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

Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Grass Valley Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Grass Valley Elementary School

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: 5/15/2024

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.) |
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Signatures:

Casey Beckner <hr style="border: 0.5px solid black;"/> <i>Principal</i>	<i>Casey Beckner</i> <hr style="border: 0.5px solid black;"/> Signature	5/16/2024 <hr style="border: 0.5px solid black;"/> Date
DeQuandra Hurt <hr style="border: 0.5px solid black;"/> <i>SSC Chairperson</i>	<i>Dequandra Hurt</i> <hr style="border: 0.5px solid black;"/> Signature	5/17/24 <hr style="border: 0.5px solid black;"/> Date
Monica Thomas <hr style="border: 0.5px solid black;"/> <i>Network Superintendent</i>	<i>Monica Thomas</i> <hr style="border: 0.5px solid black;"/> Signature	5/17/24 <hr style="border: 0.5px solid black;"/> Date
Lisa Spielman <hr style="border: 0.5px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0.5px solid black;"/> Signature	5/17/2024 <hr style="border: 0.5px solid black;"/> Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/9/2024	Staff & Faculty	Reviewed budget for 24/25 and voted on priorities
1/17/2024	SSC & SELLS combined	Reviewed budget for 24/25 and voted on priorities/expenditures for Title I & IV
1/18/2024	ILT & LT	Reviewed budget for 24/25 and determined redistribution of responsibilities related to funding shifts
5/15/2024	SSC	Reviewed and approved SPSA with SSC
5/17/2024	Parents	Met with parents to brainstorm additional strategies to support our AA and EL students
5/24/2024	ILT & LT	Reviewed SPSA and planned for building family engagement around 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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$59,250.00
Total Federal Funds Provided to the School from the LEA for CSI	see FTE award
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$667,681.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$54,000	LCFF Discretionary (General Purpose Discretionary #0000)	\$8,400
Title I, Part A Parent & Family Engagement (Title I #3010)	\$1,500	LCFF Supplemental (LCFF Supplemental #0002)	\$103,950
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$3,750	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	see FTE award	California Community Schools Partnership Program (CCSPP #6332)	\$332,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$31,598
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$59,250		\$608,431

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$667,681.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Grass Valley Elementary School

School ID: 122

CDS Code: 1612596001879

SSC Approval Date: 5/15/2024

Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Comprehensive Support & Improvement for the following groups: CSI Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

Over 90% 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.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
59.4%	53.1%	32.6%	1.7%	1.1%	37.7%	92.6%	15.4%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
40.6%	5.1%	0.6%	0.0%	0.0%	0.6%	90.9%	1.1%	83.6%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.
Identified School Need:	By May 2024, 90% of students will demonstrated accelerated progress based on SIPPS benchmark target lessons. By May 2024, 30% of 3-5 grade students are proficient or advanced on SBAC Reading/Math and 25% on CAST.

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	25.0%	not available until fall 2024	not available until fall 2025	100%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	38.9%	not available until fall 2024	not available until fall 2025	100%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	47.1%	not available until fall 2024	not available until fall 2025	100%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-119.4	not available until fall 2024	not available until fall 2025	-50.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	40.2%	not available until fall 2024	not available until fall 2025	100.0%

Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-118.3	not available until fall 2024	not available until fall 2025	-50.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	4.3%	not available until fall 2024	not available until fall 2025	40.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	2.4%	not available until fall 2024	not available until fall 2025	25.0%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	AA and EL students have an articulated plan for accelerated improvement in Tiers 1-3 across the school
Identified School Need:	By May 2025, 70% of students will reach their i-Ready stretch goal in reading and 60% in math. By May 2024, 100% of students reach their i-Ready growth goal in reading and math.

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-182.7	not available until fall 2024	not available until fall 2025	-100.0
SBAC ELA Distance from Standard Met	African American Students	-112.8	not available until fall 2024	not available until fall 2025	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	87.1%	not available until fall 2024	not available until fall 2025	25.0%
SBAC Math Distance from Standard Met	Special Education Students	-191.8	not available until fall 2024	not available until fall 2025	-100.0
SBAC Math Distance from Standard Met	African American Students	-109.4	not available until fall 2024	not available until fall 2025	-50.0

Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	0.0%	not available until fall 2024	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	25.0%

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

School Goal:	Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.
Identified School Need:	100% of families are engaged in school events connected to understanding their student's learning strengths/growth (ie. conferences, literacy/math workshops, MCL expo days, open house).

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	62.9%	not available until fall 2024	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	76.0%	not available until fall 2024	not available until fall 2025	15.0%
Chronic Absenteeism	African American Students	69.5%	not available until fall 2024	not available until fall 2025	10.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	Provide high quality professional development and collaborative learning to ensure that teachers feel supported through challenges and able to implement curriculum with a high degree of intentionality.				
Identified School Need:	100% of teachers attend bi-weekly PLCs and weekly PD. 100% of teachers plan, develop and implement a MCL unit bi-annually.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	78.1%	not available until fall 2024	not available until fall 2025	100.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i>	<i>Over 80% of students are regularly engaged in SIPPS and completing/passing monthly or bi-monthly mastery tests, compared to fewer than 60% in 22/23. Nearly 80% of teachers are on pace in regards to Math, Literacy, and ELD curriculum pacing to ensure that students are exposed to all grade level content. 100% of teachers attend bi-weekly PLCs and weekly PD, engaging in planning, analyzing student work and developing strategies to address unfinished learning. With the implementation of our Gen Ed curriculum (with appropriate modifications and accommodations) for our students with special needs, we have seen strong growth, though students are still performing well below grade level.</i>
LCAP Goal 2:	<i>AA and EL students have an articulated plan for accelerated improvement in Tiers 1-3 across the school</i>	<i>26% of students in grades 1-5 are on grade level at the middle of the year according to i-Ready Reading, compared to 11% at the same time in 22/23. Similarly, the growth median for i-Ready reading increased from 43% in 22/23 to 80% in 23/24 at middle of the year. 26% of our SWD have reached their growth goal on i-Ready reading by the middle of the year in 23/24, and 96% of students with no disability.</i>

LCAP Goal 3:	<i>Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.</i>	<i>Nearly 85% of our families have participated in Family Welcome meetings (Aug), Progress Report conferences (Oct) and Student Led Conferences (Jan/Feb). This has supported increased relationship building between staff, students and families, positively impacting communication and an increase in academic learning. Our MCL expo days and Open House have supported our students in better articulating their learning journey and have built our families understandings' of the importance of the learning process. Our PTA and After School Program has also exhibited increased attendance and parental involvement for the first time since 18/19SY, which has increased overall parent involvement and supported increases in family volunteers supporting in classrooms.</i>
LCAP Goal 4:	<i>Provide high quality professional development and collaborative learning to ensure that teachers feel supported through challenges and able to implement curriculum with a high degree of intentionality.</i>	<i>Teachers in all grade levels, including our SCP teachers, are able to attend PLCs twice weekly. PLCs are facilitated by the TSA and support teachers in backwards planning, reviewing student work, preparing for assessments, observing partner teachers, and improving instructional practices to increase student learning. We have seen increased academic outcomes for students and improved pacing in all classrooms with the additional planning/work time for teachers weekly.</i>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.</i>	<i>We have been able to provide a stable, consistent staffing in all of our classrooms, but have seen 3-5 support staff transition out of the school, leaving us short staffed in student support. Teachers continue to implement newer literacy and math curriculum, and while they have improved significantly this year, in terms of pacing and internalization, there is still significant growth needed to best support quality implementation of curriculum. Staff absences continue to affect our ability to consistently implement daily curriculum, specifically SIPPS.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>AA and EL students have an articulated plan for accelerated improvement in Tiers 1-3 across the school</i></p>	<p><i>While we have a significant number of students who have already reached their goal and stretch goals, we are also concerned about previous years' trends for making less growth in the second semester than in the first due to a loss of focus and initial data collection being skewed at the start of the year testing. Staff and student absences also continue to negatively impact growth and proficiency.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.</i></p>	<p><i>While we have seen a large increase in family connectedness due to specific school sponsored events, we are still struggling to engage and connect with about 15% of our families. We have increased the supports that students are able to access at school (counseling, social skills groups, tutoring, etc) so students are feeling more well rounded on the whole, but we are still not able to connect those last few families in each classroom. This lack of connection also negatively impacts our attendance, as these are often families with lower attendance.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Provide high quality professional development and collaborative learning to ensure that teachers feel supported through challenges and able to implement curriculum with a high degree of intentionality.</i></p>	<p><i>Because teachers are at varied levels in their practice and experience levels, it is difficult to best partner among a varied staff. Additionally, because we are a small school, we do not have the opportunity to partner teachers with other teachers at their same grade level, which means that they sometimes struggle to have the quality support that they need to build their practice. We will continue to look for school with which we can partner so we are better able to meet this need.</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Grass Valley Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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, with the support of our TSA, has resulted in increased quality of instruction. Continuity in staffing, including improved teacher retention and additional leadership team members has supported quality implementation of curriculum and the ability to address needs as they arise. Regular learning walkthroughs and strategic leadership team meetings has allowed the leadership team to determine instructional trends and adjust professional learning as needed. The COST team has allowed for important interventions to occur for students in Tier 2 & Tier 3, including additional mental health support, wrap around services (with the facilitation of the CSM) and identifying/launching tutoring supports for students below grade level. The additional Early Literacy Tutor has allowed for quality and continuous implementation of early phonics curriculum, demonstrating strong growth for students across the whole school.

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 curriculum and assessment systems have proved supportive of teacher learning and implementation. Few URFs and clear execution of school wide behavioral expectations denotes strong school culture among all grade levels. Increased family engagement and strategic opportunities to build student accountability for success (through student led conferences, progress reports and family welcome meetings) has ensured that families are aware of the progress their students are making, need to make and how they can support them outside of school.

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

We will continue to focus on our school wide goals. Our academic improvement is greatly supported by the increased access of content application for students and the support of the TSA in facilitating PLCs for teachers has built capacity and space for intentional planning for student learning and increased coaching/feedback to improve teacher practice. These areas will continue to focus our school on increased academic outcomes and supporting students in a well rounded way, so that they are best able to achieve academically.

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? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Contracts	Student Connectedness to School	Lincoln Counseling - supports and addresses student mental health needs within school community, including 1:1 therapy and small groups	Having multiple counselors on site and a support staff members has allowed us to address mental health needs wholisitically. Small groups have supported an even wider range of student needs and built community among students. We are able to serve nearly 20% of our school population, an increase of nearly 10% from last year. 100% of requests for student services for counseling are met.	We will continue to use this resource in this way because it is effectively addressing the needs of our students.
Teacher on Special Assignment	Staff Participation in Foundational Professional Learning	The teacher on special assignment works to coach teachers to improve classroom management and increase quality of instruction with district curriculum. They also lead PLCs for teachers twice weekly and professional development weekly.	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.
Books other than textbooks - Book Trust	i-Ready Reading at or above Mid-Grade	Book Trust allows our students to access choice literature for their own at home library.	100% of students are able to build their at home libraries and are able to access print materials at their level at all times.	We will continue utilizing this resource in this way to further support students in having access to high quality literature at their reading level in their own homes.
Field Trips	i-Ready Reading at or above Mid-Grade	Field trips to a wide range of locations have allowed our students to build a deeper understanding of content and curriculum through experiential learning.	These field trips have offered 100% of our students the opportunity to apply their learning to real world situations and to build onto their content learning in a multitude of ways - including literacy, history and science.	We will continue to utilize this resource in this this way to further support our students in building their content understanding in authentic ways.

Consultants	Chronic Absenteeism	Contract to support engaging families and building understanding of the importance of attendance.	We have struggled to find a partner to work with in this capacity. Families (70%) have requested support in parenting workshops (ie. financial, safe parenting, etc).	We will continue to look for a partner to support our families' growth.
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2024-25 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 Goal:

If we provide coaching support and planning time through professional learning communities (PLCS/PD) to all staff in module unpacking, assessment analysis and lesson facilitation, then teachers will be better able to incorporate Common Core aligned tasks in daily instruction, provide engaging opportunities for students to become college and career ready, problem solvers, collaborators, communicators of their learning, resulting in improved academic outcomes for all students.

Identified Need:

By May 2024, 90% of students will demonstrated accelerated progress based on SIPPS benchmark target lessons.
By May 2024, 30% of 3-5 grade students are proficient or advanced on SBAC Reading/Math and 25% on CAST.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 - Universal
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-3	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	All Students	Academic	Tier 2 - Supplemental
1-4	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	All Students	Academic	Tier 1 - Universal
1-5	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		AA, SWD and EL students have an articulated plan for accelerated improvement in Tiers 1-3 across the school		
Identified Need:		By May 2025, 70% of students will reach their i-Ready stretch goal in reading and 60% in math. By May 2024, 100% of students reach their i-Ready growth goal in reading and math.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Students with Disabilities	Academic	Tier 3 - Intensified
2-2	Site leaders will access Special Education leader resources and schedule predictable time with the appropriate Department administrator where necessary. Teachers will utilize Special Education Department training resources and exemplars and will engage with Department personnel timely when necessary	Students with Disabilities	Academic	Tier 3 - Intensified
2-3	Develop explicit strategies for ELLs (see conditions for English Language Learner Tab)	English Learner Students	Academic	Tier 2 - Supplemental
2-4	Develop explicit strategies for Conditions for Black Students (see conditions for Black Student Tab)	African American Students	Academic	Tier 2 - Supplemental

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

School Goal:		Provide high quality professional learning and coaching support around implementation of behavioral and SEL services for students so that teachers and leaders will have capacity and skill to implement MTSS Whole Child supports to create strong conditions for learning resulting in a decrease in suspensions.		
Identified Need:		100% of families are engaged in school events connected to understanding their student's learning strengths/growths (ie. conferences, literacy/math workshops, MCL expo days, open house).		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly.	All Students	SEL / Mental Health	Tier 1 - Universal

3-2	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Chronic Absenteeism: Engage parents through regular communication (including Family Welcome Meetings, Progress Report Conferences, and Student Led Conferences), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	Academic	Tier 1 - Universal
3-4	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance - weekly and monthly recognition in school assemblies, prizes for families with improved attendance.	All Students	Academic	Tier 1 - Universal

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

School Goal:	Provide high quality professional development and collaborative learning to ensure that teachers feel supported through challenges and able to implement curriculum with a high degree of intentionality.			
Identified Need:	100% of teachers attend bi-weekly PLCs and weekly PD. 100% of teachers plan, develop and implement a MCL unit bi-annually.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	TSA/Principal will support new(er) teachers, coordinating with New Teacher Support & Development and Credentials, establish on-site systems of coaching/support, and checking in on new teachers throughout the year/induction process.	All Students	Academic	Tier 1 - Universal
4-2	Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	All Students	Behavioral	Tier 1 - Universal

4-3	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All Students	Academic	Tier 1 - Universal
4-4	Coordinate with Credentials and New Teacher Support and Development to support and monitor timely progress toward a clear credential for teachers currently working on emergency permits, intern credentials, and preliminary credentials.	All Students	Academic	Tier 1 - Universal

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings.	African American	SEL / Mental Health	Tier 1 - Universal
5-2	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging in grappling with the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-3	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American Students	SEL / Mental Health	Tier 1 : Universal
5-4	Engage students in K-5 in the Grass Valley Student Achievement Group to promote student understanding of cultural identity and build opportunities for students to express their personal cultural background for king/queens.	African American Students	SEL / Mental Health	Tier 2 : Supplemental
5-5	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning	African American Students	Academic	Tier 1 : Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Establish time for designated ELD in daily schedule for all ELL students TK-5.	English Learner Students	Academic	Tier 1 - Universal
6-2	Provide PLC time at least once per month to analyze student language progress and plan next instructinoal moves.	English Learner Students	Academic	Tier 1 - Universal
6-3	Engage families in cultural night to celebrate culture and language of students who speak a language other than English.	English Learner Students	SEL / Mental Health	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$400	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Chronic Absenteeism: Engage parents through regular communication (including Family Welcome Meetings, Progress Report Conferences, and Student Led Conferences), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	122-1
5610 - Equip Maintenance & Repairs	\$8,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Chronic Absenteeism: Engage parents through regular communication (including Family Welcome Meetings, Progress Report Conferences, and Student Led Conferences), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	122-2
4304 - Classroom Supplies	\$3,440	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	122-3
Noon Supervisor	\$17,505	LCFF Supplemental	2905	Other Classified Salaries	548	Noon Supervisor	0.3	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	122-4

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$83,005	LCFF Supplemental	1105	Certificated Teachers' Salaries	9658	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.8	Goal 1: All students graduate college, career, and community ready.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	122-5
4200 - Books-other Than Textbooks	\$4,000	Title I, Part A Schoolwide Program	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	122-6
5825 - Consultants	\$6,250	Title I, Part A Schoolwide Program	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly.	122-7
5826 - Prof-Services Non-Contract	\$10,625	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	122-8
TSA Classroom 10Mos	\$33,125	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	310	10-Month Classroom Teacher on Special Assignment (TSA)	0.2	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	122-9
4399 - Unallocated	\$1,500	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	122-10

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$3,750	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly.	122-11
5825 - Consultants	\$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 in joyful schools.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	122-12
5100 - Subagreements For Services	\$107,483	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 in joyful schools.		Develop explicit strategies for Conditions for Black Students (see conditions for Black Studetns Tab)	122-13
5220 - Conference Expense	\$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.		Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	122-14
2928 - Otherclass Salaries Hourly	\$6,011	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Develop explicit strategies for Conditions for Black Students (see conditions for Black Studetns Tab)	122-15
2122 - Tutor extra time	\$6,382	California Community Schools Partnership Program	2122	Classified Instructional Aide Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Develop explicit strategies for ELLs (see conditions for English Language Learner Tab)	122-16

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4311 - Meeting Refreshments	\$6,434	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Chronic Absenteeism: Engage parents through regular communication (including Family Welcome Meetings, Progress Report Conferences, and Student Led Conferences), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	122-17
4310 - Materials and Supplies	\$10,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance - weekly and monthly recognition in school assemblies, prizes for families with improved attendance.	122-18
5826 - Prof-Services Non-Contract	\$15,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	122-19
Early Literacy Reading Tutor	\$35,958	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	8237	Early Literacy Tutor	0.8	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards i-Ready MyPath Goals of at least 2 lessons per week as a 70% or more pass rate. Weekly, monitor and reflect Personalized Instruction Reports and provide feedback to students based on performance and data.	122-20

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$71,200	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Develop explicit strategies for Conditions for Black Students (see conditions for Black Studetns Tab)	122-21
Community Assistant	\$81,025	California Community Schools Partnership Program	2205	Classified Support Salaries	2116	Community Assistant	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Develop explicit strategies for Conditions for Black Students (see conditions for Black Studetns Tab)	122-22
Program Mgr Community School	\$99,990	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9319	12-Month Community School Manager	0.7	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance - weekly and monthly recognition in school assemblies, prizes for families with imprvoed attendance.	122-23
4310 - Materials and Supplies	\$1,473	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	122-24
Teacher Education Enhancement	\$30,125	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	1830	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.25	Goal 1: All students graduate college, career, and community ready.		Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	122-25
4310 - Materials and Supplies	\$3,549	Philanthropic Ventures Fund Grant	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	122-26
TSA Classroom 10Mos	\$132,501	Philanthropic Ventures Fund Grant	1119	Certificated Teachers on Special Assignment Salaries	310	10-Month Classroom Teacher on Special Assignment (TSA)	0.8	Goal 1: All students graduate college, career, and community ready.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	122-27

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 10Mos	\$174,218	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	8673	10-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.		Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	122-28
Library Technician	\$71,479	Measure G, Library Support	2205	Classified Support Salaries	7437	Library Technician	1	Goal 1: All students graduate college, career, and community ready.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	122-29



School-Parent Compact

Grass Valley Elementary

2023-2024

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 2023-24 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 Maker’s work through a projects based learning approach.

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

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

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

Including daily behavioral progress and incentive plans as needed.

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

Including access through phone, note or email.

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

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

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

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

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

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

Teacher Responsibilities

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

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

Parent Responsibilities

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

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

Student Responsibilities

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

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

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

This Compact was adopted by Grass Valley Elementary School on August 8, 2023, and will be in effect for the period of August 7, 2023 to May 23, 2024.

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, 2023.

Signature of Principal

A handwritten signature in blue ink, appearing to read "C. Bob", is written over a faint, illegible printed name.

Date

August 8, 2023



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 Grass Valley Elementary School on August 8, 2023 and will be in effect for the period of August 7, 2023 through May 23, 2024.

The school will distribute this policy to all parents on or before August 8, 2023.

Name of Principal

Signature of Principal

Casey Beckner



Date

August 8, 2023

Please attach the School-Parent Compact to this document.



Grass Valley ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Dequandra Hurt
Vice Chairperson:	Meshawn Miller
Secretary:	Shamia Sandles

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
Porscha Davis*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Alejandra Cervantes*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Jamila Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
DeQuandra Hurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Meshawn Miller	<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"/>	2nd
Shamia Sandles	<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>	4th Wednesday at 4:30pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members