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 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School

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Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Greenleaf 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)   ● 2022-2023 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School

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OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: **Greenleaf Elementary School**
CDS Code: 1612590115618
Principal: Annika Rudback
Date of this revision: 5/17/20

Board Office Use: Legislative File Info.
File ID Number: 22-1682
Introduction Date: 8/24/22
Enactment Number: 22-1454
Enactment Date: 8-24-2022 CJH

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

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

Contact: Annika Rudback
Address: 6328 East 17th Street
Oakland, CA 94621

Position: Principal
Telephone: 510-636-1400
Email: annika.rudback@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/17/2022
The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Greenleaf Elementary School **Site Number:** 112

[X] Title I Schoolwide Program	[ ] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program	[ ] 21st Century Community Learning Centers
[X] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] Early Literacy Support Block Grant
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

    Date(s) plan was approved: **5/17/2022**

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

    [X] Flyers in students' home languages   [X] Announcement at a public meeting   [X] Other (notices, ParentSquare blasts, etc.)

Signatures:

Annika Rudback	*Annika Rudback*	5/17/2022
Principal	Signature	Date
Janeth Lara	*Janeth Lara*	5/20/2022
SSC Chairperson	Signature	Date
Monica Thomas		6.7.2022
Network Superintendent	Signature	Date
Lisa Spielman		6/8/2022
Director, Strategic Resource Planning	Signature	Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Greenleaf Elementary School   **Site Number:** 112

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/4/2022	SSC	Generate, review and vote on budget priority funding for Title I, Title IV and Title I parent funds for budget
1/4/2022	ILT	Prioritize funding areas for 22/23 school year
1/25/2022	ILT	Needs Assessment - Priority Strengths and Challenges
2/8/2022	ILT	Priorities
2/14/2022	SSC	Review and get input on priorities for the 22/23 school year
2/22/22	ILT	Reviewed data and planned out engagement timeline for Conditions for Black Students priority
2/25/22	All City Council Students	Input from MS Students on the Conditions for Black Students Priority
3/9/2022	African American Family Engagement	Input on the Conditions for Black Students
3/6/2022	All City Council Students	Interviews with Black students at Greenleaf about their experience
3/15/2022	SSC	Review Conditions for Black STudents and English Learners priority

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$220,170.00
Total Federal Funds Provided to the School from the LEA for CSI	$30,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,030,747.77

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$201,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$38,415.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$5,370.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$447,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$13,425.00	TBD	After School Education and Safety Program (ASES #6010)	$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	$30,000.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$91,569.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$250,170.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$780,577.77**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$1,030,747.77**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Greenleaf Elementary School	**School ID:** 112

School Description

Greenleaf, a TK-8 school in the heart of East Oakland, opened in 2007 as a K-5 school after a design team of educators, parents, and community members spent a year re-envisioning the school's mission. Over the years our parents' desire for a middle school, led us to expand from a K-5, to a TK-8 program. In the 22/23 School year, the Dual Language Program will reach up to 5th grade. Our Middle School program is currently English Only.

Our current student population is 85% Latino and 6% African American, and a growing number of students from Southeast Asian and the Middle East, as well as a small white population. Within our population of English Language Learners we have two sub groups: first generation students whose first language is Spanish, and students who are fluent in Spanish and English, with Spanish as their first language. 5% of our population has Mam as a first language. 95% of our students identify as low income. Our students have significant social and emotional needs, stemming from indirect and direct trauma they have experienced.

Annika Rudback , our current principal, started at Greenleaf a teacher, then Literacy Coach, and AP in the 2019/20 school year. This is her second year as Principal. There is a strong team of 3 TSAs who support the instructional work as well as culture. We have a growing family engagement team comprised of our Family Engagement Coordinator, our Culture Coach and our VISTA Volunteers from Safe Passages.

School Mission and Vision

Vision: At Greenleaf, academic excellence is our goal. We will use bilingualism and biliteracy as a vehicle to achieve educational equity for all students. We set high goals, and hold high expectations for all students and adults.

With a caring community as our foundation, we build deep relationships based on cross-cultural competency--the ability to interact with a variety of people, across cultural and linguistic boundaries, and collaborate successfully.

Together, we work and live by the Greenleaf Values: Pride, Inquiry, Integrity, and Determination and Greenleaf Principles of Being: Be Safe, Be Respectful, Be Responsible, and Be a Team Player.

Overarching Long Term Goal:
8th grade students will leave Greenleaf biliterate and proficient in Spanish and English Literacy and Math Common Core Standards enabling them to be successful in exploring career, college and life options.

Mission:
In order to reach our vision we will:
1. Implement Standards Aligned Curriculum: with assessments aligned to our Cycles of Inquiry and UbD units in both languages.
2. Integrate technology: to develop a blended learning curriculum
3. Build Teacher Leadership: Recruit, train and retain effective Dual Language teachers
4. Foster Student Leadership: Support a cultural exchange between students and families so that our students can own and find strength in being a language model for their peers and build upon their cultural competencies.
5. Develop Parent and Community Leadership: Maintain equity of voice for all language groups so that parents are engaged in the language instruction of both groups and feel heard in an inclusive community.
6. Culture: foster cultural competence and multicultural awareness, using restorative justice to ensure we are equitably building and maintaining our community.

Together, we work and live by the Greenleaf Values: Pride, Inquiry, Integrity, and Determination and Greenleaf Principles of Being: Be Safe, Be Respectful, Be Responsible, and Be a Team Player:
1. Pride: graduating a generation of students who not only experience profound achievement, but also feel the responsibility to work for the betterment of their community.
2. Inquiry: instilling a lifelong curiosity for language acquisition and cultural exchange.
3. Determination: fostering a will within our students to work to the best of their abilities with a rigorous educational experience to be college and career ready.
4. Integrity: Understanding our values, principles, and beliefs through the study of not only our own linguistic and cultural heritage, but also that of others.
We will adapt the explanation and understanding of the Principles of Being to take into account our multicultural community and our current Principles of learning, supporting teachers to explicitly connect the PoB to our Dual Language program.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	n/a	*not available until Fall 2022*	80%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	n/a	*not available until Fall 2022*	80%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	8%	*not available until Fall 2022*	50%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	-43.8	n/a	*not available until Fall 2022*	-30
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	5%	*not available until Fall 2022*	40%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	-69.7	n/a	*not available until Fall 2022*	-50
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	40%
CAST (Science) at or above Standard	All Students	16%	n/a	*not available until Fall 2022*	30%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	-106.1	n/a	*not available until Fall 2022*	-80.0
SBAC ELA Distance from Standard Met	English Learners	-82.1	n/a	*not available*	-60.0

	English Learners	-82.1	n/a	*until Fall 2022*	-60.0
2018-19 baseline					
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	6%	*not available until Fall 2022*	20%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-135.7	n/a	*not available until Fall 2022*	-100.0
SBAC Math Distance from Standard Met *2018-19 baseline*	African American Students	-110.9	n/a	*not available until Fall 2022*	-80.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	4%	1%	*not available until Fall 2022*	10%
LTEL Reclassification	Long-Term English Learners	4%	0%	*not available until Fall 2022*	10%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	58%	67%	*not available until Fall 2022*	75%
Out-of-School Suspensions	All Students	0%	n/a	*not available until Fall 2022*	50%
Out-of-School Suspensions	African American Students	2%	n/a	*not available until Fall 2022*	1%
Out-of-School Suspensions	Special Education Students	1%	n/a	*not available until Fall 2022*	1%
Chronic Absenteeism	All Students	11%	14%	*not available until Fall 2022*	9%
Chronic Absenteeism	African American Students	31%	21%	*not available until Fall 2022*	15%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target

Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	75%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	90%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College/Career Readiness	-K/1 Early Literacy data shows growth on grade level 2nd-5th Grade -I ready Reading: End of last year results matching our Mid year results this year. -Starting point for RI in MS was higher than it has been in previous years. - Increase in math proficiency mid year - Algebraic Skills area higher in math for all grade levels	-Foundation PD for Early Literacy from previous years and district level. - PLC time allocated to grade level teams to meet and - Progress monitoring systems for literacy according to Diagnostic Decision Making tree that then influences small groups and intervention decisions. - Intervention team includes both Spanish & English intervention with a focus on early literacy (TITLE I Funded) - Systematic use of SIPPS in English intervention and developing use of BookShop Fonetica by Early Lit Tutors - Daily access to complex text and not overly scaffolded - Access to Complex Text in Spanish, authentic texts (TITLE I Funded) - Parent teacher conferences - parents are more aware and are given tools to support them at home. Math - departmentalization in the 2nd-4th grades allows for teacher expertise in the content. Focus on the basic facts during distance learning, and there are more ed tech tools that support math facts and mastery.

LCAP Goal 2: Focal Student Supports	- African American students in Dual Language are performing closer to the level of peers in math, particularly compared to previous years - Students with IEPs showed some of the highest growth in literacy - ELLs and EO students performing at comparable rates in English data through 2nd grade	- Students with IEPs finally receiving in person services after 2 years without. - Strong COST team and SPED PLC to coordinate services for students with IEPs. - Strong routines in structured literacy that build systematic literacy for all students. - Early intervention based on data helps to catch when students are falling behind
LCAP Goal 3: Student/Family Supports	- CHKS data shows growth of Family Connectedness to school for our Latinx families - Middle School challenges with students socio emotional development	- Expansion of the Dual Language program that reflects the language and culture of our Latinx students
LCAP Goal 4: Staff Supports	-Strong teacher leadership in ILT & Dual Language teams - Increased retention rate over the past three years - Interventionists in Spanish and English have capacity to support early and upper literacy	-Compensation and meaningful work - teachers have a voice in planning and prioritization of the school. (TITLE I) -Differentiation of Professional learning for grade level teams, as well as Whole School opportunities - Sense of community, teachers connecting with teachers, but also with families. - Regularly scheduled preps, prioritizing prep time - Literacy TSA supports an Intervention PLC to discuss groups and provide support. (TITLE I) - Early Literacy Tutors have training from district (TITLE I)
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**

LCAP Goal 1: College/Career Readiness	-Drop in math proficiency across grade levels during the pandemic. - Students struggling more with application portion in math - MS student growth in RI is limited -Standards based literacy data in upper grades is lower than literacy foundational skills	-Lack of foundational training in math curriculum. Have implemented new curriculum (Eureka), but with many new teachers, they have not taken part in foundational training - Application in math harder to tackle in distance learning - MS attendance has been highly impacted by Covid and quarantines that limits access. - MS: during pandemic and post, more reliance on computer based work, vs. rich academic discussions - Early literacy has less of a standards based focus, big shift in 3rd grade. The planning for ELA /SLA is a heavier lift and has a harder time progress monitoring the standards in early grades.
LCAP Goal 2: Focal Student Supports	-English Language Learners underperforming peers on English based assessments (iREady English, RI) in 4th-8th grade, so many AA students are performing 3+ years below - AA students in 2nd-4th grade Spanish are performing at lower levels than their peers, even taking into account benchmarks for L1, L2	- Lack of coherent ELD curriculum - Lack of focus in PDs on Language development and practice of strategies - Lack of manipulatives in math, which support conceptual development, particularly for students with IEPS and language learners - Need for increased coordination between SPED team and teachers to support students - AA students formative years in DL were online - less immersion and access to language. - Lack of SLD currucilum and implementation

LCAP Goal 3: Student/Family Supports	- High number of students referred to COST for behavior that should be teacher handled. From CHKS (18-19): Decrease in percentage of AA students feeling valued or respected or sense of belonging Decrease in percentage of AA families who feel like school is preparing their children for the next school year. -Incidents occurring at recess such as arguments or injuries - Feeling of disconnect of some families from the school campus	- Restorative Justice seen for the Tier 2 & 3 work, and held by RJ Coordinator as well as Admin. Systems and training not built out throughout the school for teachers and staff to be able to respond. - Inadequate communication and support for African American families in the growing Dual Language program. - Lack of organized games on the play area during recess and limited space - During pandemic, lack of ability to hold in person parent events and workshops. Parent interest in in person workshops led with teachers to support their child's academics
LCAP Goal 4: Staff Supports	- Lower retention rates of staff compared to other schools within network. - Less access to coaching compared to previous years - Less opportunities for observation and collaboration during the school day	- Hiring of shorter term teachers (TFA, Spain) - Shift to Dual Language program has led to changes in staffing of English Only roles to Bilingual requirements - Coaches diverted during Covid years to more administrative and support related to Covid - Need for STIP coverage to support teacher collaboration, observation and planning (Title I)

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Our students in OUSD are suffering from consecutive years of budget cuts and therefore reduced resources. Even with teacher raises, our salaries are still some of the lowest in the Bay Area. Therefore, despite recruitment and retention efforts, it is still challenging to recruit and retain excellent educators, especially bilingual ones for our Dual Language program. With the cuts to the 19-20 budget and subsequent teacher raises, we were not able to fund our program in terms of a 2nd stip sub, extended contract for planning/tutoring, and interventionist time. This impacts students and their academic opportunities.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Greenleaf Elementary School	**SPSA Year Reviewed:** 2021-22
	SPSA Link: 2021-22 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.

For our Conditions for student learning, we launched our beginning of year retreat with how to build in SEL and build on student's community cultural wealth, bringing them back into a school setting. This included dedicating the first three Wednesday minimum days to Home Visits to build relationships with families. We also extended our beginning of the year Culture Cycle in order to address the change from distance learning. We have not done attendance incentives and have struggled with how to best address attendance given high levels of abseentism related to Covid. We did not have a beginning of the year RJ module. For our advisory spaces, we have been partnering with Kinder to College for designing advisory, but we are still struggling to have consistent high quality advisory across Middle School.

For our Standards Based Instruction Priority, we focused on Backwards Planning and incorporating relevant text. Our beginning of year retreat and Cycle 2 of Professional Development focused on effective backwards planning.

For our Language & Literacy Across the Curriculum, our priority was building on the work with structured literacy that we have done, including aligning assessment using a Diagnostic Decision Making framework. We have also been implementing Early Literacy practices of phonics, phonemic awareness with PD from the district as well as site based coaching. We have not been able to implement as thoroughly the across grade levels the language strategies and have dedicated less PD time.

For our Conditions for Adult Learning, we have dedicated weekly space on the Wednesday Minimum days to our Cycles of Inquiry as well as scheduled Professional LEarning Communities. Coaches and Admin have not been able to provide quite as much support in these spaces due to Covid demands. There is a need to increase support and monitoring for effective cycles of inquiry. We were not able to hire a recess coach.

For our Conditions for English Language Learners, we have for the first time established an ELD block for Middle School. Now we need to work on content taught in the block. Our newcomers are receiving intervention, the 4th and 5th graders, as well as having a newcomers class during 6th period for MS. We have not dedicated as much PD time as anticipated to supporting the language development and will need to increase efforts for next year.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.
Conditions for Student Learning: - Home visits have been a successful strategy for building relationships with families - MS advisory: we will measure increase in connectedness on CHKS, planning a PD plus retreat with MS teachers for Advisory this summer. - RJ PD at retreat needed additional follow up to be effective. Standards Based Instruction: - Increase in unit plans that are integrating culturally relevant tasks - Grade levels have revised Adelante/Advance units - Expectations - increase in iReady Standards Mastery assessment percentage based on increased engagement Language & Literacy Across the Curriculum - Tier 1 phonics & phonemic awareness - Strengths, particularly in K/1. Mid Year Data shows huge growth. Increased alignment between grade level members has supported this as well. - Use of Diagnostic Decision Making Data to shape small groups - small groups happening in K-5 - Early Literacy Tutors supporting with both Pull out intervention focused on areas of need in Student Data (Spanish and English starting in grade 2), and Push in for 3rd grade. - Data analysis occuring both in Cycle of Inquiry, as well as Data Conferences each trimester - effective for making a plan for small groups.
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.
For Conditions for Student Learning we will be shifting to RJ Professional Learning and coaching for all staff, in an effort to ensure that RJ is central to the culture of our school and not something that is seen as one or two people's job. For our Standards Based Instruction, we have successfully achieve the anticipated outcomes desired for Backwards planning. For next year, based on data, we want to shift the focus to Math Instruction. Since there will be a district wide curriculum adoption and our teachers have not all recieved foundational training in a curriculum, we would like this to be the focus for next year. For Language and Literacy Across the Curriculum the focus will be on foundational skills for Early Literacy, as we will have new teachers in the K/2 band. We will also focus on access to culturally relevant complex text across the grade levels, as well as aligned protocols for engaging with the text. For our Conditions for English Learners, we need to dedicate PD time to language development. We also will need to dedicate time in MS PLC to planning and preparing for ELD, as the team has not been trained in designated ELD and there is not a curriculum with EL Education. For Conditions for Adult Learners, we will continue to focus on Cycles of Inquiry and Professional Learning Communities, moving from ensuring the structures are in place to ensuring high quality execution. This will include training for ILT leads, as well as monitoring.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA Literacy Intervention	SBAC ELA Distance from Standard Met	Support our Upper grade students with literacy interventions as well as languages. - Uses SIPPS as well as integrated support in our Middle School to fill in gaps of literacy skills with our 4-8 grade students in English - Leads the Intervention PLC to ensure the team is reflecting on student data, revising groups based on progress each trimester	- This is providing supports for students who still need reading support who were not reached by Early Intervention, but have not classified for Special Education. The TSA uses systematic reading intervention based on data. - The TSA is also supporting the other Early Literacy interventionists to use data in order to make decisions around student groupings.	- Continue with this position. - As Dual Language comes to fifth grade, consider in future years the addition of Spanish Upper Grades literacy interventionist to support.
Certificated Teachers' Salaries Stipends (extended contracts)	ELL Reclassification	-Dual Language team meeting to support Language (both for English and Spanish language learners)	- This group provides strategic planning around Dual Language programmin. - It also discusses related student data and how to support English and Spanish learners. - It is working to have this strategy group operate	- Continue, though fund out of a different resource. As Dual Language continues to expand to the full K-8 spectrum, it's important to have a space to plan and prepare for implementation that best supports student learning, to discuss how to engage families, and plans out the long term.
Early Literacy Interventionist	i-Ready Reading at or above Mid-Grade	-Provide direct intervention in Spanish for students struggling with foundational skills	- Use of Bookshop Fonetica as an intervention curriculum - Training and support from the District for Early Literacy tutors. - Support from Literacy Coach & TSA for Literacy Intervention to review data	- Continue, though fund out of a different resource. - Review and revise plan for intervention 3rd grade and above in Spanish
Spanish Library Books	i-Ready Reading at or above Mid-Grade	-Provide our Library and our classrooms libraries with books in Spanish for our growing Dual Language program	- Without access to high quality books in Spanish, students will not be able to practice their Spanish language skills	- Fund, at a lesser amount. Large investment this year, with continued investment each year to replace and replenish books.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Greenleaf Elementary School	School ID: 112

3: SCHOOL STRATEGIES & ACTIONS	Click here for guidance on SPSA practices

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:	RJ in all spaces - Strong Community and Restorative Practices
School Theory of Change:	T1.2 Multi-tiered Systems of Support: If teachers build safe and predictable learning environments by promoting culturally responsive, school-wide expectations for behavior/academics and explicitly teach students SEL skills, then all studens will feel connected and engaged in learning.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

1-1	All teachers implement Tier I and Tier II RJ practices in their classroom. All support staff build relationship and solve conflict with an RJ lens	- Develop RJ beginning of the year modules for each grade level band - Provide professional development for teachers around RJ philosophy and implementation in the classroom. - RJ Facilitator provides push in support to classrooms daily to support with Tier 1 community building circles. - Provide entire staff (classified and certificated) RJ training at the beginning of the school year. - Ongoing monthly professional development for teachers and Culture Team - Conduct RJ survey 3x/year to gather data from stakeholders (students, teachers/staff, parents) to adjust and refine practices, as needed. - Culture coach / team to schedule monthly walkthroughs / observations / pop ins	- Reduction in office referrals for minor behaviors - increase in teacher ownership for managing __ behaviors - increase of student connectedness towards school / classroom community as measured in RJ survey	- High number of students referred to COST for behavior that should be teacher handled. From CHKS (18-19): AA students not feeling valued or respected or sense of belonging AA families don't feel like school is preparing their children for the next school year.	Tier 1

1-2	Implement MS Advisory curriculum with fidelity across advisory spaces 1/week	Training on advisory for all advisors Planning time for advisors in schedule	-Increase in feeling of connectedness	- High number of students referred to COST for behavior that should be teacher handled. From CHKS (18-19): AA students not feeling valued or respected or sense of belonging AA families don't feel like school is preparing their children for the next school year.	Tier 1
1-3	Training for Recess Supervision staff for recess games to build community and prevent conflict	Extended contract and time in schedule of Elementary PD teacher to train and coordinate games with recess supervisors. Train Supervisors on how to resolve conflicts on the play ground	-Reduction in referrals from the play area - Reduction in incident reports from the playground - Decreased number of referrals to admin, focus on repeat/severe cases	- High number of students referred to COST for behavior that should be teacher handled. From CHKS (18-19): AA students not feeling valued or respected or sense of belonging AA families don't feel like school is preparing their children for the next school year.	Tier 1
1-4	Explicit instruction of school-wide expectations, school-wide acknowledgement system (BeLeaf tickets) with weekly raffles	PBIS Playbook created for school	- reduction in office referrals - Increase of students with positive view of Greenleaf		Tier 1

1-5	Ongoing communication with families Home visits (virtual / in person)	-ILT / CLT -Provide time for teachers to conduct home visits - Provide support for teachers who need additional assistance with home visits - Technical assistance for parents to access Parent Square		- High number of students referred to COST for behavior that should be teacher handled. From CHKS (18-19): AA students not feeling valued or respected or sense of belonging AA families don't feel like school is preparing their children for the next school year.	Tier 1
1-6	n/a	Clear guidelines for office handled referrals procedures according to RJ practices Training for staff who address Tier 2 and 3 issue		- High number of students referred to COST for behavior that should be teacher handled. From CHKS (18-19): AA students not feeling valued or respected or sense of belonging AA families don't feel like school is preparing their children for the next school year. -Incidents occurring at recess such as arguments or injuries	

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**	
School Priority:	Math Curriculum Implementation

	School Theory of Change:	If we are critical consumers of curriculum, create tasks that are standards-aligned, rigorous, and culturally relevant (according to common core shifts), and align curriculum implementation across classes (within a grade-level) and across grade-levels, then we will see all students continuously grow towards meeting or exceeding standards.				
	Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
	Students to be served by these actions:	*All Students*				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	All teachers attend foundational curriuclum training.	Schools schedule and advise all teachers of the summer professional development opportunities.	Teacher attendance	-Drop in math proficiency across grade levels during the pandemic. - Students struggling more with application portion in math - MS student growth in RI is limited -Standards based literacy data in upper grades is lower than literacy foundational skills	Tier 1

2-2	Teachers backwards map using new curriculum and district pacing guides.	Schools provide opportunities for grade levels to meet and plan.	End of Unit assessments. iReady assessment data.	-Drop in math proficiency across grade levels during the pandemic. - Students struggling more with application portion in math - MS student growth in RI is limited -Standards based literacy data in upper grades is lower than literacy foundational skills	Tier 1
2-3	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction. Math teachers meet to vertically align vocabulary and strategy implementation, as well as rigor.	PLC schedules. Students increased participation (percentage) per assessment.		Tier 1

2-4	Teachers participate in regular walkthroughs and co-observations of math instruction to ensure alignment in strategies, use of vocaulary, and sharing best practices.	School provides opportunities and coverage for walkthroughs and observations.	Walkthrough schedule. Co-observation schedule.	-Drop in math proficiency across grade levels during the pandemic. - Students struggling more with application portion in math - MS student growth in RI is limited -Standards based literacy data in upper grades is lower than literacy foundational skills	Tier 1
2-5	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Provide regular collaboration time to integrate culturally sustaining strategies in instruction.	Student work Improved i-Ready proficiency Classroom observation	-Drop in math proficiency across grade levels during the pandemic. - Students struggling more with application portion in math - MS student growth in RI is limited -Standards based literacy data in upper grades is lower than literacy foundational skills	Tier 1

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
School Priority:	Advance/Adelante/Complex Text Focused & Foundational Skills Focused
School Theory of Change:	If all teachers implement research based literacy instructional norms in tier 1 whole group instruction, tier 2 small group instruction, and tier 3 intervention spaces, then we'll see an increase of proficient readers.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.

Students to be served by these actions:	All Students				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	TK - 2: Explicit phonics and phonemic awareness instruction whole class, fluency practice. Alignment in K/1 classes of the phonemic awareness and phonics routines.	PD and training for staff and regular coaching for teachers. Literacy Leaders group for school coaches and leadership to align on best practices in literacy instruction.	DIBELS and IDEL data Early Literacy Learning Walks	-English Language Learners underperforming peers on English based assessments (iREady English, RI) in 4th-8th grade, so many AA students are performing 3+ years below - AA students in 2nd-4th grade Spanish are performing at lower levels than their peers, even taking into account benchmarks for L1, L2	Tier 1
3-2	Provide small group literacy instruction TK-8th based on Shefelbine's framework	Messaging & PD: Clear Instructional Norms for grade level bands aligned to Shelfelbine's framework. Data conferences and COIs to determine small group placement	SIPPS mastery checks, Bookshop Fonetica mastery checks, IDEL/DIBELS, iReady		Tier 2

3-3	Small group SIPPs/Spanish phonics (in 3rd), Oral Reading Fluency, Small group targeted comprehension and meaning making lessons.	Assessment Plan and use for intervention aligned to ELC diagnostic decision making tree for all grades to inform small group work in classrooms and literacy intervention support. -English: Use of iReady , ORF DIBELS, SIPPS assessment. - Spanish: Use of iReady Spanish,FLO, IDEL, and Bookshop Fonetica mastery assessments in Spanish	Data Conferences iReady, IDEL/DIBELs data		Tier 1
3-4	Small group intervention in Spanish based on best practices	TSA works to develop Spanish tutors capacity in using Bookshop Fonetica materials as well as support the creation of clear phonics/phonological awareness instructional routines for Spanish literacy intervention	Bookshop Fonetica mastery tests	-English Language Learners underperforming peers on English based assessments (iREady English, RI) in 4th-8th grade, so many AA students are performing 3+ years below - AA students in 2nd-4th grade Spanish are performing at lower levels than their peers, even taking into account benchmarks for L1, L2	Tier 2

3-5	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	Leadership supports data analysis and progress monitoring by including time during minimum days or PLCs/COIs for grade-levels to reflect on data and determine next steps Coaches support instructional changes determined by data	Data Conferences iReady, IDEL/DIBELs data		Tier 1
3-6	Teachers backwards planning using ELA and D-ELD Curriculum and pacing guide	Provide a schedule for regular planning time for each grade level Provide multiple times throughout the year to unpack units as a team	Grade Level UBDs, Scope and Sequence, Vertical Alignment, Creation of rubrics to track standards mastery		Tier 1
3-7	Teachers provide daily acess to complex texts	-Provide resources for supplementing the Adelante/Advance texts - Provide planning time for PLCs to dissect complex texts Teachers have book resources to draw from	iReady Standards Mastery, Learning Walks		Tier 1

#					
3-8	Librarian provides access to books representing the diverse cultures at Greenleaf.	- Support schedule for all grades to have library time		-English Language Learners underperforming peers on English based assessments (iREady English, RI) in 4th-8th grade, so many AA students are performing 3+ years below - AA students in 2nd-4th grade Spanish are performing at lower levels than their peers, even taking into account benchmarks for L1, L2	Tier 1

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority:	Quality Professional Learning Communities and Cycle of Inquiry
School Theory of Change:	If we provide training and capacity building for ILT leads in leading high quality PLCs and COIs, and monitor implementation, we will have higher quality instruction for students.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teacher Leaders Lead PLCs focused on student work and student learning	Professional learning and Modeling on Professional Learning Communities. Attend PLCs regularly. Give feedback to ILT leads on both adaptive and technical leadership.	- PLCs meeting regularly and consistent Coach or Admin Support - Observe PLCs focused on student learning, planning with clear outcomes, and collaboration - Meeting	- Lower retention rates of staff compared to other schools within network. - Less access to coaching compared to previous years	Tier 1
4-2	Grade level and department teams conduct regular cycles of inquiry rooted in data with an equity lens	-Modeling and Capacity Building for running high quality Cycles of Inquiry. - Practice Cycle of Inquiry in ILT with school level data.	- Data discussed in COIs improve for the focal students - ILT leads report that they understand what leads to a high quality COI	- Lower retention rates of staff compared to other schools within network. - Less access to coaching compared to previous years	Tier 1

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

School Priority:	Safe and Sense of Belonging
School Theory of Change:	Black well-being should be defined to include social,emotional and intellectual support through honoring and valuing our Black students and families. This indicator measures Black students and families engagement at the classroom, school site and central office level that intentionally incorporates Black student/family voice and is made visible through school and community connections.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Create homework opportunities during which students can engage with families and there is support for families.	Lead discussion and set expectations around homework and what is sent home			Tier 1

5-2	Create regular opportunities for oral language production, particularly in Dual Language program to support language development for Spanish Learning - Small group work in role play/real life situations to use Spanish skills - Kinder - Step up to Spanish (real life language)	PD around Speaking domain of ELD /SLD Planning time for tasks that integrate oral language Interventionist at beginning of the year supporting the Step up to Spanish	-Lesson plans include Oral Language/Speaking skills - Black Spanish learners in Kinder feel more comfortable with oral language	-English Language Learners underperforming peers on English based assessments (iREady English, RI) in 4th-8th grade, so many AA students are performing 3+ years below - AA students in 2nd-4th grade Spanish are performing at lower levels than their peers, even taking into account benchmarks for L1, L2	Tier 1

5-3	Host parent workshops with all parents that facilitate cross cultural communication - activities that can engage across language barriers.	-Build in Minimum day time to plan meaningful Family workshops. - Set expectations around purpose of family workshops - cross cultural engagement vs. informing/presentations about school	Increase in feeling of connectedness on CHKS	- High number of students referred to COST for behavior that should be teacher handled. From CHKS (18-19): AA students not feeling valued or respected or sense of belonging AA families don't feel like school is preparing their children for the next school year. -Incidents occurring at recess such as arguments or injuries	Tier 1
5-4	Integrate stories of Black people throughout the curriculum during the year. Bring in role models in the community to the class Celebrate the growth and progress of Spanish learners	- Provide support books for culturally relevant curriculum - Awares assemblies that acknowledge Spanish learners	Increase in feeling of connectedness on CHKS		

| 5-5 | Benchmarks for success for Spanish Learners communicated with families | Clarify with all teachers expectations and process of language learners | | - High number of students referred to COST for behavior that should be teacher handled.

From CHKS (18-19):
AA students not feeling valued or respected or sense of belonging
AA families don't feel like school is preparing their children for the next school year.

-Incidents occurring at recess such as arguments or injuries | Tier 1 |
| | | -Facilitate the creation of an equity plan with Families and Parents | - Equity plan | | Tier 1 |

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))	
School Priority:	Implement Designated and Integrated Language Development Strategies
School Theory of Change:	If all teachers provide explicit designated ELD/SLD block that builds understanding of vocabulary and language structures as well as integrated language development strategies, then language learners will be able to access grade level complex texts and tasks.

	Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Clear expectations for Academic discussion in all classrooms. Expectation that SLLs and ELLs communicate in the target language and teachers provide scaffolds and supports in order for them to do so.	Observation and feedback on the inclusion of academic talk in all subject area blocks Peer observations focused on developing academic conversation Differentiated PD for new teachers to support protocols and developing academic discussion	-All English Learners are participating orally in the class	-English Language Learners underperforming peers on English based assessments (iREady English, RI) in 4th-8th grade, so many AA students are performing 3+ years below - AA students in 2nd-4th grade Spanish are performing at lower levels than their peers, even taking into account benchmarks for L1, L2	Tier 1
6-2	Explicit sentence breaking strategies to tackle complex sentences to make and infer meaning - Ie Juicy Sentences strategy	PD and Cycle of Inquiry for all ELA/SLA teachers K-8 on Juicy Sentences, including Learning Walks and pre/post walk throughs	- Increase of Number of students who are reclassified in ELPAC		Tier 2
6-3	Support parents of English Learners and Spanish learners with workshops and resources for their students	- Partner with Safe Passages for VISTA volunteer to support family engagement - Provide English / Spanish classes for parents to support language acquistion	- Increase of Number of students who are reclassified in ELPAC		Tier 2

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-4	Middle School ELD implemented with supports for English Language Learners	-Support PLC of Humanities teachers in developing structure of the ELD block	- Reduction of students designated as LTELs	-English Language Learners underperforming peers on English based assessments (iREady English, RI) in 4th-8th grade, so many AA students are performing 3+ years below - AA students in 2nd-4th grade Spanish are performing at lower levels than their peers, even taking into account benchmarks for L1, L2	Tier 2
6-5	Teachers implment the use of GLAD strategies to make learning acccessible to all students.	Provide planning time to implement GLAD strategies	- Increased number of students who are reclassified		Tier 1

ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)	
School Priority:	Action plan for Dual Language Middle School mid 22/23 School year
School Theory of Change:	Action plan for Dual Language Middle School mid 22/23 School year
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

7-1	n/a	Planning for Expansion of Dual Language Program to Middle School in 23/24 School Year	Action plan for Dual Language Middle School mid 22/23 School year		Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 112   **School:** Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	$121,761	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	2383	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Implement MS Advisory curriculum with fidelity across advisory spaces 1/week	112-1
11-Month Teacher on Special Assignment (TSA)	$157,257	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	6553	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Training on advisory for all advisors Planning time for advisors in schedule	112-2
11-Month Teacher on Special Assignment (TSA)	$45,603	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7715	11-Month Classroom TSA	0.40	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Small group SIPPs/Spanish phonics (in 3rd), Oral Reading Fluency, Small group targeted comprehension and meaning making lessons.	112-3
11-Month Teacher on Special Assignment (TSA)	$68,405	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	7715	11-Month Classroom TSA	0.60	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers participate in regular collaboration time in PLCs to look at math standards, student work, assessments, data and instruction.	112-4
11-Month Teacher on Special Assignment (TSA)	$114,018	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	3035	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Training for Recess Supervision staff for recess games to build community and prevent conflict	112-5
Arts programming	$3,425	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Teachers have resources for instruction	112-6
Books other than textbooks	$10,375	LCFF Supplemental	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	teachers have resources for instruction	112-7

PROPOSED 2022-23 SCHOOL SITE BUDGET **Site Number:** 112 **School:** Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Books other than textbooks	$672	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers backwards planning using ELA and D-ELD Curriculum and pacing guide	112-8
Classified ET/OT	$5,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support parents of English Learners and Spanish learners with workshops and resources for their students	112-9
Classroom Supplies	$20,000	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Training for Recess Supervision staff for recess games to build community and prevent conflict	112-10
Clerical ET/OT	$16,000	General Purpose Discretionary	2425	Clerical Salaries Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Teacher Leaders Lead PLCs focused on student work and student learning	112-11
Clerical Salaries	$24,716	LCFF Supplemental	2405	Clerical Salaries	1245	Outreach Consultant	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Schools provide opportunities for grade levels to meet and plan.	112-12
Conferences	$500	Title I: Parent Participation	5200	Travel And Conferences		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Math at or above Mid-Grade	Schools provide opportunities for grade levels to meet and plan.	112-13
Contracts	$22,800	One-Time COVID Funding	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	School provides opportunities and coverage for walkthroughs and observations.	112-14
Contracts	$31,595	Salesforce Principal Innovation Fund	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Schools provide opportunities for grade levels to meet and plan.	112-15

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 112   **School:** Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Copier Maintenance	$9,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	PD and training for staff and regular coaching for teachers. Literacy Leaders group for school coaches and leadership to align on best practices in literacy instruction.	112-16
Extended Contract	$48,356	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	Access to Complex Texts	112-17
Extended Contract	$26,771	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Ongoing communication with families Home visits (virtual / in person)	112-18
Extended Contract	$4,000	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	Teachers backwards map using new curriculum and district pacing guides.	112-19
Library Technician	$12,587	LCFF Supplemental	2205	Classified Support Salaries	7469	Library Technician	0.15	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Teachers have needed supplies to provide instruction	112-20
Library Technician	$71,328	Measure G: Library	2205	Classified Support Salaries	7469	Library Technician	0.85	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Schools schedule and advise all teachers of the summer professional development opportunities.	112-21
Noon Supervisor	$16,282	One-Time COVID Funding	2905	Other Classified Salaries	9012	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Training for Recess Supervision staff for recess games to build community and prevent conflict	112-22
Noon Supervisor	$25,500	LCFF Supplemental	2905	Other Classified Salaries	4898	Noon Supervisor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Growth of One Year or More	Provide small group literacy instruction TK-8th based on Shefelbine's framework	112-23

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 112   **School:** Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Office Supplies	$13,415	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	TK - 2: Explicit phonics and phonemic awareness instruction whole class, fluency practice. Alignment in K/1 classes of the phonemic awareness and phonics routines.	112-24
Prep/Enrichment Teacher	$5,459	LCFF Supplemental	1105	Certificated Teachers' Salaries	3356	Teacher Education Enhancement	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Teachers provide daily acess to complex texts	112-25
Prep/Enrichment Teacher	$21,691	LCFF Supplemental	1105	Certificated Teachers' Salaries	3372	Teacher Education Enhancement	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Teachers provide daily acess to complex texts	112-26
Prep/Enrichment Teacher	$86,765	Measure G1	1105	Certificated Teachers' Salaries	3372	Teacher Education Enhancement	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Schools provide opportunities for grade levels to meet and plan.	112-27
Refreshments	$870	Title I: Parent Participation	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement MS Advisory curriculum with fidelity across advisory spaces 1/week	112-28
Stipends for teachers (Dual Language)	$10,000	Comprehensive Support & Improvement (CSI) Grant	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Provide regular collaboration time to look at math standards, student work, assessments, data, and instruction. Math teachers meet to vertically align vocabulary and strategy implementation, as well as rigor.	112-29
Subsitutes	$20,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes		n/a			Staff Satisfaction with Professional Development	All teachers implement Tier I and Tier II RJ practices in their classroom. All support staff build relationship and solve conflict with an RJ lens	112-30
Substitute Teacher Incentive Plan (STIP) Teacher	$74,036	LCFF Supplemental	1105	Certificated Teachers' Salaries	8382	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Training for Recess Supervision staff for recess games to build community and prevent conflict	112-31

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 112   **School:** Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Substitute Teacher Incentive Plan (STIP) Teacher	$15,146	LCFF Supplemental	1105	Certificated Teachers' Salaries	4015	STIP Teacher	0.20	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	All teachers implement Tier I and Tier II RJ practices in their classroom. All support staff build relationship and solve conflict with an RJ lens	112-32
Substitute Teacher Incentive Plan (STIP) Teacher	$60,586	Title I: Basic	1105	Certificated Teachers' Salaries	4015	STIP Teacher	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	School provides opportunities and coverage for walkthroughs and observations.	112-33
Supplies	$4,804	Measure G1	4310	School Office Supplies	n/a			Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	PD and Cycle of Inquiry for all ELA/SLA teachers K-8 on Juicy Sentences, including Learning Walks and pre/post walk throughs	112-34
Teacher	$10,584	LCFF Supplemental	1105	Certificated Teachers' Salaries	9983	Teacher, Structured English Immersion	0.10	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers backwards planning using ELA and D-ELD Curriculum and pacing guide	112-35
Teacher	$98,396	LCFF Supplemental	1105	Certificated Teachers' Salaries	3419	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Support parents of English Learners and Spanish learners with workshops and resources for their students	112-36
Tech Licenses	$10,000	LCFF Supplemental	5846	Licensing Agreements	n/a			Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Support parents of English Learners and Spanish learners with workshops and resources for their students	112-37
Unallocated	$10,000	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a			Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	- Partner with Safe Passages for VISTA volunteer to support family engagement - Provide English / Spanish classes for parents to support language acquistion	112-38
VISTA Positions (Family) - Safe Passages	$20,000	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a			Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Support parents of English Learners and Spanish learners with workshops and resources for their students	112-39

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 112   **School:** Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
After School Program Contract	$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	- Partner with Safe Passages for VISTA volunteer to support family engagement - Provide English / Spanish classes for parents to support language acquistion	112-40
After School Program Contract	$152,147	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	Teachers backwards planning using ELA and D-ELD Curriculum and pacing guide	112-41

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.

Greenleaf TK-8

**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:

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights.
- We support all our parents through regular meetings that encompass all the data and curricular needs of our students. The meetings go from the whole school level to the one on one level depending on what our families need.
- Parent leader meetings with leadership.

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:

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights.
- Parent leader meetings with leadership.

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, the rights of parents involved, and to distribute the School Parent and Family Engagement Policy.

Greenleaf will convene an annual Title I meeting to perform the following:

1. Inform parents of their schools participation in the title I Program
2. Explain the requirements of the Title I Program
3. Explain the parents' rights to be involved in an organized, ongoing and timely way, in the planning review and improvement of its Title I Program.
4. The parents right to participate in the development of the Districts Title I plan.

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

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:
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights.
- Parent leader meetings with leadership.

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:
- Sending home report cards in home language, sending talking points text messages in home languages
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.
- Parent leader meetings with leadership that have TRANSLATION for Spanish speaking families.
- Translate documents for sending home or for meetings.
- Reach out to the Central District for translation supports for students whose families speak languages other than Spanish.

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:
- Greenleaf has a parent room leader structure in which each class nominates and has a parent room leader who helps reach out to other parents to support with workshops, field trips, other volunteer opportunities.

- Greenleaf has a parent leader meeting once a month on Fridays to discuss volunteer opportunities.

- Greenleaf has a parent leader room where Parents gather to discuss other volunteer opportunities.

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:

- Greenleaf holds parent workshops at least 2-3 times a year, some grade-levels monthly, to support parents learning at-home strategies and materials to support learning.

- Teachers send home materials for parents to use such as online portal access (like RAZ kids), books, flashcards, etc. to support learning.

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:
- Greenleaf holds trainings for parents at a needs-basis when needs are lifted up.
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.

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:
- We hold SSC at a regular time in the afternoons monthly and a parent leader meeting at a regular time in the afternoon to give parents an opportunity to choose a time that works better for them.

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:
- Sharing the policy at Back to School Night for Feedback.
- Asking for other engagement ideas or opportunities.
- Asking Parent leaders for feedback at parent leader meetings.
- Asking SSC for feedback at SSC meetings.

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:
- We make sure all students have flyers in multiple languages that advertise the SSC meetings and all school events. We also hold our SSC meetings at the same time and place regularly.
- We hold meetings in handicap accessible locations.
- We have translation for meetings.

The school provides support for parent and family engagement activities requested by parents by:
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.

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:

- Greenleaf has a parent leader meeting once a month on Fridays to also discuss volunteer opportunities.

- Greenleaf has a parent leader room where Parents gather to discuss other volunteer opportunities.

Adoption
This policy was adopted by Greenleaf Tk-8 on Monday, September 9th and will be in effect for the period of August 9th, 2021 through May 28, 2022.

The school will distribute this policy to all parents on or before September 30, 2021.

Name of Principal   **Signature of Principal**

Título I, Parte A Política de participación escolar de padres y familias

Todas las escuelas de Título I desarrollarán conjuntamente una política escrita de participación de padres y familias con aportaciones y distribución de todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de padres y familiares del Título I, Parte A

Greenleaf Tk-8

acuerda implementar las siguientes prácticas de compromiso, de acuerdo con los Estándares del Distrito Escolar Unificado de Oakland para una participación familiar significativa:

OUSD Estándar de participación familiar 1: Programa de educación para padres / cuidadores

Las familias reciben apoyo con habilidades de crianza de los hijos, comprensión del desarrollo del niño y el adolescente y establecimiento de condiciones en el hogar que apoyan a los niños como estudiantes en cada edad y nivel de grado.

La escuela brinda asistencia a los padres para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos mediante:

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de reportes de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela.
- Apoyamos a todos nuestros padres a través de reuniones periódicas que abarcan todos los datos y las necesidades curriculares de nuestros estudiantes. Las reuniones van desde el nivel de toda la escuela al nivel individual dependiendo de lo que necesiten nuestras familias.
- Reuniones de padres líderes con administración.

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al realizar:

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela.
- Reuniones de padres líderes con administración.

OUSD Family Engagement Standard 2: Comunicación con padres y cuidadores

Las familias y el personal escolar participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.

La escuela se comunica con las familias sobre la Política de participación de los padres y la familia de la escuela mediante:

- Convocar una reunión anual, en un momento conveniente, a la que todos los padres serán invitados y alentados a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.

Greenleaf convocará una reunión anual de Título I para realizar lo siguiente:

1. Informar a los padres de la participación de sus escuelas en el Programa de Título I
2. Explicar los requisitos del Programa Título I
3. Explicar los derechos de los padres a participar de manera organizada, continua y oportuna, en la revisión de la planificación y la mejora de su Programa de Título I.
4. El derecho de los padres a participar en el desarrollo del plan Título I del Distrito:

La escuela se comunica a las familias sobre el Título I, programa Parte A mediante:

- Convocar una reunión anual, en un momento conveniente, a la que todos los padres serán invitados y alentados a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.

La escuela se comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del alumno y los niveles de competencia que se espera que los alumnos cumplan:

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas toda la escuela.
- Reuniones de padres líderes con administración.

La escuela distribuye información relacionada con los programas escolares y de padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entienden a través de:

- Enviar boletas de calificaciones en el idioma del hogar, enviar mensajes de texto a través de la app Talking Points en los idiomas del hogar
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.
- Reuniones de padres líderes con líderes que tienen TRADUCCIÓN para familias de habla hispana**.**

OUSD Family Engagement Standard 3: Programa de voluntariado para padres

Las familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela ofrece oportunidades para que las familias se ofrezcan como voluntarios en las aulas y otras actividades escolares al:

- Greenleaf tener una estructura para una junta de padres líderes en la que cada clase nomina y tiene un líder de sala de padres que ayuda a comunicarse con otros padres para apoyarlos con talleres, excursiones y otras oportunidades de voluntariado.
- Greenleaf tiene una reunión de padres líderes una vez al mes los viernes para discutir también las oportunidades de voluntariado.
- Greenleaf tiene una junta de padres líderes donde los padres se reúnen para discutir otras oportunidades de voluntariado.

OUSD Family Engagement Standard 4: Aprendizaje en el hogar

Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas tareas y otras actividades y decisiones relacionadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:

- Greenleaf organiza talleres para padres al menos 2-3 veces al año, algunos niveles de grado mensualmente, para apoyar a los padres aprendiendo estrategias y materiales en el hogar para apoyar el aprendizaje.

- Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (como RAZ kids), libros, tarjetas, etc. para apoyar el aprendizaje.

OUSD Family Engagement Standard 5: Poder compartido y toma de decisiones

Las familias y el personal de la escuela son socios iguales en las decisiones que afectan a los niños y las familias, y juntos informan, influyen y crean políticas, prácticas y programas.

Con la asistencia de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales mediante:

- Greenleaf ofrece capacitaciones para padres basado en las necesidades cuando las estas se encuentran.
- Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
- Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.

La escuela ofrece oportunidades para reuniones regulares con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos al:

- Celebrar el SSC en un horario regular por las tardes mensualmente y una reunión de padres y líderes en un horario regular por las mañanas para darles a los padres la oportunidad de elegir un horario que les funcione mejor.

La escuela involucra a los padres de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas de Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela mediante:

- Compartir la política en la Noche de Regreso a la Escuela para recibir comentarios.
- Solicitar otras ideas u oportunidades de compromiso.
- Pidiendo comentarios a los padres líderes en la reunión de padres líderes.
- Pidiendo comentarios al SSC en la reunión del SSC.

La escuela ofrece oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, mediante:

- Asegurarnos que todos los estudiantes tengan volantes en varios idiomas que anuncien las reuniones de SSC y todos los eventos escolares. También celebramos nuestras reuniones de SSC al mismo tiempo y lugar regularmente.

- Celebramos reuniones en lugares accesibles para discapacitados.
- Tenemos traducción para reuniones.

La escuela brinda apoyo para las actividades de participación de padres y familias solicitadas por los padres por:

- Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
- Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.

OUSD Family Engagement Standard 6: Colaboración comunitaria y recursos

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como los centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos mediante:

- Greenleaf tiene una reunión de padres líderes una vez al mes los viernes para discutir también las oportunidades de voluntariado.
- Greenleaf tiene una junta de padres líderes donde los padres se reúnen para discutir otras oportunidades de voluntariado.

Adopción

Esta política fue adoptada por Greenleaf Tk-8 el lunes 9 de septiembre y estará vigente durante el período del 12 de agosto de 2019 al 28 de mayo de 2020.

La escuela distribuirá esta política a todos los padres el 30 de septiembre de 2020 o antes.

Nombre del director   **Firma de la directora**

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent Compact

Greenleaf Tk-8

2021 - 2022

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 2021 - 2022 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.**

2020-2021 Focus High Leverage Instructional Strategies
- **Strong Tier 1 SEL spaces centered in relationship and restorative justice in a digital environment**
- **Access to grade level instruction at a distance, Horizontal and vertical aligned culturally responsive curriculum**
- **Structured literacy from TK to 8th grade, based on science of reading**
- **Build staff capacity for high quality distance learning**

2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking 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.

- Greenleaf Middle School teachers send home mid-marking period progress reports for students as well as Marking Period Report cards to share progress.
- Parents and Families participate in conferences to review elementary and middle school report cards and understand students' pr

4) Provide parents reasonable access to staff.
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights.
- Parent leader meetings with leadership.

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.

- Greenleaf has a parent room leader structure in which each class nominates and has a parent room leader who helps reach out to other parents to support with workshops, field trips, other volunteer opportunities.
- Greenleaf has a parent leader meeting once a month on Fridays to also discuss volunteer opportunities.
- Greenleaf has a parent leader room where Parents gather to discuss other volunteer opportunities.

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

- Greenleaf holds parent workshops at least 2-3 times a year, some grade-levels monthly, to support parents learning at-home strategies and materials to support learning.
- Teachers send home materials for parents to use such as online portal access (like RAZ kids), books, flashcards, etc. to support learning.
- Parent-teacher conferences to outline goals and action plans.

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.

- Engaging parents/families in the planning process for parent/family workshops.

- Asking parents and parent leaders to share needs/requests and parent leader meeting.

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.**
- Sending talking points text messages in home languages to which parents can respond
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.
- Parent leader meetings and SSC meetings with leadership that have TRANSLATION for Spanish speaking families.
- Translate documents for sending home or for meetings.
- Reach out to the Central District for translation supports for students whose families speak languages other than Spanish.

Teacher Responsibilities

- Communicate clear expectations for performance to both students and parents.
- Reinforce expectations and policies communicated in the Handbook.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Contact parents/families with students' progress and needs.

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.
- Promote positive use of my child's extracurricular time by supporting homework completion and structuring their after school time.
- Read the Greenleaf handbook and sign the contract for supporting students.
- Support strong attendance at school.
- Send child to school everyday in a clean uniform
- I will provide a quiet place where my child will complete his/her homework. We will check to see that our child completes his/her homework every night.
- I will actively participate in the school community voicing my opinion and working together with other families and school community members to create the best learning environment for my child

This Compact was adopted by Greenleaf Tk-8 on September 9th, 2021 and will be in effect for the period of August 9, 2021 to May 28th, 2022.

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 30, 2021.

Moyra Contreras   November 5, 2021

Signature of Principal   **Date**

Pacto Escuela-Padres
Greenleaf Tk-8
2020-2021

Este Pacto Escuela-Padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.

Este Pacto Escuela-Padres está vigente para el año escolar 2019-20.

Responsabilidades de la escuela
La escuela acuerda llevar a cabo las siguientes responsabilidades lo mejor que pueda:

1. **Proporcionar currículo e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.**

20-21 Estrategias educativas
- Espacios de SEL de nivel 1 sólidos centrados en las relaciones y la justicia restaurativa en un entorno digital
- Acceso a instrucción de nivel de grado a distancia, plan de estudios culturalmente sensible alineado horizontal y verticalmente
- Alfabetización estructurada desde TK hasta el octavo grado, basada en la ciencia de la lectura
- Desarrollar la capacidad del personal para el aprendizaje a distancia de alta calidad

2. **Organizar conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.**
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.

3. **Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.**
- Los maestros de la Escuela Greenleaf envían a casa informes de progreso del período de calificación media para los estudiantes, así como tarjetas de calificaciones del período de calificación para compartir el progreso.
- Los padres y las familias participan en conferencias para revisar las boletas de calificaciones de la escuela primaria y secundaria y comprender.

4. **Proporcionar a los padres acceso razonable al personal.**
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela.
- Reuniones de padres líderes con administración.

5. **Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.**
- Greenleaf tiene una estructura de líder de sala de padres en la que cada clase nomina y tiene un líder de sala de padres que ayuda a comunicarse con otros padres para apoyarlos con talleres, excursiones y otras oportunidades de voluntariado.
- Greenleaf tiene una reunión de padres líderes una vez al mes (los viernes) para discutir también las oportunidades de voluntariado.
- Greenleaf tiene una sala de padres líderes donde los padres se reúnen para discutir otras oportunidades de voluntariado.

6. **Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**
- Greenleaf organiza talleres para padres al menos 2-3 veces al año, algunos niveles de grado mensualmente, para apoyar a los padres aprendiendo estrategias y materiales en el hogar para apoyar el aprendizaje.
- Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (como RAZ), libros, tarjetas, etc. para apoyar el aprendizaje.
- Conferencias de padres y maestros para delinear metas y planes de acción.

7. **Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales.**
- Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
- Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.

8. **Asegurar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**
   - Enviar mensajes de texto de Talking Points en los idiomas del hogar a los que los padres pueden responder.
   - Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.
   - Reuniones de padres líderes y reuniones de SSC con liderazgo que tienen TRADUCCIÓN para familias de habla hispana.

Responsabilidades del maestro
   - Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
   - Reforzar las expectativas y políticas comunicadas en el Manual.
   - Esforzarse por abordar las necesidades individuales del estudiante.
   - Proporcionar un ambiente de aprendizaje seguro, positivo y saludable.
   - Contactar a los padres / familias con el progreso y las necesidades de los estudiantes.

Responsabilidades de los padres
Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:
   - Voluntariando en el aula de mi hijo si es posible.
   - Participando en decisiones relacionadas con la educación de mi hijo.
   - Promoviendo el uso positivo del tiempo extracurricular de mi hijo apoyando la finalización de la tarea y estructurando su tiempo extracurricular.
   - Leyendo el manual de Greenleaf y firmando el contrato para apoyar a los estudiantes.
   - Apoyando la asistencia a la escuela.
   - Enviando al niño a la escuela todos los días con un uniforme limpio.
   - Proporcionaré un lugar tranquilo donde mi hijo completará su tarea. Verificaremos que nuestro hijo complete su tarea todas las noches.
   - Participaré activamente en la comunidad escolar expresando mi opinión y trabajando junto con otras familias y miembros de la comunidad escolar para crear el mejor ambiente de aprendizaje para mi hijo

Greenleaf Tk-8 adoptó este Pacto el 9 de septiembre de 2021 y tendrá vigencia durante el período del 12 de agosto de 2021 al 28 de mayo de 2022.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A, el 30 de septiembre de 2021.

Moyra Contreras   *5 de noviembre, 2021*
Firma del director   **Fecha**

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Greenleaf ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	Janeth Lara
Vice Chairperson:	Paola Perez
Secretary:	Vanessa Lusa

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?)
Annika Rudback	☑	☐	☐	☐	
Marcela Garcia Castanon	☐	☐	☐	☑	**1st**
Vanessa Lusa	☐	☑	☐	☐	**2nd**
Mariah Sparks	☐	☐	☑	☐	**2nd**
Perry Siniard	☐	☑	☐	☐	**2nd**
Paola Perez	☐	☐	☐	☑	**1st**
Petra Jimenez	☐	☐	☐	☑	**1st**
Janeth Lara	☐	☐	☐	☑	**1st**
Alejandra Gonzalez	☐	☐	☐	☑	**2nd**
Robert Laguna	☐	☑	☐	☐	**1st**
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	3rd Tuesdays, 4 pm

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