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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Grass Valley Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Grass Valley Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Grass Valley Elementary School
CDS Code: 1612596001879
Principal: Casey Beckner
Date of this revision: 4/28/20

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

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

Contact: Casey Beckner

Position: Principal

Address: 4720 Dunkirk Avenue
Oakland, CA 94605

Telephone: 510-636-4653

Email: casey.beckner@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/28/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Grass Valley Elementary School **Site Number:** 122

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

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

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

Date(s) plan was approved: 4/18/2023

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|--|

Signatures:

Casey Beckner <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	Casey Beckner <hr style="border: 0; border-top: 1px solid black;"/> Signature	4/18/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date
DeQuandra Hurt <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	Dequandra Hurt <hr style="border: 0; border-top: 1px solid black;"/> Signature	4/28/23 <hr style="border: 0; border-top: 1px solid black;"/> Date
Monica Thomas <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	Monica Thomas <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/2/23 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/2/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/13/2023	Instructional Leadership Team	Reviewed site plan, gave feedback and updated goals.
2/28/2023	School Staff	Reviewed site plan, gave feedback and updated goals.
2/23/2023	School Site Council	Reviewed site plan, gave feedback and updated goals.

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2023-2024 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$64,780.00
Total Federal Funds Provided to the School from the LEA for CSI	\$101,450.57
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$407,562.00

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)	\$59,250	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$8,820	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,580	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$101,265	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$3,950	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$101,451	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$166,231	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$241,331	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$407,562
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
58.0%	42.0%	12.6%	1.5%	2.4%	0.5%	87.4%	34.8%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
57.5%	1.5%	26.6%	1.5%	0.0%	2.4%	0.0%	5.8%

1B: STUDENT GOALS & TARGETS

Instructions:

For each measure, **all** targets and outcomes are already filled in, as this is the final year of data for our current 2021-2024 LCAP cycle. Your baseline data and annual outcomes are populated automatically. Schools will have an opportunity to set new targets next winter for the 2024-2027 LCAP cycle.

Note that some assessment data may not be available due to the COVID-19 pandemic. The metrics will still appear in the table, but you will see "n/a" or prior year values where data are not available.

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

School Goal for College, Career & Community Readiness: Increase in i-Ready Diagnostic score mid/above at EOY by 10%+ (minimally) from previous EOY SY
Increase improved placement by 50% from Fall to Spring

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	51.5%	0.0%	<i>not available until Fall 2023</i>	75.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	25.0%	17.5%	<i>not available until Fall 2023</i>	50.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	5.7%	4.0%	<i>not available until Fall 2023</i>	30.0%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-77.6	n/a	-95.6	<i>not available until Fall 2023</i>	-55.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	4.8%	8.5%	<i>not available until Fall 2023</i>	25.0%

Mathematics/Science Measures & Annual Targets

		2019-20	2020-21	2021-22	2022-23	2023-24
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Measure	Target Student Group	Baseline	Outcome	Outcome	Outcome	Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-85.2	n/a	-115.2	<i>not available until Fall 2023</i>	-65.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	5.4%	<i>not available until Fall 2023</i>	20.0%
CAST (Science) at or above Standard	All Students	10.3%	n/a	2.6%	<i>not available until Fall 2023</i>	30.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.						
School Goal for Targeted Supports for Focal Student Groups:						
Academic Measures & Annual Targets for Focal Student Groups						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-149.6	n/a	-164.9	<i>not available until Fall 2023</i>	-125.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-77.5	n/a	-88.6	<i>not available until Fall 2023</i>	-50.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	0.0%	<i>not available until Fall 2023</i>	20.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-142.9	n/a	-178.9	<i>not available until Fall 2023</i>	-120.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-82.1	n/a	-104.7	<i>not available until Fall 2023</i>	-60.0

Reclassification Measures & Annual Targets						
*Complete Part 1 of ELD Reflection						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	3.6%	0.0%	0.0%	<i>not available until Fall 2023</i>	9.0%
LTEL Reclassification	Long-Term English Learners	0.0%	0.0%	n/a	<i>not available until Fall 2023</i>	3.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.						
School Goal for Student & Family Engagement:						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	64.7%	71.4%	75.2%	<i>not available until Fall 2023</i>	82.0%
Out-of-School Suspensions	All Students	1.8%	n/a	0.4%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	2.2%	n/a	0.4%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	1.0%	n/a	0.4%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	18.1%	28.0%	48.0%	<i>not available until Fall 2023</i>	20.0%
Chronic Absenteeism	African American Students	15.4%	27.5%	44.3%	<i>not available until Fall 2023</i>	19.5%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.						
School Goal for High-Quality Staff:						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	94.4%	76.6%	78.8%	<i>not available until Fall 2023</i>	85.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Forty-eight percent of students are near/above standard on ELA IAB at midyear, compared to 28% at beginning of the year. About 25% of students have improved at least one level by midyear both 21/22 and 23/23.	With rigorous and consistent PLCs, teachers have been better able to assure that students are engaged in sustained efforts towards i-Ready growth and learning. Teacher familiarity has increased student engagement on weekly MyPath results, as well. This participation by students supports teachers in having a clearer understanding of where students are and allowing them to plan with these results/needs in mind. Students having access to Book Trust provides them with regular access to quality literature to continue building their reading skills at their academic level.
<i>LCAP Goal 2: Focal Student Group Supports</i>	A 12% increase in "I feel close to people, teachers help me with my work, teachers treat students fairly" on the CHKS survey from 20/21 to 21/22.	A tiered MTSS system focused on interventions to support students struggling with mental health, behavior, and attendance. Check in, Check out has provided deep connections between students and staff, that have fostered increased attendance and improved academic outcomes. The addition of a CSM has supported a sustainment of attendance through incentive competitions. Provide students experiential learning opportunities that deepen their understanding in core subjects and that provide hands on experience.
<i>LCAP Goal 3: Student & Family Engagement</i>	Strong demonstration of student understanding of the GV Way and behavior matrices evidenced by low rates of URF submission by teachers (<1%).	Clear use of incentivized behavior supports across the school to reward appropriate behavior. Student of the Month and Superhero Circle have continued to build school wide focus on expected behavior. Increased connectivity between GV Way and communication to students/families at community circle, over announcements daily and on Parent Square. Parents have benefitted from increased programing and parent seminars to build their understanding for supporting their students.

<i>LCAP Goal 4: Staff Supports</i>	We have developed a strong staff culture where all voices/ideas feel heard. TSA and other teacher leaders are guiding professional learning for classified and certificated staff, building capacity of all staff members.	TSA and other teacher leaders are guiding professional learning for classified and certificated staff, building capacity of all staff members. Consistent and systematic preps, sub coverage, faculty meetings/professional learning, and sharing of data has led to a culture of transparency.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Low performance in 2nd and 3rd grade at beginning of year.	Teachers new to these grade levels, coupled with new curriculum, led to lower results in reading. Turnover in 2 different teaching roles resulted in lack of consistent implementation of math and literacy curriculum.
<i>LCAP Goal 2: Focal Student Group Supports</i>	A disproportionate percentage of AA students are underperforming on math, compared to their same aged Latinx peers.	Implementing a new curriculum for math and struggling to keep up with pace has resulted in students missing instructional standards at their grade level.
<i>LCAP Goal 3: Student & Family Engagement</i>	Chronic absenteeism continues to increase for all students, including SPED and AA.	While there has been an increase in site focus on attendance (eg. regular meetings, follow up with families and regular attendance incentive competitions) families are still struggling to get students to school daily.
<i>LCAP Goal 4: Staff Supports</i>	Fatigue among and across all positions.	Regular absences of colleagues requiring the splitting of classes has resulted in exhaustion among staff members. Increased behavioral needs of some students coupled with a lack of knowledge of how to respond or feeling supported has resulted in added fatigue.

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Grass Valley Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Implementing regular and more structured professional learning communities for teachers has resulted in increased quality of instruction. While staff absences has been an ongoing struggle for coverage again this year, it has not been as impactful as years past, so there has been an increase in continuity for students at all levels. Regular learning walkthroughs and strategic leadership team meetings has allowed the leadership team to determine instructional trends and adjust professional learning as needed.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Regular teacher Professional Learning Communities has provided the greatest support. Timely professional development sessions regarding our new math curriculum and i-Ready assessment system have proved supportive of teacher learning and needs. Few URFs and clear execution of school wide behavioral expectations denotes strong school culture among all grade levels, though it has been more difficult in the spring months.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
10-Month Teacher on Special Assignment (TSA)	i-Ready Reading at or above Mid-Grade	The teacher on special assignment works to coach teachers to improve classroom management and increase quality of instruction with district curriculum.	Collective PLCs centered on maker centered learning (MCL) has resulted in higher quality student work and increased opportunities to experience public speaking for students. All students (100%) reported having access to a MCL project and felt like it improved their quality of learning.	We will continue utilizing this resource in this way to continue building teacher efficacy to support improved student learning.

Classified Instructional Aide salaries	i-Ready Reading at or above Mid-Grade	The instructional aide works to support the classroom teacher by engaging small groups of students in academic tasks and managing the individual needs of students identified by the teacher.	When we are able to find staffing for these positions, it works well, but they are often vacant because the pay is low and it is not full time. This position was only able to be staffed 50% of the school year.	Will will discontinue use for this expenditure because we will have fewer students with special needs on campus next year.
Consultants	SBAC ELA Distance from Standard Met	The consultant group works to implement workshops to support parent learning about learning standards and strategies.	We were not able to find a partnership organization for this current school year, but have identified a group to engage in this work next year. Families (70%) have requested support in parenting workshops (ie. financial, safe parenting, etc).	We will continue use because we have identified a group to work with for the upcoming year.
Online License agreements	SBAC ELA Distance from Standard Met	The online license agreements give students access to a wide range of texts at their levels.	These online licenses provide important learning opportunities for students who are struggling with grade level skills. All (100%) students have access to online, differentiated learning at home and at school.	We will discontinue use because we have other online lisences purchased with other funds.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Grass Valley Elementary School

School ID: 122

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Mathematics - Math Curriculum Implementation

School Theory of Change:

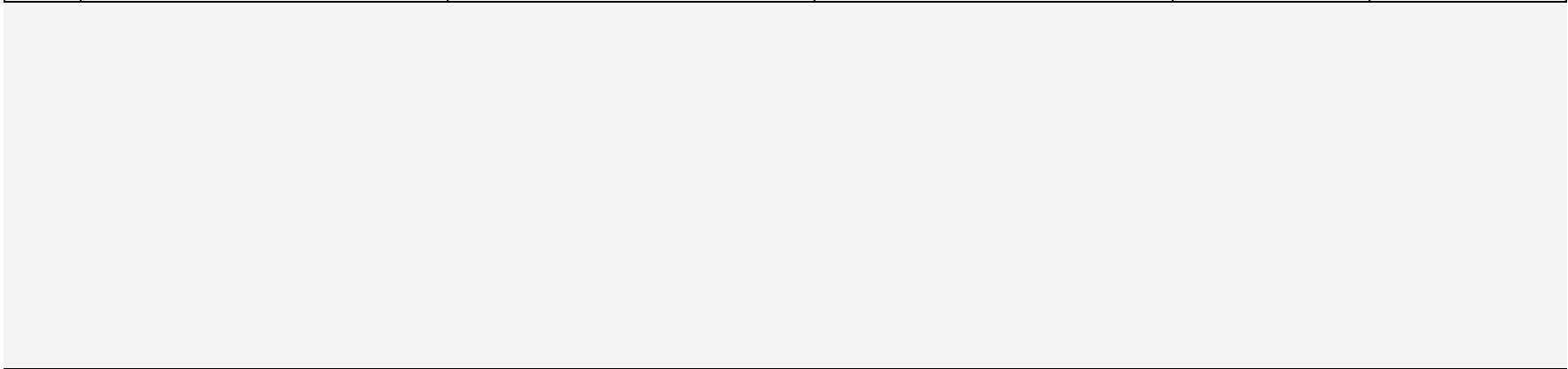
If we provide continued professional development and coaching support for math curriculum to all staff in curriculum planning, curriculum use, and lesson facilitation, then teachers will be better able to incorporate Common Core aligned mathematical tasks in daily instruction, balance conceptual understanding and application and thus provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators, and owners of the math.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	All Teachers attend foundational curriculum training.	Schools schedule and advise all teachers of the summer professional development opportunities.	Teacher attendance		Tier 1
1-2	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Provide regular collaboration time to integrate culturally sustaining strategies in instruction.	Student work Improved i-Ready proficiency Classroom observation		Tier 1

1-3	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data, instruction and efficacious practices.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction. Math teachers meet to vertically align math content and instructional strategy, focusing on conceptual understanding and application at each grade level.	PLC schedules Students' increased participation (percentage) per assessment		Tier 1
1-4	Teachers backwards plan using new curriculum and pacing guide.	Schools provide a schedule for regular planning time for each grade level.	End of Unit assessments i-Ready assessment data		Tier 1
1-5	Engage in regular Trimesterly results conferences with Site Leader.	Hold regular results conferences with teachers Trimesterly.	Improved i-Ready proficiency		Tier 1
1-6	Engage with i-Ready PD twice throughout the year for alignment of assessments and new curriculum.	Connect with and arrange site based i-Ready PLC sessions for PLCs to learn with i-Ready leaders.	Improved i-Ready proficiency Clear Alignment between i-Ready assessments and math curriculum		Tier 1



LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Priority:		Language and Literacy (EL Education/Complex Text Focused & Foundational Skills Focused)			
School Theory of Change:		If we provide the professional development/learning community time and coaching support to all staff about the Science of reading and structured literacy, students will receive both systematic Phonological Awareness/Phonics instruction and rigorous instruction with complex text which will provide the support needed for students to become accurate decoders, fluent readers and critical analyzers of text.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Teachers backwards planning using ELA and D-ELD Curriculum and pacing guide	Schools provide a schedule for regular planning time for each grade level.	Leaders provide teachers with planning time three times a year before beginning a new module. End of Unit assessments. i-Ready assessment data		Tier 1
2-2	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data, instruction and efficacious practices.	Provide regular collaboration time to look at standards, student work, curriculum embedded assessments, data, and instruction.	PLC schedules. Students increased participation (percentage) per assessment.		Tier 1
2-3	Teachers check for understanding through out the lesson and make adjustments to support ALL students to meet the LT.	Principal and TSA implement a coaching cycle to support teacher capacity building off high leverage practices.	Informal or Formal Learning Walk Data Observations from Instructional Coach		Tier 1

2-4	Teachers create a culture of evidence by holding expectations that all students can and will use evidence from text to support their claims and ideas.	Principal and TSA implement a coaching cycle to support teacher capacity building of high leverage practices.	Informal or Formal Learning Walk Data Observations from Instructional Coach		Tier 1
2-5	Teachers scaffold complex text through close reading, and engage students in the Read-Think-Talk-Write cycle to demonstrate a deep knowledge and understanding of the topic/text in writing.	Principal, TSA and Leadership Team observe and provide specific, timely feedback on the implementation of closer reading strategies Provide regular collaboration time to look at math standards, student work, curriculum embedded assessments, and instruction.	Informal or Formal Learning Walk Data Observations from Instructional Coach		Tier 1
2-6	Teachers offer differentiated instruction and monitor progress and adjust instruction based on curriculum embedded assessment.	Schools developing systems for creating and monitoring SIPPS groups schoolwide	SIPPS groups ALL Block		Tier 1
2-7	Teachers implementing daily foundational Skills Instruction (explicit, systematic, sequential) using SIPPS and OUSD letter naming curriculum	Provide Professional/coaching development for new teachers Observation/Feedback focused on curriculum implementation and SIPPS	SIPPS Mastery Test iReady Phonics data		Tier 1
2-8	Teachers progress monitoring with SIPPS mastery tests and regularly analyzing data	Schools conducting regular data analysis in PLC and regular data meetings	SIPPS Mastery Test Progress		Tier 1

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Priority:		School Culture (Social emotional practices & Maker-centered learning)			
School Theory of Change:		If in school, classrooms, and community circle, we implement: -social emotional practices (ie. PBIS/GV Way, CSC, Toolbox and Sown to Grow) -Maker-centered learning practices (focus on anti-bias standards) then we will create the conditions for students to develop their sense of agency (ie. directing their own learning), feel more connected (ie. students feel safe, seen and valued for their individuality) and be more engaged with school.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Focus on promoting attendance for all students through promoting engaging practices in the classroom and holding family relationship building meetings (ie. Family Welcome Meetings - Aug, Report Card Conferences - T1, Results/Report Card Conferences - T2) that are inclusive of students.	Facilitate Weekly Attendance Team Meeting with Attendance Specialist & Community Assistant Implement whole school Tier 1 strategies with District support Hold SART meetings regularly to follow up with Tier 2 students within 1 month of chronic absenteeism Offer optional PD on student led conferences and clearer expectations of conferences.	Increased attendance; visible school wide evidence of focus on attendance (ie. posters, incentive contests, etc); Attendance Team Meeting agenda/minutes		Tier 1

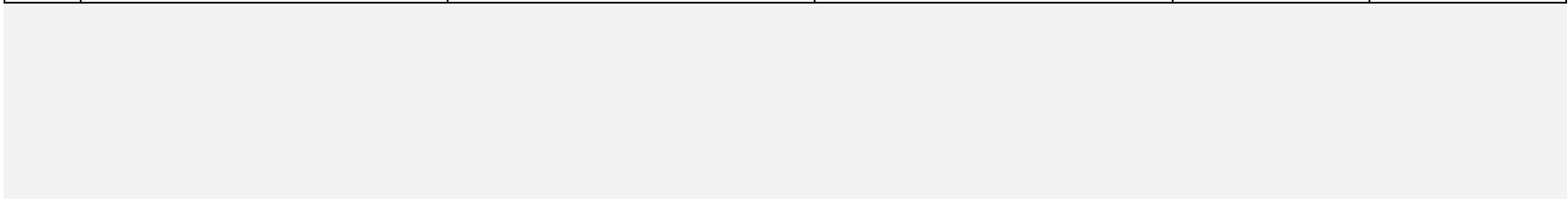
3-2	Proactively teach GV Way school expectations and explicitly teach/connect to use of Toolbox Tools in conjunction with whole school staff (ie. ASP and support staff); implement strategies effectively.	Develop shared understanding of GV Way, CSC, Toolbox by developing buy-in among teachers/staff. Continue aligning GV Way to include Student and Staff Matrices and the Toolbox tools, facilitated by the School Culture Committee	Students demonstrating Grass Valley Way and using Tools when needed Students earning tickets/Dojo points for incentives		Tier 1
3-3	Refer students to COST team for MTSS after SST/multiple interventions.	Provide PD for COST, MTSS and SST systems; support teachers with coaching around interventions; hold biweekly COST meetings to identify/place students in MTSS.	COST meeting agendas Reducing number of students needing Tier 2/3 services as a result of interventions		Tier 2
3-4	ASP Teachers will push in to Gen Ed teacher classrooms to observe best practices. ASP Teachers will reflect on classroom systems/structures observed and implement similar best practices during ASP (ie. homework help and enrichment time).	Principal and ASP Coordinator will provide time for collaboration and sharing of best practices between Day/After school staff Leaders will observe/give feedback to ASP Teachers trimesterly	Observation and feedback notes Evaluations of ASP Teachers by ASP Coordinator Check-in notes from ASP/Principal check-in		Tier 1
3-5	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.		Tier 1

3-6	Communicate with families about learners' progress in GV Way, Toolbox, and MCL practices and connect this conversation to academic learning progress regularly.	Engage families in learning about GV Way, Toolbox, and MCL practices through Back to School Night, SSC, PTA and other parent events.	Increased family engagement in adopting GV Way, Toolbox, and MCL practices; increased attendance at MCL expos.		Tier 1
3-7	Plan/engage learners in semesterly MCL expo projects, that develop student agency, are connected to the anti-bias standards and integrated into current curriculum areas.	Provide regular weekly collaboration time (as a prep) for teachers to engage in planning MCL expo units; support teachers with feedback on unit plans and implementation.	Student engagement in semesterly MCL expo projects (December & May); increase family engagement and attendance at MCL expos; increased student achievement on IABs/SBAC.		Tier 1
3-8	Engage students in CSC community circles daily, with a focus at the beginning of the school year	Provide PD in Caring Schools Community curriculum and follow up coaching/support as needed	Student engagement and relationships building		Tier 1

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

School Priority:	Ensuring teachers and leaders receive strong professional learning in core curriculum and instructional priorities				
School Theory of Change:	If teachers are engaged in Cycles of Inquiry, and consistent, high quality professional adult learning (PD and PLC) is provided for all teachers, then teachers will be best situated to implement coherent and standards aligned curriculum thus improving student outcomes.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	All teachers attend central 2nd Wednesday PD opportunities	Ensure high quality centrally provided professional development for all teachers on 2nd Wednesdays of every month.	Evidence of attendance at 2nd Wednesday PD and follow up at site based PLCs		Tier 1

4-2	Teachers collaborate to review standards and unpack curriculum, scope and sequence, analyze student work, ensure rigorous instructional tasks and common formative assessments.	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	Growth on PLC Rubric		Tier 1
4-3	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data that includes Cycles of Inquiry and collecting/analyzing student work.	PD calendar, agendas, and feedback		Tier 1
4-4	Teachers align instructional schedules for each grade level.	Schedule PLC times and align key instructional support resources (e.g., interim assessments, lesson planning tools, observation tools, coaching tools, PLC agendas) to the new curriculum and guiding principles. Make them available to support teachers' professional growth.	Calendared PLC times and agendas		Tier 1

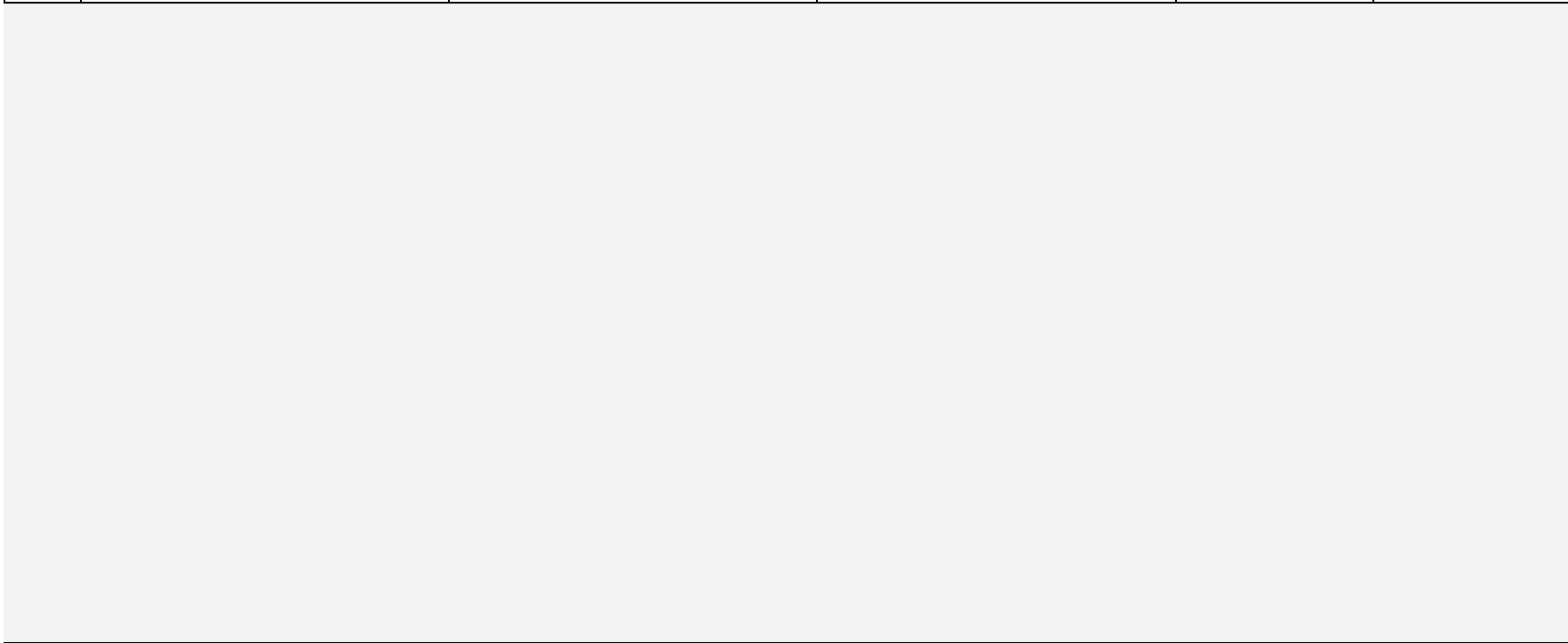


CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	<p>If all school staff meaningfully engages Black families and Black students in decision making at the school, then the agency of Black families and Black students to navigate our school system and advocate for change will increase.</p> <p>If teachers create a culture of academic courage and use culturally responsive texts that fosters productive struggle and grappling through explicit teaching of expected skills and knowledge demanded in the CCSS and analyze data of focal African American students, then African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.</p>
School Theory of Change:	<p>All students graduate college, career, and community ready.</p> <p>Focal student groups demonstrate accelerated growth to close our equity gap.</p> <p>Students and families are welcomed, safe, healthy, and engaged.</p>
Related Goals:	<p>Focal student groups demonstrate accelerated growth to close our equity gap.</p> <p>Students and families are welcomed, safe, healthy, and engaged.</p>
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction.	Task of focal AA students Informal or Formal Learning Walk Data PD	Increase in i-Ready Diagnostic score mid/above at EOY by 10%+ (minimally) from previous EOY SY Increase improved placement by 50% from Fall to Spring	Tier 2
5-2	Teachers will evaluate their internal bias and how it contributes to disproportionality in their classroom settings.	Provide professional development for staff related to anti-racism and implicit bias.	Observations Participate in central PD Reading fluency for AA students Proficiency rates on local and state assessments	Increase in i-Ready Diagnostic score mid/above at EOY by 10%+ (minimally) from previous EOY SY Increase improved placement by 50% from Fall to Spring	Tier 2

5-3	Teachers progress monitor the learning of AA students towards meeting the learning target.	Provide professional development on high leverage teaching strategies.	Task of focal AA students Informal or Formal Learning Walk Data	Increase in i-Ready Diagnostic score mid/above at EOY by 10%+ (minimally) from previous EOY SY Increase improved placement by 50% from Fall to Spring	Tier 2
5-4	Teachers will build strong relationships with families through ongoing 2-way communication and contact.	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled	Task of focal AA students Informal or Formal Learning Walk Data Coaching cycle	Increase in i-Ready Diagnostic score mid/above at EOY by 10%+ (minimally) from previous EOY SY Increase improved placement by 50% from Fall to Spring	Tier 2



CONDITIONS FOR ENGLISH LANGUAGE LEARNERS
Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	All ELL students will receive quality Integrated ELD across all content areas throughout the school day, and 30 minutes of quality daily Designated ELD.
School Theory of Change:	If teachers consistently implement quality daily designated ELD and incorporate integrated ELD strategies during ELA, math and content area instruction, then all students will advance in their language and literacy development as demonstrated by the ELPAC and accelerated growth on literacy assessments.
Related Goals:	English Learner students continuously develop their language, reaching English fluency in six years or less, as measured by the ELPAC and reclassification rates.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Students receive Designated ELD daily.	Establish time for designated ELD in daily schedule Provide foundational PD on D-ELD curriculum (OUSD-created ELED D-ELD curriculum or Benchmark D-ELD Curriculum, Creative Curriculum for TK), observation & feedback on classroom practice Provide PLC time at least once per month to analyze student language progress and plan ILT ELL data dive at least 2x/year to evaluate and adjust language program and instruction Connect with ELLMA for PD and PLC support	Daily schedules, school-wide ELD block, with the goal of moving up one level of implementation on Stages of ELD Implementation PD agendas, observation notes and feedback tracker PLC agendas and notes, student data on language progress Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps	Increase in i-Ready Diagnostic score mid/above at EOY by 10%+ (minimally) from previous EOY SY Increase improved placement by 50% from Fall to Spring	Tier 2

6-2	<p>Teachers use high leverage integrated ELD practices during ELA, Math, & Science.</p>	<p>Choose high leverage integrated ELD strategy focus: academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives). Provide PD/Planning time for teachers to unpack language demands and existing language supports in core curriculums (Creative Curriculum for TK, EL Ed / Benchmark, Eureka Squared, FOSS) Provide PD, observation & feedback on classroom practice Provide PLC time at least once per month to analyze student language progress and plan</p>	<p>PD agendas, observation notes and feedback tracker PLC agendas and notes, student data on language progress Focused walkthroughs using select indicators on the ELL Review Tool with debriefs and next steps</p>	<p>Increase in i-Ready Diagnostic score mid/above at EOY by 10%+ (minimally) from previous EOY SY Increase improved placement by 50% from Fall to Spring</p>	<p>Tier 2</p>
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PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Afterschool contract over \$25K	\$106,246	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Provide regular collaboration time to integrate culturally sustaining strategies in instruction.	122-1
Afterschool contract \$25K	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data that includes Cycles of Inquiry and collecting/analyzing student work.	122-2
Early Literacy Tutor	\$33,246	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	8237	Early Literacy Tutor	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers progress monitoring with SIPPS mastery tests and regularly analyzing data	122-3
Community Assistant	\$61,778	California Community Schools Partnership Program	2205	Classified Support Salaries	2116	Community Assistant	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Teachers align instructional schedules for each grade level.	122-4
12-Month Community School Manager	\$100,385	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9319	12-Month Community School Manager	0.70	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Engage families in learning about GV Way, Toolbox, and MCL practices through Back to School Night, SSC, PTA and other parent events.	122-5
ACADEMIC MENTOR	\$16,000	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.	122-6
To be allocated in Fall 2023.	\$13,592	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	i-Ready Reading at or above Mid-Grade	Teachers backwards plan using new curriculum and pacing guide.	122-7

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Classroom Teacher on Special Assignment (TSA)	\$101,451	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	8673	10-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data, instruction and efficacious practices.	122-8
Conference	\$15,000	Educator Effectiveness Grant	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Math at or above Mid-Grade	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	122-9
STIP Teacher	\$84,157	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8674	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data, instruction and efficacious practices.	122-10
Early Literacy Tutor	\$52,727	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7477	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers progress monitoring with SIPPS mastery tests and regularly analyzing data	122-11
Copier Maintenance	\$8,000	LCFF Discretionary	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers offer differentiated instruction and monitor progress and adjust instruction based on curriculum embedded assessment.	122-12
Office Supplies	\$820	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers offer differentiated instruction and monitor progress and adjust instruction based on curriculum embedded assessment.	122-13

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$26,207	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Proactively teach GV Way school expectations and explicitly teach/connect to use of Toolbox Tools in conjunction with whole school staff (ie. ASP and support staff); implement strategies effectively.	122-14
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$37,677	LCFF Supplemental	1105	Certificated Teachers' Salaries	1830	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data, instruction and efficacious practices.	122-15
Noon Supervisor	\$24,695	LCFF Supplemental	2905	Other Classified Salaries	548	Noon Supervisor	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Schedule PLC times and align key instructional support resources (e.g., interim assessments, lesson planning tools, observation tools, coaching tools, PLC agendas) to the new curriculum and guiding principles. Make them available to support teachers' professional growth.	122-16
Classroom Supplies	\$12,686	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	122-17
Library Technician	\$70,175	Measure G, Library Support	2205	Classified Support Salaries	7437	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data, instruction and efficacious practices.	122-18
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$13,104	Philanthropic Ventures Fund Grant	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.10	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Engage in regular Trimesterly results conferences with Site Leader.	122-19

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Classroom Teacher on Special Assignment (TSA)	\$111,652	Philanthropic Ventures Fund Grant	1119	Certificated Teachers on Special Assignment Salaries	310	10-Month Classroom Teacher on Special Assignment (TSA)	0.70	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Focus on promoting attendance for all students through promoting engaging practices in the classroom and holding family relationship building meetings (ie. Family Welcome Meetings - Aug, Report Card Conferences - T1, Results/Report Card Conferences - T2) that are inclusive of students.	122-20
Office Supplies	\$244	Philanthropic Ventures Fund Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Engage in regular Trimesterly results conferences with Site Leader.	122-21
Early Literacy Tutor	\$7,532	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7477	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers progress monitoring with SIPPS mastery tests and regularly analyzing data	122-22
Contract	\$1,580	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Communicate with families about learners' progress in GV Way, Toolbox, and MCL practices and connect this conversation to academic learning progress regularly.	122-23
10-Month Classroom Teacher on Special Assignment (TSA)	\$47,851	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	310	10-Month Classroom Teacher on Special Assignment (TSA)	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teachers participate in regular collaboration time in PLCs to look at ELA & ELD standards, student work, assessments, data, instruction and efficacious practices.	122-24
Book Trust	\$3,500	Title I, Part A Schoolwide Program	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teachers create a culture of evidence by holding expectations that all students can and will use evidence from text to support their claims and ideas.	122-25
To be allocated in Fall 2023.	\$1,899	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	All Teachers attend foundational curriculum training.	122-26

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Field Trips	\$6,000	Title I, Part A Schoolwide Program	5829	Admission Fees	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Focus on promoting attendance for all students through promoting engaging practices in the classroom and holding family relationship building meetings (ie. Family Welcome Meetings - Aug, Report Card Conferences - T1, Results/Report Card Conferences - T2) that are inclusive of students.	122-27
Contract	\$3,950	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Refer students to COST team for MTSS after SST/multiple interventions.	122-28



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 September 6, 2022 and will be in effect for the period of August 8, 2022 through May 25, 2023.

The school will distribute this policy to all parents on or before September 6, 2022.

Name of Principal

Signature of Principal

Casey Beckner

A handwritten signature in blue ink that reads "Casey Beckner". The signature is written in a cursive style with a large initial 'C'.

Date

September 6, 2022

Please attach the School-Parent Compact to this document.



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

School-Parent Compact

Grass Valley Elementary

2022-2023

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 2022-23 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 September 6, 2022, and will be in effect for the period of August 8, 2022 to May 25, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 6, 2022.

Signature of Principal

A handwritten signature in blue ink, appearing to read "C. Bob", is written over a faint, light blue grid background.

Date

September 1, 2020



Grass Valley ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	DeQuandra Hurt
Vice Chairperson:	Selena Hilton
Secretary:	Tahira Hodge

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Casey Beckner	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Monique Parrish	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Alejandra Cervantes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Tahira Hodge	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
DeQuandra Hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Selena Hilton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Christina Lane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Johnathan Pigford	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	3rd Tuesday at 4:00pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

