

Board Office Use: Legislative File Info.	
File ID Number	25-1769
Introduction Date	8/13/25
Enactment Number	
Enactment Date	



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

# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Grass Valley Elementary School

**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Grass Valley Elementary School

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Grass Valley Elementary School



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

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Grass Valley Elementary School  
**CDS Code:** 1612596001879  
**Principal:** Casey Beckner  
**Date of this revision:** 5/16/25

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:

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

*The School Site Council recommended this revision of the SPSA for Board approval on:* 5/16/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

Grass Valley Elementary School

**Site Number:**

122

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** 5/16/2025

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

☐ Flyers in students' home languages

☐ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Casey Beckner

*Principal*

*Casey Beckner*

Signature

5/22/2025

Date

Briana Estrada

*SSC Chairperson*

*Briana Estrada*

Signature

5/22/25

Date

*SELLS Representative (optional)*

Signature

Date

Monica Thomas

*Network Superintendent*

*Monica Thomas*

Signature

5/22/25

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

5/22/2025

Date

## 2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
12/16/2024	Leadership Team	Discussed data, progress, and budget priorities based on parent and staff feedback.
1/21/2025	School Staff	Discussed data, progress, and budget priorities based on staff feedback.
1/22/2025	School Site Council	Discussed data, progress, and budget priorities based on parent feedback.
1/30/2025	Instructional Leadership Team	Finalized priorities based on i-Ready MOY data with teacher leaders.
2/19/2025	Parent Teacher Association	Reviewed priorities/goals and parents/stakeholders gave feedback.
3/5/2025	School Site Council & Stakeholder Action Team	Reviewed strategies/actions and parents/stakeholders gave feedback.

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$62,530.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$614,950.22

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$60,840
Title I, Part A Parent & Family Engagement (#3010)	\$1,690
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$62,530</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$614,950.22</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$16,600
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$225,000
Proposition 28 (Arts & Music in Schools #6770)	\$27,787
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$552,420</b>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

<b>School Name: Grass Valley Elementary School</b>		<b>School ID: 122</b>
<b>CDS Code: 1612596001879</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>

#### 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.

#### 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, 2023-24

% 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.					
<b>School Goal:</b>	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp				
<b>Identified School Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."				
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%	25.0%	not available until fall 2025	100.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	38.9%	68.4%	not available until fall 2025	100.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	47.1%	33.3%	not available until fall 2025	100.0%
English Language Arts Measures & Targets					
Measure  *SBAC & CAST exclude 10% penalty, if applicable.	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	-96.3	not available until fall 2025	-50.0
SBAC ELA Participation	All Students	95.7%	97.6%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	40.2%	52.4%	not available until fall 2025	100.0%
Mathematics/Science Measures & Targets					
Measure  *SBAC & CAST exclude 10% penalty, if applicable.	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	-102.0	not available until fall 2025	-50.0
SBAC Math Participation	All Students	96.5%	96.5%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	4.3%	7.6%	not available until fall 2025	40.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	2.4%	4.3%	not available until fall 2025	25.0%
California Science Test (CAST) Participation	All Students	97.6%	95.8%	not available until fall 2025	95.0%

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<b>Identified School Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

**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	-155.9	not available until fall 2025	-50.0
SBAC ELA Distance from Standard Met	African American Students	-112.8	-90.2	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%	80.0%	not available until fall 2025	25.0%

SBAC Math Distance from Standard Met	Special Education Students	-191.8	-168.6	not available until fall 2025	-50.0
SBAC Math Distance from Standard Met	African American Students	-109.4	-103.5	not available until fall 2025	-50.0
<b>Reclassification Measures &amp; Targets</b> <i>*Reference <a href="#">Stages of ELD Data slides</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	0.0%	16.7%	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	100.0%	not available until fall 2025	25.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b>					
<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
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 2025	80.0%
Out-of-School Suspensions	All Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	0.0%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	76.0%	39.6%	not available until fall 2025	15.0%
Chronic Absenteeism	African American Students	69.5%	38.4%	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:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
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%	76.3%	not available until fall 2025	100.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"><li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li><li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li><li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li></ul>	<p>Over 95% 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 85% 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 below grade level. Field trips will support students in accessing experiences that they would not have the opportunity to engage in otherwise, which will support building their content knowledge to promote learning engagement.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"><li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li><li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li><li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li></ul>	<p>23% of students in grades 1-5 are on grade level at the middle of the year according 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 55% in 24/25 at middle of the year.</p>

<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%</i></p>	<p><i>Nearly 90% 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></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><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></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<p>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.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>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.</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>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 10% 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.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>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.</p>

<b>2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW</b>	
Grass Valley Elementary School	<b>SPSA Year Reviewed:</b> 2024-25
	<b>SPSA Link:</b> <a href="#">2024-25 SPSA</a>
<b>2A: OVERALL IMPLEMENTATION &amp; EFFECTIVENESS OF THE CURRENT SPSA</b>	
Briefly describe the overall implementation so far of the <b>current</b> SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.	
<p>Implementing regular and more structured professional learning communities for teachers 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 &amp; 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.</p>	
Describe and explain the <b>effectiveness</b> of the strategies and actions to achieve the articulated goals.	
<p>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.</p>	
Describe any <b>changes</b> 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.	
<p>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.</p>	
<b>2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION</b>	



<b>Title I Expenditure</b> <i>(describe expenditure in column a)</i>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
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.	While it has supported in building up students' libraries at home, we are able to find free books through other means to ensure students have access.
Lincoln Family Services	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.
Field Trips	Chronic Absenteeism	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.

Maker Centered Learning	College/Career Readiness	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 discontinue funding, as we will prioritize Field Trips over this.
Field Trips	Chronic Absenteeism	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.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES				
School:		Grass Valley Elementary School	SCHOOL ID:	122
3: SCHOOL STRATEGIES & ACTIVITIES			<a href="#">Click here for guidance on SPSA practices</a>	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
Identified Need:		Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."		
#	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 implemenation 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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
<b>Identified Need:</b>		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
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	Master schedule honors the Least Restrictive Environment mandate by ensuring that all students with disabilities integrate into general education for specials, mealtimes, and special events at minimum, and that all students in SCPs within two grade levels of their chronological grade level in academic achievement have an IEP team decision about general education inclusion for core academics (ie. mainstreaming).	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 Studetns Tab)	African American Students	Academic	Tier 2 - Supplemental
2-5	Ensure that Special Education and any Tier 2 support staff utilize appropriate, evidence-based interventions at the dosage and intensity necessary to accellerate student growth, and that progress data toward established IEP goals are developed, shared, and analyzed at least trimesterly to inform educational decision-making.	Students with Disabilities	Academic	Tier 3 - Intensified

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.				
<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	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
3-5	Chronic Absenteeism: Provide training for teachers and staff on cultural competency. Develop strong communication channels with parents through stakeholder action team structures and listening sessions linked to student learning and decision making structures. Offer resources and workshops that are specifically designed for your targeted populations: African-American, Latino, and SPED families, focusing on the importance of how to support their children's learning, and staff listening for feedback and supports to increase student attendance.	All Students	Academic	Tier 1 - Universal

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

<b>School Goal:</b>		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD’s credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
<b>Identified Need:</b>		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
4-1	TSA/Principial 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
4-5	Leadership team conducts regular observation and feedback, particularly in the first 6 weeks of the school year with a focus on classroom culture building.	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 and collaboration time 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 and Actions for ELD Implementation</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 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)	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
6-4	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Learner Students	Academic	Tier 1 - Universal

**PROPOSED 2025-26 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
After School program through BACR to provide students with academic intervention and enrichment opportunities.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Develop explicit strategies for Conditions for Black Students (see conditions for Black Studetns Tab)	122-1
After School program through BACR to provide students with academic intervention and enrichment opportunities.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Develop explicit strategies for ELLs (see conditions for English Language Learner Tab)	122-2
Dance Teacher salary to provide a dance class for each classroom and encourage artistic expression and healthy habits	\$20,958	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	9658	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			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.	122-3
Arts supplies to allow for high quality instruction from dance/art teachers	\$6,829	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Develop explicit strategies for Conditions for Black Students (see conditions for Black Studetns Tab)	122-4
Art Teacher salary to provide coverage for teachers to engage in PLCs and students to build artistic expression.	\$36,607	California Community Schools Partnership Program	1105	Certificated Teachers' Salaries	1830	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.3000 1			Develop explicit strategies for Conditions for Black Students (see conditions for Black Studetns Tab)	122-5
Additional funding for classified aides to promote family engagement and support families in building stronger connection to school.	\$5,000	California Community Schools Partnership Program	2122	Classified Instructional Aide Salaries: Extra Compensation	n/a	n/a	n/a			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.	122-6
Community Assistant to support families to be more engaged in school events (communication, translation, event planning)	\$81,204	California Community Schools Partnership Program	2205	Classified Support Salaries	2116	Community Assistant	1.0			Develop explicit strategies for Conditions for Black Students (see conditions for Black Studetns Tab)	122-7



**PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
CSM provides support for joyful schools, manages family engagement and staff that impact joy (attendance clerk, noon supervisors, family liaison)	\$86,988	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 02	11-Month Community School Manager	0.5			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.	122-8
Attendance incentives to reward students for perfect weekly and monthly attendance.	\$5,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			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.	122-9
Field trips to provide opportunities for students to real world experiences connected to their learning.	\$10,201	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Develop explicit strategies for Conditions for Black Students (see conditions for Black Students Tab)	122-10
After School program through BACR to provide students with academic intervention and enrichment opportunities.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Develop explicit strategies for Conditions for Black Students (see conditions for Black Students Tab)	122-11
After School program through BACR to provide students with academic intervention and enrichment opportunities.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Develop explicit strategies for Conditions for Black Students (see conditions for Black Students Tab)	122-12
Office supplies to ensure teachers have materials needed to support student learning.	\$14,600	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Develop explicit strategies for ELLs (see conditions for English Language Learner Tab)	122-13
Meeting refreshments to encourage family attendance and support a healthy practices.	\$2,000	LCFF Supplemental	4311	Meeting Refreshments	n/a	n/a	n/a			Develop explicit strategies for Conditions for Black Students (see conditions for Black Students Tab)	122-14

**PROPOSED 2025-26 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Paper to allow for increased parent communication.	\$1,690	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a		Chronic Absenteeism	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.	122-15
Early Literacy Tutor to support Tier 2 small groups with phonics instruction.	\$28,216	Title I, Part A Schoolwide Program	2105	Classified Instructional Aide Salaries	8237	Early Literacy Tutor	0.6		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.	122-16
Contract with Lincoln Family Service to provide individual counseling and social skills groups through pull out and push in services to promote student social emotional learning.	\$12,000	Title I, Part A Schoolwide Program	5825	Consultants	n/a	n/a	n/a		Chronic Absenteeism	Develop explicit strategies for Conditions for Black Students (see conditions for Black Studentns Tab)	122-17
Field trips to provide opporunities for students to real world experiences connected to their learning.	\$20,624	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a		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.	122-18



## **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, hosting events with academic connections, reviewing student data with the SSC and PTA, and facilitating student led conferences.

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, and conducting home visit outreach.

#### **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, PTA and SSC

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 and Student led 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:

- Posting it on the board at the entrance to the school
- Sending home flyers with students
- Sending information out on Class Dojo

### **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 and Student led 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
- Lattes with Leadership

- 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 30, 2024 and will be in effect for the period of August 12, 2024 through May 29, 2025.

**The school will distribute this policy to all parents on or before August 30, 2024.**

**Name of Principal****Signature of Principal**

Casey Beckner

**Date**

August 30, 2024

*Please attach the School-Parent Compact to this document.*



## **School-Parent Compact**

### **Grass Valley Elementary**

### **2024-2025**

*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 2024-25 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 30, 2024, and will be in effect for the period of August 12, 2024 to May 29, 2025.

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 August 30, 2024.

**Signature of Principal**

A handwritten signature in blue ink, appearing to read "C. B. L.", is positioned to the right of the "Signature of Principal" label.

**Date**

August 30, 2024

## Strategic Resource Planning (SRP)



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

## Grass Valley ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Briana Estrada
Vice Chairperson:	Jamila Smith
Secretary:	Meshawn Miller

### 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
Rasheedah Jones	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Karuna Kline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Courtney Bean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jamila Smith	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Meshawn Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Briana Estrada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Shamia Sandles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Courtnei Dyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Simonia Clifton	<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"/>	

**SSC Meeting Schedule:**  
(Day/Month/Time)

1st/3rd Wednesdays at 4:00pm

### SSC Legal Requirements (EC Sections 65000-65001):

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

