally responsive strategies using strategic in content areas. Analysis of formative and summative assessments to ascertain grade level mastery in ELA and math.
1-16	Teachers employ differentiated instructional strategies, including culturally responsive pedagogy, and implement high leverage academic interventions and practices to accelerate proficiency to meet the needs of African American students . Teachers will triangulate their ELA units by strategically planning rigorous daily lessons and culturally responsive practices to increase African American student learning and achievement. This also includes using different modalities (visual spatial, musical, kinesthetic, auditory, and technological). Teachers will also craft developmental outcomes in terms of increased academic performance infusing purposeful activities and real life world experiences to foster and increase intrinsic motivation for learning for African American Students .	Leadership Team will identify and implement high leverage academic interventions and culturally responsive practices to accelerate proficiency, aligned to data, to target African American students' needs. TSA will implement a pull out reading intervention program to increase the literacy and comprehension of African American Students . Provide resources, including prioritizing budget resources, to meet the needs of African American students .	Classroom Observations to assess the fidelity of implementation of the Balanced Literacy Program and Lucy Caulkins, Lesson Plans, PLC minutes, and F&P, SRI, IAB data analysis to track achievement targets. Student Feedback on their own learning goals and progress towards their targets.

1-17	SDC and Resource teachers create, implement, monitor and revise Individual Education (IEP) plans and differentiated strategies for those students who have disabilities to ensure their individual needs are met; IEP's align to CCSS (as possible).	Leadership will provide resources and access to instructional technology to support students disabilities in Special Day Classes (SDC) classrooms as well as students in regular classes who meets with Resource Teacher with IEP's. Provide resources, including prioritizing budget resources to meet the needs of students with disabilities.	Calendar with scheduled and completed IEP; Goal=(100% on time completion); IEP goals aligned to CCSS.
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STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	By May 2019, 32% of Grass Valley 3rd-5th graders will meet or exceed standard on the 2018-19 SBAC Math assessment.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-55.6	-45.6	-35.6
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	IAB Math Assessments, district math assessments (C'EOU's), ST math data monitoring, SBAC practice tests.				
Theory of Action for Standards-Based Instruction Priority:	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)]				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
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><i>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; implementation 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.</i></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><i>-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).</i></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><i>-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.</i></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.	<i>Obtain more chromebooks and maintain current chromebooks so that all students have access. Maintain ST math subscription.</i>	<i>-ST math teacher data monitoring. Classroom observations.</i>
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.	<i>2018-2019 School calendar with Data Conferences.</i>
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.	<i>Weekly/monthly data reports (ST Math, Front Row) to track proficiency levels (TK-5th).</i>
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.	<i>Baseline data from IAB Math Assessments to track student proficiency. PLC Meeting Notes aligned to math student proficiency.</i>
2-8	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.	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.	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...

2-9	Teachers participate in professional learning that includes OUSD sponsored trainings, conferences, etc.	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.	<i>Sign in Sheets from On Site PD Teacher participation in OUSD sponsored PD and or Off Site Conferences.</i>
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CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Chronic Absence	Decrease chronic absenteeism and tardies to less 10% by EOY			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
Chronic Absence	All Students	10.7%	9.7%	8.7%	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Chronic Absenteeism and Tardy rate, and track behavioral referrals (URF's).				
Theory of Action for Conditions for Student & Adult Learning Priority:	<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 & Theses Global. (1403374516).]</p>				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	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.
3-2	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.
3-3	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.
3-4	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.
3-5	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.

3-6	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 Liaison.
3-7	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.
3-8	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.
3-9	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.

3-10	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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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	EL Reclassification	10% reclassification rate.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	2.00%	5.00%	8.00%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	SRI, ELPAC,				
Theory of Action for English Language Learners Priority:	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)].				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		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	<p>Teachers will implement the California English Language Development standards into their daily lessons in accordance to the ELD levels of their students.</p>	<p>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.</p>	<p>Classroom Observations, Lesson Plans, anchor charts, PLC minutes.</p>
4-4	<p>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 Conferencing(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).</p>	<p>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.</p>	<p>Feedback from Observations including Next Steps; PLC meeting notes; budget prioritized for extended time (Leadership Team Retreats, Planning Time).</p>

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 122

School: Grass Valley Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Literacy	A1.6 After School Programs	5825				122-1
\$6,191.85	General Purpose Discretionary	Stipends for teachers to participate in after hours instructional leadership PD, SWOT (Strengths, Weaknesses, Opportunity, Threat) data analysis, and peer coaching and support.	Literacy	A2.8 Data & Assessment	1120				122-2
\$10,858.15	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				122-3
\$14,000.00	General Purpose Discretionary	Computers to support blended learning in the classrooms	Literacy	A3.1 Blended Learning	4420				122-4
\$9,000.00	General Purpose Discretionary	Conferences and professional development for teachers in authentic PLC's, data analysis, literacy, blended learning, mathematics, writing, technology, classroom management	Literacy	A2.1 Implementation of the CCSS & NGSS	5200				122-5
\$5,100.00	General Purpose Discretionary	Equipment Maintenance	Literacy	A2.3 Standards-Aligned Learning Materials	5610				122-6
\$16,267.67	LCFF Supplemental	EEIP to support Engaging Schools curriculum with professional learning and on-site coaching	Literacy	A2.5 Teacher Professional Development for CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0007	0.15	122-7
\$18,758.85	LCFF Supplemental	STIP to support collaboration time for teachers to focus on Academic Acceleration, Intervention, and Enrichment	Literacy	A2.10 Extended Time for Teachers	1105	TEACHER STIP	TCSTIP0437	0.50	122-8
\$80,182.44	LCFF Supplemental	Teacher	Literacy	A2.7 Class Size Reduction	1105	TEACHER STRUCTURED IMMERSION	K12TCH2261	1.00	122-9
\$433.34	LCFF Supplemental	Books	Literacy	A3.2 Reading Intervention	4200				122-10

\$11,255.31	Title I: Basic	STIP to support collaboration time for teachers to focus on Academic Acceleration, Intervention, and Enrichment	Literacy	A2.10 Extended Time for Teachers	1105	TEACHER STIP	TCSTIP0437	0.30	122-11
\$35,458.12	Title I: Basic	Community Assistant	Chronic Absence	A6.1 Parent/Guardian Leadership Development	2205	COMMUNITY ASSISTANT	COMMAS001 1	0.80	122-12
\$361.13	Title I: Basic	Supplies	Literacy	A3.2 Reading Intervention	4310				122-13
\$1,157.76	Title I: Parent Participation	Surplus to be allocated in Fall 2018	Literacy	A6.1 Parent/Guardian Leadership Development	4399				122-14



Title I School Parental Involvement Policy 2017-18

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.



- 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 other 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.

Parent Letters and Newsletters

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

PTA, Dad's Club, SSC

Accessibility

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

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

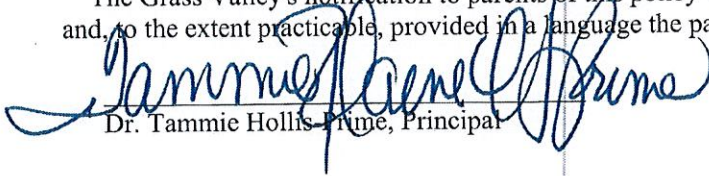


Adoption

- 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 September 27, 2017 and will be in effect for the 2017-18 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

9/27/17
Date



GRASS VALLEY ELEMENTARY

Home School Compact

The Grass Valley Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This home school-parent compact is in effect during the school year: 2017-2018

School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standard, Grass Valley Elementary will:

- *Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing timely manner*
- *Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
- *Provide high-quality curriculum and instruction.*
- *Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5)*
- *Provide differentiated instruction, activities and engaging lessons for high achievers.*
- *Provide*
- *Provide a warm, safe, and caring environment and treat students with dignity and respect.*
- *Provide positive incentives for students including rewarding with healthy snacks.*
- *Bridging the communication with parents regarding student academic progress and early notifications when a child is not performing at grade level.*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Monitor Attendance.*
- *Ensure that our children come to school on time.*
- *Develop a good rapport with our child's teacher and communicate on a regular basis.*
- *Making sure that our child get's enough sleep.*
- *Volunteering in my child's classroom.*
- *Attend all parent conferences.*
- *Teach my child to respect others and to have good moral values.*
- *Monitoring amount of television their children watch, computer usage and video games.*
- *Spend Quality time with my child and making sure that their homework is completed.*
- *Serving, to the extent possible on policy advisory groups such as the Title I Policy Advisory Committee, School Site Council, PTA, SELLS*

Student Responsibilities

We, as students will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will:

- *Come to school everyday and willing to learn.*
- *Bring materials, supplies everyday and come prepared.*
- *Read at least 30 minutes every day outside of school time.*
- *When I am absent, I will get missing assignments.*
- *Do my homework everyday and turn it in on time.*
- *Participate in all class activities.*
- *Ask the teacher questions when I don't understand.*
- *Pay attention in class and listen to my teacher.*
- *Respect all adults on campus: principal, teacher, teacher aides/assistants noon duty aide, clerical staff, and custodians.*
- *Respect other students and their property.*
- *Be good students and not participate in fighting or bullying.*

Parent(s)

Date

Student

Date



2017-2018

School Site Council Membership Roster – Elementary

School Name: Grass Valley Elementary

Chairperson : Hayden Sims
Vice Chairperson: Ericka Njemanze
Secretary: Nancy Lambert Campbell

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Dr. Tammie Hollis-Prime	X			
Diana Culmer		X		
Michelle Borba		X		
Monique Parrish		X		
Debra Richard			X	
Hayden Sims				X
Ericka Njemanze				X
Tikari Thrower				X
Chloe Gordon				X
Nancy Lambert-Campbell				X

Meeting Schedule (day/month/time)	4th Wednesday each month at 8:45 am
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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



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