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Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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 2020-2021 School Plan for Student Achievement (SPSA) for Grass Valley Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Grass Valley Elementary School
CDS Code: 1612596001879
Principal: Casey Beckner
Date of this revision: 5/13/2020

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
Address: 4720 Dunkirk Avenue
Oakland, CA 94605

Position: Principal
Telephone: 510-636-4653
Email: casey.beckner@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Grass Valley Elementary School

Site Number: 122

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 13, 2020

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

<input checked="" type="checkbox"/> Flyers in students' home languages	<input type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Casey Beckner

Casey Beckner

5/19/2020

Principal

Signature

Date

Leah Watts

Leah Watts

5/19/2020

SSC Chairperson

Signature

Date

Monica Thomas

Monica Thomas

5/19/2020

Network Superintendent

Signature

Date

Lisa Spielmen

Lisa Spielmen

5/21/2020

Director, Strategic Resource Planning

Signature

Date

Jody London

8/27/2020

Jody London
President, Board of Education

Kyla Johnson-Trammell

8/27/2020

Kyla Johnson-Trammell
Superintendent and
Secretary, Board of Education

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$75,620.00
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	\$390,485.00

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)	\$74,028.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$14,216.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,592.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$166,600.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$19,600.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$75,620.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$314,865.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$390,485.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Students (Gr 3-5) averaged -68.3 DF3 on IAB-ELA in Fall 2019, compared to -89.0 in Fall 2018. 22.9% of 5th graders (compared to 7.4% of 5th graders in 2018) are above standard in ELA.	We have focused professional development on aligning our teaching practices in Kinder-5th grade to more readily prepare lower grades students for the rigor of upper grades learning. Our new 5th grade teacher comes with strong literacy background and has built strong relationships with those students.

<i>Focal Student Supports</i>	34% of 4th graders were Near/Above ELA (Literacy) standards in Fall 2019, while 46% of 4th graders were Near/Above ELA (Informational) standards in Winter 2020	Departmentalizing 4th grade and bringing in a new teacher has resulted in improved performance. Professional development with a focus on close reading and complex texts has also supported these focal students. We have also begun targeted intervention for 4th grade students who are below standard, which will continue to support students growth.
<i>Student/Family Supports</i>	Implementation of PBIS (Grass Valley Way) across whole school and after school, including implementation of Toolbox during spring 2020, has supported in building a unified school culture where families and students feel supported.	Whole staff PD to support messaging, regular communication of expectations to students (through Community Circle and earning GV Way tickets), to staff (through PD and weekly update) and to families (through monthly Newsletter and student of the month assemblies).
<i>Staff Supports</i>	We have developed a strong staff culture where all voices/ideas feel heard.	Consistent and systematic preps, sub coverage, faculty meetings/professional development, and sharing of data has led to a culture of transparency. Additionally, consistent structures for adult participation has resulted in strong partnerships across all grade and class levels.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.	This is rooted in our focus on ELA for professional development and coaching work in the Fall 2019, with a lack of Math focus during the 19/20 school year. Across K-5, in both ELA and Math, students are still not making the gains needed to assure they are on grade level. In general, ELA teaching practices and content is not vertically aligned across the whole school. Additionally, teachers have not received significant Math Professional Development, which is necessary to support small group and differentiated instruction.

<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.
<i>Student/Family Supports</i>	Chronic absenteeism has increased from 9.6% in 2018-19 to 17.4% in 2019-20.	Inconsistent monitoring of student attendance by Attendance team and a lack of attendance connection to schoolwide goals without a schoolwide attendance plan resulted in low attendance. There is also a need to provide opportunities for parent education through workshops that will assist in eliminating barriers to their participation.
<i>Staff Supports</i>	According to the most recent CHKS data, staff sense of "responsibility for improving the school" decreased by 20% between 17/18 and 18/19 and student sense of "feeling close to others" and "respected by adults" has decreased over 10% in the past 3 years. Staff demonstrate a sense of responsibility for their own classroom results, but we need to continue to work on developing a sense of whole staff "ownership" of student achievement.	There is lack of collaborative space created for teachers/staff to reflect/refine based on feedback due to a lack of opportunities to develop trust and become vulnerable in their work. This would allow staff to develop a sense of whole staff ownership of student progress.

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	In K-2, 85% of students will perform at/above grade level proficiency as determined by Early Literacy Assessments (ie. Dibels, ORF, RI). In 3-5, students will increase +25 DF3 as determined by the ELA/Math SBAC.
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Instructional Focus Goal: All students experience success in the early years.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	26.1%	n/a	85.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	46.3%	n/a	85.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-77.6	n/a	-25.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	32.2%	n/a	55.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-85.2	n/a	-20.0
CAST (Science)	All Students	TBD	10.3%	n/a	TBD

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	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%.
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Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-149.6	n/a	-50.0
SBAC ELA	African-American Students	+20 points DF3	-77.5	n/a	-25.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	29.8%	n/a	25.00%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					

SBAC Math	Students with Disabilities	+20 points DF3	-142.9	n/a	-40.0
SBAC Math	African-American Students	+20 points DF3	-82.1	n/a	-20.0
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	12.5%	n/a	25.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	40.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023: 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	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	83.8%	n/a	93.0%
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	17.8%	n/a	7.0%
Chronic Absence	African-American Students	-2pp	17.6%	n/a	7%

1D: IDENTIFIED NEED

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

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

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

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

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Grass Valley Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Literacy	
Theory of Change:	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).]
Related School Goal:	By the end of the 2019-20 school year, at least 50% of all students in grades 3-5 will score at or above grade level proficiency on the S
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Professional development in fall 2019 focused on literacy standards and instruction. Teachers were able to determine efficacious literacy instructional practices and engage in professional learning with fellow colleagues to improve these practices over time. We spent time reviewing school wide data and using that data to name specific school wide strategies of focus (ie. close reading and content aligned vocabulary). We have also recently begun a PD cycle on Trauma Informed instruction to better develop our abilities to support students in remaining engaged in the classroom.	
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. In K-2, a significant number of students are further along this year in early phonics than last year.	
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 this theory of change to "Language and Literacy: If teachers ask complex text dependent questions across all levels of DOK that require students answer using text evidence and consistently model/teach for making thinking visible, then students will demonstrate increased proficiency on ongoing assessments (ie. IAB, SBAC, F&P, SRI)."	
19-20 Standards-Based Instruction Priority: Mathematics	

Theory of Change:	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)]
Related School Goal:	By the end of the 2019-20 school year, at least 50% of all students in grades 3-5 will score at or above grade level proficiency on the SBAC assessment for math, increasing DF3 to -38.2 or less
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Professional development in spring 2020 has focused on mathematics instruction and the mathematical shifts called for by common core. School wide, we are tracking daily/weekly exit tickets to ensure that students are learning and using that data to target and teach students who are not yet successful.	
What evidence do you see that your practices are effective?	
We see an increased number of students who are showing mastery, according to exit ticket data.	
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 this theory of change to "If we provide whole and small group targarted instruction aligned to formative assessment data, then we can accelerate student groups to meet grade level standards."	
19-20 Conditions for Student & Adult Learning Priority: Chronic Absence	
Theory of Change:	<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>
Related School Goal:	Create a welcoming environment that allows students, families, and staff to feel safe and fosters ownership in the school community to provide input in the school culture. This includes participating fully in student learning and the school community as measured by the response from the CHKS survey: "Do you feel close to people at this school?"

Briefly describe the overall implementation of 19-20 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. Posters and staff wide professional development has supported messaging this through our whole school.	
What evidence do you see that your practices are effective?	
A steadily decreasing number of URFs over the course of the year shows improvement. A maintenance/decrease in suspensions demonstrates success.	
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 this theory of change to "If we implement social emotional learning practices (ie. Toolbox and PBIS) with consistency and fidelity, then students will feel more connected to school and attend school more regularly."	
19-20 Conditions for English Language Learners Priority:	EL Reclassification
Theory of Change:	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)].
Related School Goal:	By the end of the 2019-20 school year, at least 50% of all English Language Learner students in grades K-5 will demonstrate English Language proficiency and be reclassified as Fluent English Proficient
Briefly describe the overall implementation of 19-20 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 an increased performance on SBAC-ELA.	
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 this theory of change to "If we provide targeted language instruction to all students, then all ELs will reclassify by 4th grade."	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

As a part of our budget, we received the CSI grant. Based on the previous principal's planning, we moved money from a focus on outside professional development, to funding a STIP sub and funding more internal teacher professional development.

2020-21 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"):	SEL (PBIS & Toolbox)			
School 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 Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Engage in monthly conversations with students/families regarding the importance of attendance; implement Tier 1 attendance strategy in classroom	Facilitate Weekly Attendance Team Meeting with Attendance Specialist, Community Assistant, parent member and TSA; implement whole school Tier 1 strategies with District support; hold SART meetings regularly to follow up with Tier 2 students within 2 weeks	Increased attendance; visible school wide evidence of focus on attendance (ie. posters, incentive contests, etc); Attendance Team Meeting agenda/minutes	Chronic absenteeism has increased from 9.6% in 2018-19 to 17.4% in 2019-20.
1-2	Proactively teach Grass Valley Way school expectations and explicitly teacher/connect to use of Toolbox Tools in conjunction with whole school staff (ie. ASP and support staff)	Work with Site Leadership Team (SLT) to plan for school wide Grass Valley Way and Toolbox roll out in Fall 2020	Students demonstrating Grass Valley Way and using Tools when needed and earning Grass Valley Way tickets for Tool use	Chronic absenteeism has increased from 9.6% in 2018-19 to 17.4% in 2019-20.

1-3	Connect Grass Valley Way expectations to Toolbox Tools	Work with SLT to intentionally connect Grass Valley Way with Toolbox Tools in support and Provide continued PD on PBIS & Toolbox in order to refine/support its implementation	Students using Tools when needed and earning Grass Valley Way tickets for Tool use	Chronic absenteeism has increased from 9.6% in 2018-19 to 17.4% in 2019-20.
1-4	Focus on building student Empathy Tool and conflict resolution through Restorative Conversations	Provide PD in Restorative Practices and Conversations between students/adults	Teachers engaging in Community Building Circles and Restorative Conversations between students as a pre-referral intervention	According to the most recent CHKS data, staff sense of "responsibility for improving the school" decreased by 20% between 17/18 and 18/19 and student sense of "feeling close to others" and "respected by adults" has decreased over 10% in the past 3 years. Staff demonstrate a sense of responsibility for their own classroom results, but we need to continue to work on developing a sense of whole staff "ownership" of student achievement.
1-5	Identify potential 4th & 5th graders to serve on the Student Wellness Leadership Council to give feedback on Student Behavior Matrix	Facilitate a Student Wellness Leadership Council to review Grass Valley Way and Toolbox implementation and give feedback	Student Wellness Leadership Council meeting monthly to discuss Grass Valley Way, review data and give feedback	Chronic absenteeism has increased from 9.6% in 2018-19 to 17.4% in 2019-20.

1-6	Review schoolwide/classroom PBIS data and plan/reflect/revise for action to address needs of Tier 2 and Tier 3 students	Share out PBIS data with teachers monthly and plan for action to address needs	Action Plans connected to PBIS data that are implemented and refined regularly	According to the most recent CHKS data, staff sense of "responsibility for improving the school" decreased by 20% between 17/18 and 18/19 and student sense of "feeling close to others" and "respected by adults" has decreased over 10% in the past 3 years. Staff demonstrate a sense of responsibility for their own classroom results, but we need to continue to work on developing a sense of whole staff "ownership" of student achievement.
1-7	Engage in site wide PD related to PBIS and implement strategies effectively; refer students to COST team for MTSS after SST/multiple interventions	Regularly review PBIS data with SLT and use data to plan for PD and Tier 2/3 student needs	SLT meeting regularly with a focus on data and action planning to support PD and Tier 2/3 students	According to the most recent CHKS data, staff sense of "responsibility for improving the school" decreased by 20% between 17/18 and 18/19 and student sense of "feeling close to others" and "respected by adults" has decreased over 10% in the past 3 years. Staff demonstrate a sense of responsibility for their own classroom results, but we need to continue to work on developing a sense of whole staff "ownership" of student achievement.

1-8	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	Chronic absenteeism has increased from 9.6% in 2018-19 to 17.4% in 2019-20.
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):		Differentiated Instruction Based in Data		
School 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 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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2-1	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	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.
2-2	Engage in regular Trimesterly data conferences with Site Leadership	Hold regular data conferences with teachers Trimesterly	Data conferences agendas/minutes reflecting review of data and planning based on data	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.

2-3	Plan for and implement small group and differentiated instruction based on PD	Lead Site Leadership Team in regular review of school wide academic data and plan 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	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.
2-4	Establishing 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	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.

2-5	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	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.
2-6	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 enagage in inquiry based lesson planning rooted in a reflection on data	PLC agendas/minutes, master schedule includes regular PLC time for teachers	According to the most recent CHKS data, staff sense of "responsibility for improving the school" decreased by 20% between 17/18 and 18/19 and student sense of "feeling close to others" and "respected by adults" has decreased over 10% in the past 3 years. Staff demonstrate a sense of responsibility for their own classroom results, but we need to continue to work on developing a sense of whole staff "ownership" of student achievement.

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Increasing Rigor through Consistent EL Implementation and Thinking Routines
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School Theory of Change:	<p>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:</p> <ul style="list-style-type: none"> -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 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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence.	Provide PD - curriculum implementation, observation & feedback on classroom practice; Ensure teachers participate in PD on protocols and conversation cues; Provide weekly PLC to analyze student language progress and plan; SLT plans PD based on data and teacher need	Student making meaning around the text, students actively having academic discussions during reading and before writing, lesson plans, observation tracker, coaching	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.

3-2	Use curriculum formative assessments and IAB data to monitor progress and adjust instruction	Provide coaching; Provide targeted feedback based on weekly observation; Facilitate teacher data conferences	Observations, data tracker, coaching cycles, PLC agendas	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.
3-3	PLCs: analyzing data, student work, and planning	Leaders facilitate PLCs; Leaders provide consistent PLC schedule	PLC agendas, student ELA data	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.

3-4	Implement 2-3 focal thinking routines to support and promote making thinking visible and student engagement	Facilitate planning of PD with the SLT based on 2-3 focal practices to support making thinking visible	Strategies for supporting Making Thinking Visible and student engagement are implemented	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.
3-5	Engage in observation/feedback with a peer Trimesterly with a focus on EL practices or focal Thinking Routines	Promote and support peer observation/feedback practices around EL practices or focal Thinking Routines	Peer coaching reflected in school wide PD plan for year	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.

3-6	Plan specific opportunities for students to Make Thinking Visible through Trimesterly Makers Projects and Expo	Facilitate Makers PLCs for teachers to intentionally plan opportunities for students to Make their Thinking Visible through Makers Projects	Makers projects plans with clear opportunities for students to Make their Thinking Visible	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.
3-7	Support parents in understanding thinking routines, the ways they supports student learning and how to support scholars in building these skills	Facilitate Parent Learning/Engagement events to build parent capacity to support students in Making Thinking Visible	Multiple engagement events for families focused on Making Thinking Visible	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.

3-8	ASP Teachers will push in to Gen Ed teacher classrooms to observe best practices during Lab/ALL block; 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	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.
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District Strategy: Building 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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?

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	According to the most recent CHKS data, staff sense of "responsibility for improving the school" decreased by 20% between 17/18 and 18/19 and student sense of "feeling close to others" and "respected by adults" has decreased over 10% in the past 3 years. Staff demonstrate a sense of responsibility for their own classroom results, but we need to continue to work on developing a sense of whole staff "ownership" of student achievement.
4-2	Teachers will regularly learn from one another in professional learning communities of practice by sharing student work, 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).	PLC agenda/minutes	According to the most recent CHKS data, staff sense of "responsibility for improving the school" decreased by 20% between 17/18 and 18/19 and student sense of "feeling close to others" and "respected by adults" has decreased over 10% in the past 3 years. Staff demonstrate a sense of responsibility for their own classroom results, but we need to continue to work on developing a sense of whole staff "ownership" of student achievement.

4-3	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.	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	According to the most recent CHKS data, staff sense of "responsibility for improving the school" decreased by 20% between 17/18 and 18/19 and student sense of "feeling close to others" and "respected by adults" has decreased over 10% in the past 3 years. Staff demonstrate a sense of responsibility for their own classroom results, but we need to continue to work on developing a sense of whole staff "ownership" of student achievement.
4-4	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	According to the most recent CHKS data, staff sense of "responsibility for improving the school" decreased by 20% between 17/18 and 18/19 and student sense of "feeling close to others" and "respected by adults" has decreased over 10% in the past 3 years. Staff demonstrate a sense of responsibility for their own classroom results, but we need to continue to work on developing a sense of whole staff "ownership" of student achievement.

4-5	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	According to the most recent CHKS data, staff sense of "responsibility for improving the school" decreased by 20% between 17/18 and 18/19 and student sense of "feeling close to others" and "respected by adults" has decreased over 10% in the past 3 years. Staff demonstrate a sense of responsibility for their own classroom results, but we need to continue to work on developing a sense of whole staff "ownership" of student achievement.
4-6	Teachers will actively participate in monthly PD in order to collectively assess progress toward schoolwide goals, analyze data, and identify immediate next steps connected to schoolwide goals.	Leader will regularly facilitate monthly staff PD to collectively assess progress toward schoolwide goals, analyze data, highlight successes to increase feelings of efficacy, and identify immediate next steps connected to stated teacher/leader actions and schoolwide goals.	PLC agenda/minutes and school wide data tracking (SBAC, Dibels, etc.)	According to the most recent CHKS data, staff sense of "responsibility for improving the school" decreased by 20% between 17/18 and 18/19 and student sense of "feeling close to others" and "respected by adults" has decreased over 10% in the past 3 years. Staff demonstrate a sense of responsibility for their own classroom results, but we need to continue to work on developing a sense of whole staff "ownership" of student achievement.

4-7	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	According to the most recent CHKS data, staff sense of "responsibility for improving the school" decreased by 20% between 17/18 and 18/19 and student sense of "feeling close to others" and "respected by adults" has decreased over 10% in the past 3 years. Staff demonstrate a sense of responsibility for their own classroom results, but we need to continue to work on developing a sense of whole staff "ownership" of student achievement.
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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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?

5-1	Teachers will implement 30 minutes of daily designated language instruction to support ELL students	SLT will review ELL data to identify students who require targeted intervention.	Improvement on SRI and F&P	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.
5-2	Teachers will implement targeted academic language instruction aligned to common core standards.	SLT will plan and provide professional development on targeted language instruction	Improvement on SRI and F&P	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.

5-3	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	Our SBAC results have shown an increase of 10.3% of students "not meeting" standards in ELA since 15/16 and an increase of 9.2% of students "not meeting" standards in Math since 15/16. While we have focused on ELA during professional development and Math during professional learning communities, the percentage of students "not meeting" standards is increasing overall.
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PROPOSED 2020-21 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	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Proactively teach Grass Valley Way school expectations and explicitly teacher/connect to use of Toolbox Tools in conjunction with whole school staff (ie. ASP and support staff)	122-1
Supplies for Classrooms and Office	\$11,091	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teachers will share best practices and/or instructional strategies through reflection sharing to whole staff focused on ELA, Math, Science or SEL content.	122-2
Copier Equipment Agreement	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 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.	122-3
Postage (stamps)	\$125	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Engage in monthly conversations with students/families regarding the importance of attendance; implement Tier 1 attendance strategy in classroom	122-4
Classroom supplies	\$10,179	LCFF Concentration	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Regularly work with PLC to review data, determine needs and plan for future instruction by sharing efficacious practices	122-5
Online Licensing Agreements	\$9,421	LCFF Concentration	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Regularly work with PLC to review data, determine needs and plan for future instruction by sharing efficacious practices	122-6
TSA (Mitchell)	\$26,280	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	310	10-Month Classroom TSA	0.20	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Plan specific opportunities for students to Make Thinking Visible through Trimesterly Makers Projects and Expo	122-7

TSA (Mitchell)	\$105,120	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	310	10-Month Classroom TSA	0.80	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Implement 2-3 focal thinking routines to support and promote making thinking visible and student engagement	
Extended Contract (Teachers)	\$7,554	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence.	122-9
Unallocated, potentially for STIP	\$21,446	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	Engage in observation/feedback with a peer Trimesterly with a focus on differentiated instruction	122-10
Buses for Field Trips	\$10,891	LCFF Supplemental	5826	Buses	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Implement 2-3 focal thinking routines to support and promote making thinking visible and student engagement	122-11
EEIP (Art)	\$11,536	LCFF Supplemental	1105	Certificated Teachers' Salaries	1830	Teacher Education Enhancement	0.10	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Promote and support peer observation/feedback practices around differentiated instruction	122-12
Community Assistant	\$60,046	LCFF Supplemental	2205	Classified Support Salaries	2116	Community Assistant	1.00	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Promote and support peer observation/feedback practices around differentiated instruction	122-13
Library Technician	\$43,159	LCFF Supplemental	2205	Classified Support Salaries	7437	Library Technician	0.80	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Promote and support peer observation/feedback practices around differentiated instruction	122-14
Buses for Field Trips	\$1,418	Title I: Basic	5826	Buses	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Implement EL Ed, standards based curriculum with integrity. Daily practice with complex text, academic language using EL Education protocols and conversation cues, and writing with evidence.	122-15

Parent classes/workshops	\$339	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Support parents in understanding thinking routines, the ways they supports student learning and how to support scholars in building these skills	122-16
Parent classes/workshops	\$3,080	Title I: Parent Participation	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Engage in monthly conversations with students/families regarding the importance of attendance; implement Tier 1 attendance strategy in classroom	122-17
Unallocated	\$50	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	122-18
Lincoln Family Services (therapy/counseling)	\$10,000	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Connect Grass Valley Way expectations to Toolbox Tools	122-19



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Grass Valley Elementary

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

- School Site Council
- Parent Teacher Association

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

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

- School Site Council
- Title 1 Meeting

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This policy was adopted by the Grass Valley Elementary School Site Council on November 20, 2019 and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Name of Principal

Casey Beckner

Signature of Principal**Date**

9/30/19

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact

Grass Valley Elementary

2019-2020

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 November 1, 2019, and will be in effect for the period of August 12, 2019 to May 28, 2020.

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 December 1, 2019.

Signature of Principal

A handwritten signature in black ink, consisting of a cursive 'C' followed by a series of loops and a long horizontal stroke.

Date

9/30/19



Strategic Resource Planning

2019-2020

School Site Council Membership Roster – Elementary

School Name: **Grass Valley Elementary**

Chairperson : Leah Watts

Vice Chairperson: Shakina McNeal

Secretary: Elizabeth Cooke

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Casey Beckner	X			
Elizabeth Cooke		X		
Christine Hosley		X		
Llaima Castro		X		
Cindy (Cynthia Felton) Pierson			X	
Shakina McNeal				X
Ericka Njemanze				X
Jamila Alexander				X
Pam Lige				X
Leah Watts				X

Meeting Schedule
(day/month/time)

4th Wednesday at 5:45pm

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