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Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 24, 2020
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School



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

2019-2020 School Plan for Student Achievement (SPSA)

School: Greenleaf Elementary School
CDS Code: 1612590115618
Principal: Romy Trigg-Smith
Date of this revision: 4/11/2019

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: Romy Trigg-Smith
Address: 6328 East 17th Street
Oakland, CA 94621

Position: Principal
Telephone: 510-636-1400
Email: romy.trigg-smith@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/11/2019
The District Governing Board approved this revision of the SPSA on: 6/24/2020*

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Greenleaf Elementary School

Site Number: 112

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

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

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

Date(s) plan was approved: April 11th, 2019

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

<p><u>Romy Trigg-Smith</u> Principal</p>	<p><u>Romy Trigg-Smith</u> Signature</p>	<p><u>4/11/2019</u> Date</p>
<p><u>Alexandra Gonzalez</u> SSC Chairperson</p>	<p><u>Alexandra Gonzalez</u> Signature</p>	<p><u>4.11.2019.</u> Date</p>
<p><u>[Signature]</u> Network Superintendent</p>	<p><u>Monica Thomas</u> Signature</p>	<p><u>4/11/2019</u> Date</p>
<p><u>[Signature]</u> Officer, State and Federal Programs</p>	<p><u>Lisa Spielman</u> Signature</p>	<p><u>11/4/2019</u> Date</p>

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
November SSC	SSC & SELLS Combined	Needs assessment, Review of KPIs and data to inform the the priorities for next school year, Parents, teachers and community identified the ROOT CAUSES for strengths and areas of growth from the data
December SSC (12/7/2018)	SSC & SELLS Combined	Needs assessment, Review of KPIs and data to inform the the priorities for next school year, Parents, teachers and community identified the areas of growth from the data
January SSC (1/17/2019)	SSC & SELLS Combined	Shared SPSA priorities and funding aligned to priorities, used information to discuss Title 1 Funds and approved the use of funds towards Literacy Coach and Interventionist
12/18/2019	ILT	Shared SPSA priorities, currently funded program and discussed options, cuts, and alternatives based on priorities
1/23/2019	Whole Staff	Sent Program/Budget Prioritization survey to all staff for input on priorities and open comments
2/8/2019	Parent Leader Meeting	Discussion of Measure G1 expenditures in alignment with priorities and goals, Review Measure G1 rubric assessments and brainstormed new ideas
2/11/2019	CLT	Discussion of Measure G1 expenditures in alignment with priorities and goals, Review Measure G1 rubric assessments and brainstormed new ideas

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$370,074.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$878,061.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$219,108.00	\$219,108.00	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$85,120.00	\$85,120.00
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,301.00	\$5,301.00	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$558,000.00	\$558,000.00
21st Century Community Learning Centers (Title IV #4124)	\$145,665.00	\$145,665.00	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$100,000.00	\$100,000.00
Comprehensive Support and Improvement (CSI #3182)	\$0.00	\$0.00	After School Education and Safety Program (ASES #6010)	\$133,169.40	\$133,169.40
School Improvement Grant (SIG #3180)	\$0.00	\$0.00	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	\$0.00
			Measure G (Measure G #9334)	\$30,373.00	\$30,373.00
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$76,998.00	\$76,998.00
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	\$0.00
SUBTOTAL OF FEDERAL FUNDING:	\$370,074.00	\$370,074.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$983,660.40	\$983,660.40

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,353,734.40
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	\$1,353,734.40

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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 17-18, we also started our Dual Language Program in Kinder, and this current year in 1st grade, it will grow one grade level a year.

Our z-score has jumped from 5 to a 6, indicating that we are a high need, under resourced community.

We have been an early exit bilingual school, transitioning fully to all English-Only classes in 3rd grade before launching our transition into a Dual Language school. Our budding scholars and leaders draw motivation and inspiration from a truly engaged support network of teachers, family members, and community partners.

Our current student population is 82% Latino and 15% African American and a growing number of students from Southeast Asian and the Middle East. 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. 97% of our students identify as low income. Our students have significant social and emotional needs, stemming from indirect and direct trauma they have experienced.

Romy Trigg-Smith, our current principal, started at Greenleaf as an Assistant Principal in 2015-16, and moved on to the principal role in 2016-17.

Our current staff experience is a balance of 25% with 10 or more years, 25% with 5 to 10 years, 25% with 3 to 5 years, and 25% with 0 to 2 years.

We have had three milestone events that have made us confident that we can be agents of change for our community:

- Having the first generation of Greenleaf 8th grade graduates, currently going to graduate our 5th cohort of 8th graders this current school year
- Undergoing a school building renovation with high quality facilities as part of a 40 million capital investment project
- Gaining the opportunity to move from an Early Exit Bilingual School to a Dual Language School

We have observed the upcoming trends and needs in education that support our case on becoming a dual language school:

- Observing college and career readiness of students in a biliterate high school
- SEL needs
- Transition from functional bilingual to successful Dual Language
- Successful Dual Language School observations

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 Principles of Learning: 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 Principles of Learning: 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

Reflective and continuous improvement and not just allowing status quo but developing new strategies and ideas	Collaboration structures, Cycles of Inquiry ground in data, reflection and action planning, Professional development allowing for innovation
Conflict from the yard and referrals/suspensions reduced	Consistency in implementing PBIS principles, reinforcing with Beleaf tickets, messaging whole school and in class expectations for in class and out of class spaces; retention and continuity of leadership team
Improvements in Literacy - Really great progress in ELA SBAC (especially in Middle school over years)	Regular progress monitoring of literacy data with literacy coach and teachers, reflection on standards-based assessments (IABs, Performance tasks, HWTs, etc.) and revision of curriculum based on standards; Teacher RETENTION in certain grade-levels
Middle School student support strengthened, better communication to parents about Middle School student needs	Stronger middle school team dynamic and follow up from leadership
Increase in reclassification rates from 16-17 to 17-18	Increased staff understanding about how to reclassify students and the importance in doing so; Professional development space for unpacking ELPAC (in the past CELDT) and using the process to inform
Parent workshops and parent engagement (Parent-teacher home visits)	Time during PD and collaboration to focus on planning for parent workshops and organizing home visits, minimum days for homevisits, support with translation
Priority Challenges	Root Causes of Challenges
Math achievement relative to ELA is a weakness in general (current 18-19 need/priority - middle school math achievement)	Lack of strong standards-based curriculum to drive math instruction K-5; teacher turnover in math department in Middle School and brand new teachers struggling with curriculum and management
African American, Pacific Islander, and Arabic Speaking parent partnership needs to be stronger and differentiated	Attempts to engage our AA parents have not hit the mark; Need Arabic speaking translator; differentiate approaches for different
Continue to consider the needs for our Dual Language Expansion	Our Dual Language expansion is only in Kinder and 1st grade so it is still in the process of roll out and we have had a hard time retaining our bilingual educators
Need to bolster the achievement of our subgroups (ELLs, Students with disabilities, AA students)	Need for additional intervention and differentiated support and teacher craft for tier 2 and tier 3 strategies
Support of Newcomers when they are new to the school and country and how we support teachers with that (not just intervention but in class supports for teachers)	Lack of district guidance around Newcomer support and limited school resources
SEL supports outside of class and Structured Recess to support stronger relationships and conduct (e.g. Playworks)	Playworks didn't have anymore recess coaches; need more SEL pd and training for support staff

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal: Greenleaf will improve culture and climate across campus by improving connectedness, reducing suspensions and reducing our chronic absenteeism for our African American students.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	72.48%	80.00%	82.00%
Suspensions	African-American Students	-2pp	1.45%	1.40%	0.00%
Suspensions	Students with Disabilities	-2pp	0.00%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	34.55%	30.00%	20.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: Greenleaf students will improve their literacy achievement on all claims of the SBAC ELA assessment.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-28.5	-13.5	-5
ELA SBAC	Students with Disabilities	+20 points DF3	-116.9	-96.9	-75
ELA SBAC	English Learners	+20 points DF3	-80.6	-60.6	-40.6

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: Greenleaf students will improve their math achievement on the Math SBAC assessment.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-58.2	-43.2	-30
Math SBAC	Students with Disabilities	+20 points DF3	-124.3	-104.3	-84
Math SBAC	English Learners	+20 points DF3	-94.9	-74.9	-54.9

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: Greenleaf will increase our reclassification rates to support English Language Learner achievement.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	23.75%	30.00%	35.00%
LTEL Reclassification	Long-Term English Learners	25%	28.07%	38.60%	50.00%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: Greenleaf will improve reading achievement across the campus by focusing on complex text and SRI as well as early literacy achievement of Kinder and 1st graders.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	52.70%	57.00%	62.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	41.13%	34.00%	30.00%
K at or above Benchmark	All Kindergarten Students	+5pp	54.29%	59.29%	65.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	61.33%	66.33%	71.00%

1D: IDENTIFIED NEED

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

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

1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

School: Greenleaf Elementary School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Rigorous Academics Achieved through Small Group interventions, scaffolding and differentiation based on strong STANDARDS-BASED DDI to support Reading and Language development			
June 2021 Language & Literacy Goal:		<p>By 2021, 67% of students 3-8 score proficient on ELA SBAC.</p> <p>By 2021, 80% of our 8th graders score proficient on ELA SBAC and at/above on SRI.</p> <p>By 2021, 100% of our 8th graders are reclassified.</p>			
Theory of Action for Language & Literacy:		<p>If we continue a focus on strong data analysis practices, but really SHIFT TO FOCUS ON STANDARDS in this analysis, we will identify the root causes for students struggling, we will develop differentiation, scaffolds, and small group intervention plans that support the academic achievement of our subgroups.</p> <p>In K-1 (as students move through our Dual Language program), if we take into consideration students' language needs while analyzing data for our different language populations in order to differentiate and scaffold for language needs, students will have the supports needed for language and literacy acquisition that will support a foundation for ELA SBAC growth in the future.</p>			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA		All Students		35.0%	39.60%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We implemented our standards based data analysis in alignment with our plan, including a focus for this in our COI and PLC spaces as well as creating Coach supported Data conferences.					
What evidence do you see that your practices are effective?					
Our students SRI scores are currently higher than they were at this time last year and we have some evidence from IABs that we are progressing towards our EOY ELA SBAC goal, especially in 8th and 5th grade.					
What are some possible implications for your 2019-20 SPSA?					
Continue to analyze the alignment of our 3-5th grade literacy curriculum to standards and modify curriculum based on alignment or lack thereof. Consider using the Engage curriculum as a way to infuse more complex text instruction, text-based writing, and rigorous academic discussion comparable to what is done in our middle school classes.					

18-19 Standards-Based Instruction Priority:	Continue to Revise Scope & Sequence/Unit Plans, Summative, Interim, AND FORMATIVE Assessments to Support Stronger Instruction while focusing on TASK through Lesson Planning		
June 2021 Standards-Based Instruction Goal:	<p>By June 2021, Greenleaf will have a solidified standards-based scope & sequence (long term plans), unit plans, revised Interims and Summatives in all grade-levels for ELA (Reading/Writing) and Math, to drive the instruction in the building to high standards.</p> <p>By June 2021, Greenleaf will have improved SBAC Math proficiency by 30% (of students at/above).</p> <p>By June 2021, Greenleaf will have improved SBAC Math proficiency of 3-5 ELLs by 20% from current proficiency to 30%.</p> <p>By June 2021, 100% of classrooms will reflect TASKS aligned to grade-level standards including high-levels of TALK and/or engagement w/ TEXT (as measured by Instructional Core walk-throughs).</p> <p>By June 2021, Greenleaf will have developed a K-4 Dual Language curriculum that builds off of strong UbD unit planning and summative revision.</p>		
Theory of Action for Standards-Based Instruction:	<p>By enhancing our planning and assessment practices, through the design and revision of standards-aligned unit and lesson plans as well as SBAC-aligned summative, interim AND FORMATIVE ASSESSMENT, we will improve the academic achievement of all of our students and our subgroups</p> <p>By exposing students to rigorous TASKS that push them to engage in TALK (strong academic discussion) and provide exposure to rich TEXT, students learning experiences improve and their mastery of skills and standards follows.</p> <p>By applying strong formative assessment and Data-driven instructional practices, teachers closely monitor students' progress and standards' mastery and are able to revise instruction to support student improvement.</p> <p>By teachers defining Instructional Norms, and 3 to 5 CORE Instructional levers to focus on developing, teachers build agency around improving their own practices and providing stronger learning experiences.</p>		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	English Learners	15.0%	3.20%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			

We did receive a Salesforce Grant after completing our SPSA last year that helped us to staff an additional TSA to focus on supporting Middle School math, especially as this a department in which our teachers have turned over and we feel less stability. We have implemented our pilot of a more standards based curriculum and will continue to analyze the impact of this pilot.

What evidence do you see that your practices are effective?

We see growth in 3rd and 4th grade standards based achievement based on the first Math IAB taken this year.

What are some possible implications for your 2019-20 SPSA?

We are considering how to add more MTSS for math across the school and get an interventionist to support students who are far below or struggling in math. We need to have strong Standards-Based curriculum resource for all subjects and grade-levels that promotes standards-based instruction AND formative/summative assesment.

<p>18-19 Conditions for Student & Adult Learning Priority:</p>	<p>Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.</p>
<p>June 2021 Conditions for Student & Adult Learning Goal:</p>	<p>By 2021, Students will be able to internalize the Principles of Being and Principles of Learning, demonstrate these daily, and express why they are important on CULTure/RJ survey.</p> <p>By 2021, INCREASE of students reporting that they feel part of their school "All of the time" or "Most of the time" each year as measured by the CHKS.</p> <p>By 2021, INCREASE Middle School CHKS student metric to 90% or higher.</p> <p>Decrease in referrals each year by 10%.</p> <p>Reduction of In-School AND Out of School Suspensions for African American subgroup.</p> <p>Consistent Parent Room Leader Structure in place and used for engagement and workshops (which means at least 1-2 parent leaders identified per class each year).</p>

<p>Theory of Action for Conditions for Student & Adult Learning:</p>	<p>By continuing a focus on building out our SEL curriculum by further incorporating Restorative Justice, our PBIS principles, and our MS advisory practices, we will increase the number of students who feel supported and deeply committed to our community.</p> <p>By training and supporting teachers to implement strong SEL practices, we will support the social and emotional development of our students, especially low-income students and Foster youth, and further develop trust in each other.</p> <p>Cultural flexibility, empathy, and a strong sense of identity are essential in the success of Dual Language program. If students all internalize these principles they will be developing SEL skills that help them build relationships, develop empathy, invest in their community, and embrace each other's differences.</p> <p>In launching a Dual Language program, retaining teachers becomes even more critical as strong bilingual teachers are more challenging to hire. In addition, if we have a stronger retention rate we will be able to achieve our goals in student gains and climate and culture because we aren't retraining teachers each year. We can build on teacher expertise.</p> <p>By having parents volunteer more on campus, they will better understand how they can provide additional support to their students and feel invested in the community. By being on campus more frequently, families have additional opportunities to learn about our achievement and cultural goals and reinforce our Principles of Learning and Principles of Being. If parents are on campus they can stay and participate in Workshops</p>		
<p>Student Performance Indicator:</p>	<p>Student Group:</p>	<p>17-18 EOY Target:</p>	<p>17-18 EOY Actual:</p>
<p>California Healthy Kids Survey</p>	<p>All Students</p>	<p>68.0%</p>	<p>72%</p>
<p>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>			
<p>We have continued to hold RJ professional development and trainings and align in practices across our building. We have also charged teachers with making RJ practices a part of their pedagogy and practice. Additionally, we have added Academic Mentors (through our Measure G1) funding to support middle school students in academics and SEL needs. Finally, we have continued to implement PBIS and reinforcement practices across our school.</p>			
<p>What evidence do you see that your practices are effective?</p>			
<p>More students sharing connectedness on our Culture/RJ survey given internally. Reduced number of conflicts from the yard and referrals.</p>			
<p>What are some possible implications for your 2019-20 SPSA?</p>			
<p>Consider how to bring back more SEL support and structure for Recess through Playworks. Continue to consider how to expand advisory practices and invest in a curriculum that will be age-appropriate for skill building in middle school. Dive more deeply into the Caring Schools Community resources.</p>			

18-19 Conditions for English Language Learners Priority:	Refine Designated and Integrated ELD by developing ELD scope and sequence for grade-level bands and understanding standards more deeply and consider an embedded year-long focus (e.g. ACADEMIC DISCUSSION)		
June 2021 Conditions for English Language Learners Goal:	<p>By 2021, have 100% of 8th graders reclassified.</p> <p>By 2021, have % fewer LTELs.</p> <p>By 2021, have 20% more ELLs scoring proficient on ELA SBAC in elementary and MS.</p> <p>By 2021, 20% more ELLs scoring at/above on SRI in elementary and MS.</p> <p>By 2021 25% of students will qualify to receive OUSD BILITERACY PATHWAY AWARD ELIGIBILITY CRITERIA</p>		
Theory of Action for Conditions for English Language Learners:	<p>By focusing on teachers deeply understanding the coherence and structure of ELD standards, we can support stronger planning in designated and integrated ELD spaces to support stronger ELD and therefore support additional students becoming reclassified.</p> <p>By maintaining the rigor of the standards-aligned curriculum to the Dual Language program with clear language allocation for each subject, we will provide strong Tier 1 instruction in our Dual Language program.</p> <p>We will also expand our current support for English Language Learners to include support for our Spanish learners.</p> <p>We will have clear language allocation for each subject and each unit across grade levels.</p> <p>Content taught in Spanish will include Spanish as a Second Language differentiation, and content taught in English will include English Language Development differentiation.</p>		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	English Learners	57 students	80
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
<p>We have continued to have our Literacy Coach and Dual Language & Curriculum coordinator support improvement of ELD practices across our campus through designated and Integrated ELD trainings (e.g. GLAD, transferability PD, vocabulary PD, etc.). We have held sessions to unpack ELPAC and review the reclassification procedures. We have an interventionist conducting ELD intervention daily for students.</p>			
What evidence do you see that your practices are effective?			
<p>Increased reclassification rates year on year since 16-17, which a total of 80 students reclassified in 17-18.</p>			
What are some possible implications for your 2019-20 SPSA?			

Considering how to expand ELD intervention and newcomer support through a full-time ELD interventionist or some other means. Spend time devoted to refining curriculum and instruction in our designated ELD spaces. Reflect on the implementation of our transformation plan for our Dual Language program.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

No significant departures, but we received some additional funds to put towards tech and books.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Greenleaf Elementary School

School ID: 112

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.
School Theory of Action:	<p>By continuing a focus on building out our SEL curriculum by further incorporating Restorative Justice, our PBIS principles, and our MS advisory practices, we will increase the number of students who feel supported and deeply committed to our community.</p> <p>By training and supporting teachers to implement strong SEL practices, we will support the social and emotional development of our students, especially low-income students and Foster youth, and further develop trust in each other.</p> <p>Cultural flexibility, empathy, and a strong sense of identity are essential in the success of Dual Language program. If students all internalize these principles they will be developing SEL skills that help them build relationships, develop empathy, invest in their community, and embrace each other's differences.</p> <p>In launching a Dual Language program, retaining teachers becomes even more critical as strong bilingual teachers are more challenging to hire. In addition, if we have a stronger retention rate we will be able to achieve our goals in student gains and climate and culture because we aren't retraining teachers each year. We can build on teacher expertise.</p> <p>By having parents volunteer more on campus, they will better understand how they can provide additional support to their students and feel invested in the community. By being on campus more frequently, families have additional opportunities to learn about our achievement and cultural goals and reinforce our Principles of Learning and Principles of Being. If parents are on campus they can stay and participate in Workshops</p>
Related School Goal(s):	Greenleaf will improve culture and climate across campus by improving connectedness, reducing suspensions and reducing our chronic absenteeism for our African American students.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
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1-1	Make PBIS strategies more consistent	<p>Create a menu of activities or lesson plans for teachers for each of the Principles they can use in class.</p> <p>Develop a reward system that is easy to follow and requires little prep on the side of the teacher.</p> <p>Students will create their own PBIS matrices at the beginning of the year, indicating what the POB and POL should look and sound like at school.</p> <p>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.</p>	<p>Teachers will be teaching lessons/conducting activities aligned to principles from our BANK of ACTIVITIES/LESSONS</p> <p>Students will express understanding of all principles and why they are important</p> <p>Students will follow expectations in all spaces of the school</p>
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1-2	Further build out our current Advisory system in the middle school to develop additional student leadership opportunities and a peer mediation program	<p>Continue to refine the structure and curriculum for advisory based on Long Term Scope and Sequence. Creating a list of skills to be covered in advisory throughout the year that include POL & POB</p> <p>Create a student leader mentoring program. Build out a structure for student mentors to support our younger students as peer mediators</p> <p>Develop our Student Leaders as Junior Coaches for our younger students</p> <p>Provide check-in, check-out and small group or one-on-one support from caring adults to help students, especially students in high need subgroups such as low-performing students, newcomer students, foster youth or homeless students, disabled students, receive targeted support and assistance to meet their academic and SEL growth goals</p>	MS students will report stronger satisfaction as measured by CHKS
1-3	Support strong Student Behavioral Support Plans	<p>Develop a COST meeting system focused on behavioral, emotional, social needs separate from Academic Needs</p> <p>Continue to hold PD or staff meetings explaining the SST process and supporting teachers holding SSTs for high need students</p> <p>Have RJ Coordinator, AP, Counselors, AND OTHER MS CULTURE SUPPORT person design and monitor the implementation of behavior contracts</p>	<p>Regular referrals for counseling or drafting of behavior support plans from Behavioral COST space</p> <p>Students on support plans reducing referrals or time spent out of class</p>

1-4	Continue to Define Restorative Practices at Greenleaf and implement these	<p>Build common understanding of what RJ means at Greenleaf and why we use the theory and practices as a model</p> <p>Provide training to teachers to support their abilities to hold RJ circles, conversations and build inclusive practices</p> <p>Develop a matrix of natural consequences to common infractions that support students reflecting on their harm on our community</p> <p>RJ coordinator continue holding group sessions with targeted groups to support reflection and investment (Latino boys, African-American males, African-American females, etc.)</p>	<p>Decrease in Referrals and Suspensions</p> <p>Increase in students reporting satisfaction based on CHKS survey</p>
1-5	Build institutional celebrations or events that generate positive student culture	<p>Continue use of Awards Assemblies to celebrate students demonstrating the Principles of Being and Principles of Learning</p> <p>Develop a milestone/capstone project or trip for each grade-level (currently 8th six flags, 5th dinner/dance, 4th Sacramento) and have teachers develop unit plans that incorporate the milestone/capstone projects to support all students and specifically meet the needs of Gifted and Talented students through this project-based work</p> <p>Continue partnership with K2C (Kindergarten to College) to build college going culture at Greenleaf</p>	<p>Increase in students reporting satisfaction based on CHKS survey</p>

1-6	Leveraging community partners to provide further support to high-need students such as low income students	<p>Continue partnership with EBAC to provide students with mental health services</p> <p>Continue partnership with Citizenschools, BACR, Upward Roots, Higher Gliffs, Temple Sinai, JCL to provide students with tutoring and enrichment opportunities and ensure that low-income students have access to these programs</p>	Increase in students reporting satisfaction based on CHKS survey
1-7	Leveraging community partners to provide further support to high-need students such as foster youth	Provide mental services and extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as Foster Youth	Increase in students accessing classroom spaces. Decrease in students getting sent on referrals.
1-8	Leveraging community partners to provide further support to high-need students such as homeless students	Provide mental services and extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as homeless students	Increase in students accessing classroom spaces. Decrease in students getting sent on referrals.

1-9	Develop coherent SEL practices across TK-8 aligned to RJ, PBIS, and Vision	<p>Create a bank of SEL resources that includes SEL lessons, activities, strategies, tools, etc</p> <p>Determine if we want to invest in additional training on our SEL curriculum, Caring School Communities, or adopt a different one (Toolbox or Second Step). Critically analyze the adoption of an Advisory curriculum,.</p> <p>Create Cycles of Inquiry around an SEL focus</p> <p>Provide strong self-awareness, self-management, relationship skills to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S. or Foster Youth "</p>	<p>Increase in students reporting satisfaction based on CHKS survey</p> <p>Time spent in classrooms focused on developing SEL</p>
1-10	Develop PRIDE and INVESTMENT in Middle School students through additional leadership opportunities	<p>Create space for a Middle School Peer Leadership group or Student Council/Student government</p> <p>Have this group suggest events/activities for increased engagement (e.g. staff v. student soccer game, dances, etc.)</p> <p>Refine internship practice or similar structure in which students OPT INTO activities based on interest</p> <p>Provide extra-curricular or enrichment opportunities for our MS students</p> <p>Lift up student voice through opportunities (e.g. T-shirt design competition, running assemblies, etc.)</p>	<p>Decrease in Referrals and Suspensions in Middle School</p> <p>Increase in MS students reporting satisfaction based on CHKS survey</p>

1-11	Define clear games and activities for choices during recess that make K-5 recess SAFE and JOYFUL	Partner with recess program that will structure choices for recess and support managing implementation of activities Supervisors and junior coaches support constructive conflict resolution and development of SEL skills	Decrease in conflicts from Recess and Referrals/Suspensions that result from the recess space
1-12	Expand and enhance our multi-cultural celebration events and projects	Embed multi-cultural celebration project planning throughout cycles or units Further incentive parent attendance at events to generate additional parent support Provide PBL training to teachers to develop stronger PBL units	Increased empathy and cultural awareness in students which will manifest in a decrease of student conflict and BULLYING incidents

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Continue to Revise Scope & Sequence/Unit Plans, Summative, Interim, AND FORMATIVE Assessments to Support Stronger Instruction while focusing on TASK through Lesson Planning
School Theory of Action:	<p>By enhancing our planning and assessment practices, through the design and revision of standards-aligned unit and lesson plans as well as SBAC-aligned summative, interim AND FORMATIVE ASSESSMENT, we will improve the academic achievement of all of our students and our subgroups</p> <p>By exposing students to rigorous TASKS that push them to engage in TALK (strong academic discussion) and provide exposure to rich TEXT, students learning experiences improve and their mastery of skills and standards follows.</p> <p>By applying strong formative assessment and Data-driven instructional practices, teachers closely monitor students' progress and standards' mastery and are able to revise instruction to support student improvement.</p> <p>By teachers defining Instructional Norms, and 3 to 5 CORE Instructional levers to focus on developing, teachers build agency around improving their own practices and providing stronger learning experiences.</p>
Related School Goal(s):	Greenleaf students will improve their math achievement on the Math SBAC assessment.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Continue to refine and revise standards-aligned unit plans using the UbD framework introduced in the 16-17 school year	Support the refining of scope and sequences and unit plans to ensure standard-driven planning Provide space during retreat for backwards mapping and revision	SBAC proficiencies will improve over time as students become more proficient on standards
2-2	Using OETF to support the development of strong lesson plans and tasks	Principal, Coaches will observe classroom instruction to provide feedback on task implementation Principal, Coaches will collect lesson plans to provide feedback on strength and standards-alignment	We will see more rigorous and more standards-aligned tasks as we focus on feedback around lesson planning and creating strong tasks
2-3	Continue creating and revising SBAC-aligned summative and interim assessments	Collaborate with ILT to develop a strong assessment calendar with critical consideration of the assessment tools used Vertically align the use of Illuminate for 3-8 as our standards-based summative/interim tool	Assessment tools will be much more aligned to SBAC and common core standards
2-4	Build out SBAC-aligned formative assessments through illuminate to align to standards and End of Unit assessments	Literacy and Math Coaches support development of formative assessments through illuminate and the data analysis following Support analysis of data during PLC collaboration	More frequent adjustment of standard-based instruction through formative assessment Teachers ability to share clearly about standards' mastery using formative and summative evidence

2-5	Continued focus on unpacking Common Core standards and understanding the Common Core Instructional Shifts and NGSS standards	<p>PD on literacy instructional norms (e.g. Workshop planning/execution, Guided Reading, Close Reading of Complex text, Explicit vocabulary instruction</p> <p>Observation and Feedback cycles to support the implementation of instructional norms</p> <p>Modeling lessons and strategies to build teacher practice</p> <p>Leading Cycles of Inquiry with teachers and supporting collaboration and planning in PLCs</p> <p>One on one check in meetings to set area of growth and develop professional practice</p>	SBAC and CAST proficiencies will improve over time as students become more proficient on standards
2-6	Teachers continue to norm and align on what makes a strong TASK and create and analyze tasks in ILT, PLC, and PD spaces	<p>PD provided on Instructional CORE and observing lesson videos to define task, rigor of task, complexity of text, opportunities for talk so teachers become more meta and reflective around TASK</p> <p>Provide spaces in ILT and PLCs for norming around strong TASKS and creating these</p> <p>Provide Observation and Feedback around TASK and co-planning opportunities for teachers and coaches to develop TASKS together</p>	<p>SBAC proficiencies will improve over time as teachers provide more standards-aligned and rigorous tasks</p> <p>Subgroup proficiencies will improve as teachers tweak TASKS to support ELL students and include strong formative assessment</p>
2-7	Teachers submit lesson plans for feedback on TASK	Coaches provide feedback on lesson plans with a focus on the alignment of task to standards, the inclusion of Academic Discussion within a TASK, the inclusion of standards-based formative assessment	<p>SBAC proficiencies will improve over time as teachers provide more standards-aligned and rigorous tasks</p> <p>ELLs will develop strong language proficiency as tasks include more TALK</p>

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

School Priority ("Big Rock"):		Rigorous Academics Achieved through Small Group interventions, scaffolding and differentiation based on strong STANDARDS-BASED DDI to support Reading and Language development	
School Theory of Action:		<p>If we continue a focus on strong data analysis practices, but really SHIFT TO FOCUS ON STANDARDS in this analysis, we will identify the root causes for students struggling, we will develop differentiation, scaffolds, and small group intervention plans that support the academic achievement of our subgroups.</p> <p>In K-2 (as students move through our Dual Language program), if we take into consideration students' language needs while analyzing data for our different language populations in order to differentiate and scaffold for language needs, students will have the supports needed for language and literacy acquisition that will support a foundation for ELA SBAC growth in the future.</p>	
Related School Goal(s):		African-American Students Greenleaf will improve reading achievement across the campus by focusing on complex text and SRI as well as early literacy achievement of Kinder and 1st graders.	
Students to be Served by these Practices		All Students, African-American Students	
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Create a reading intervention plan driven by data for both English Learners and Spanish learners to provide the needed language and literacy support.	<p>Build out a revised assessment plan for Kinder-2nd grade to take into consideration different learner profiles (English Only, Spanish Only, Bilingual)</p> <p>Use data in both languages to support targeted intervention from Bilingual Literacy and language interventionist</p> <p>Consider language acquisition Speaking/Listening assessment to support analyzing language development as well as literacy development</p>	<p>Increased F&P, ORF, and DIBELS proficiencies for Kinders-2nd grades</p> <p>Increased foundational scores in Kinder-2nd based on refined grouping practices</p>

3-2	Use technology and blended learning to support differentiation	<p>Analyze the needs of different subgroups and use blended learning platforms (Khan Academy, Prodigy, iReady, Magna High) to differentiate and build foundational skills</p> <p>Support teacher training to develop expertise with using blended learning platforms</p> <p>Increase number of chromebooks on campus to move towards 1:1 ratio</p> <p>Analyze data from blended learning platforms to inform small group instruction needs</p> <p>Use blended learning platforms to specifically meet the needs of students with disabilities</p>	More targeted and differentiated ways of structuring "small group support" by the use of blended learning spaces and technology
3-3	Strengthen Small group differentiation IN CLASS through skill building in teachers	<p>Focused PD on developing Guided Reading, SIPPS instruction, small group ELD intervention using English 3D, etc.</p> <p>Follow up observation and feedback on the implementation of small group instructional strategies</p> <p>Provide teachers release time using Stip Subs to meet with Coaches to develop practices and conduct peer observations</p>	<p>Increased proficiency/growth rates in F&P</p> <p>Stronger early literacy, foundational skill development in K-2.</p> <p>Increase in SBAC proficiency rates.</p>
3-4	Create ELD intervention pull out plan for 3-8th graders by analyzing ELPAC data and other ELD progress monitoring tools (ADEPT, observation, etc.)	<p>ELD intervention teacher with enough time in schedule to support this focus</p> <p>Support from Literacy coach in analyzing data to define groups</p> <p>Observation/feedback from coaches</p>	<p>We will see ELLs reclassifying at greater rates and accessing more of the Tier I curriculum.</p> <p>We will have more ELLs scoring proficient on ELA SBAC and scoring at/above on SRI.</p>

3-5	Teachers analyze KEY data points for progress monitoring growth in language and literacy (SRI, F&P, ORF, SIPPS mastery, Reading Summatives, Writing rubric scores, ADEPT, etc.) to support Data Driven Instruction	<p>Leaders support exporting relevant data, setting up literacy trackers, creating data displays for analysis</p> <p>Leaders craft strong reflection tools and support the reflecting analysis during 1:1 or Grade-level/Department meetings</p> <p>Stip Subs provide coverage for Data Conferences</p>	<p>Increased proficiency/growth rates in F&P, ORF, SIPPS mastery</p> <p>Increased proficiency/growth rates in SRI</p> <p>Stronger early literacy, foundational skill development (Dibels/ORF/SIPPS) in K-2.</p> <p>Increase in SBAC proficiency rates.</p>
3-6	Implement strong data analysis practices, with a STRONGER FOCUS ON STANDARDS, to develop differentiation and small group intervention plans that support the academic achievement of our subgroups.	<p>Continue use of Academic Conferences (1:1 Data analysis conferences) to support the analysis of data BUT FOCUS ON STANDARDS MORE</p> <p>Use root cause analysis to identify the needs of struggling students</p> <p>Use an equity lens while analyzing data to determine inequitable trends and commit strategies to address these"</p>	<p>Increased proficiency/growth rates in F&P</p> <p>Increased proficiency/growth rates in SRI</p> <p>Stronger early literacy, foundational skill development in K-2.</p> <p>Increase in SBAC proficiency rates.</p>
3-7	Align after school priorities with literacy growth and support of differentiation	<p>Support ASP developing staff capacity to support literacy achievement through blended learning or small group literacy skill building to support all students, including low-performing students and gifted and talented (GATE) students</p> <p>Share resources to support shared literacy goals (e.g. computers, blended learning platforms)</p>	<p>Targeted literacy instruction happening in ASP</p> <p>Increased support of low-performing and other student sub-groups (foster youth, GATE, students with disabilities)</p>

3-8	Implement stronger EARLY LITERACY FOUNDATIONAL SKILL instructional strategies (systematic phonics, vocabulary instruction, phonemic awareness instruction, fluency, comprehension)	<p>Leverage our EECTL to build strong foundational literacy skills in early grades to propel student achievement</p> <p>Differentiate PD for TK/K/1st grade teachers to support their understanding of instructional norms to develop early literacy (Phonemic Awareness strategies, Accuracy/Decoding strategies) and Dual language best practices</p> <p>Align and develop a coherent phonics program with common TPR for sound/spelling patterns and consistent use of visuals</p> <p>Support strong progress monitoring of students' literacy and language skills</p>	<p>Increased proficiency/growth rates in F&P</p> <p>Stronger early literacy, foundational skill development in K-2.</p> <p>Increase in SBAC proficiency rates.</p>
3-9	Providing professional development for teachers on research based methods of embedding language into content curriculum, including GLAD training, provided by our literacy coach, who is a GLAD trainer	<p>Encourage teachers to sign up for GLAD training offered by the district</p> <p>Use Stip subs for coverage to support GLAD observations</p> <p>Provide opportunities for teachers who are not GLAD trained to observe GLAD practices in action</p>	<p>We will see ELLs reclassifying at greater rates and accessing more of the Tier I curriculum.</p> <p>We will have more ELLs scoring proficient on ELA SBAC and scoring at/above on SRI.</p>
3-10	Apply an equity lens to data analysis by observing the trends in data for our African American students and using the information to inform instructional decisions to support growth	Support teachers in disaggregating data and looking at the trends to understand the needs of African American students	Increased achievement for our subgroups
3-11	Apply an equity lens to data analysis by observing the trends in data for our latino students and using the information to inform instructional decisions to support growth	Support teachers in disaggregating data and looking at the trends to understand the needs of latino students	Increased achievement for our subgroups

3-12	Apply an equity lens to data analysis by observing the trends in data for our economically disadvantaged students and using the information to inform instructional decisions to support growth	Support teachers in disaggregating data and looking at the trends to understand the needs of economically disadvantaged students	Increased achievement for our subgroups
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Refine Designated and Integrated ELD by developing ELD scope and sequence for grade-level bands and understanding standards more deeply and consider an embedded year-long focus (e.g. ACADEMIC DISCUSSION)		
School Theory of Action:	<p>By focusing on teachers deeply understanding the coherence and structure of ELD standards, we can support stronger planning in designated and integrated ELD spaces to support stronger ELD and therefore support additional students becoming reclassified.</p> <p>By maintaining the rigor of the standards-aligned curriculum to the Dual Language program with clear language allocation for each subject, we will provide strong Tier 1 instruction in our Dual Language program.</p> <p>We will also expand our current support for English Language Learners to include support for our Spanish learners.</p> <p>We will have clear language allocation for each subject and each unit across grade levels.</p> <p>Content taught in Spanish will include Spanish as a Second Language differentiation, and content taught in English will include English Language Development differentiation.</p>		
Related School Goal(s):	Greenleaf will increase our reclassification rates to support English Language Learner achievement.		
Students to be Served by these Practices	English Language Learners		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will plan to use complex texts and tasks in both Spanish and English according to the language allocation program taking into consideration vertical alignment between grade levels	Provide space for teachers to plan focused on analyzing complex texts and co-developing tasks.	Evidence in unit and lesson plans of consideration of text and task

4-4	Teachers will teach language including appropriate levels of scaffolding and explicit transferable/non transferable skills	Provide ALL teachers school-wide professional development and on-going coaching on language instruction: California ELD Standards, ELA/ELD framework, focused language study, developing language and content objectives and designing aligned instruction, high impact language practices, ensuring equitable participation, and using appropriate levels of scaffolding. Provide opportunities for teachers to work together identify the language demands in the content area standards and curriculum.	Increase of number of ELL students reclassified and proficient in SRI and SBAC Evidence in unit and lesson plans of language instruction with differentiation and explicit transferable/non transferable skills
4-5	Teachers will focus on Oral Output and developing students listening and speaking skills through Academic Discussions	Support teachers developing skills in facilitating Academic Discussions through observation and debrief, through focus on Academic Discussions during PLC collaboration or PD, and supporting peer observations and Cycles of Inquiry focused on Academic Discussions	We will increase opportunities for students to TALK and engage in collaboration, communication through structured protocols We will see teachers explicitly teach conversation starters, prompts and support reflection on quality conversations.
4-6	Teachers will create flexible and multiple grouping and differentiation based on standards based data and formative assessment , taking into consideration to minimize isolation of ELLs and maximize inclusion in mixed fluency-level settings and some groupings.	Ensure ELLs are placed in courses based on multiple factors – including CELDT (ELPAC), SRI, years in US schools, and ELL subgroup (newcomer, at-risk, progressing, Long-term ELL)	We will see a variety of differentiation strategies used, including flexible groupings that take into consideration language acquisition and language needs We will see small group instructional foci on language development
4-7	Teachers will plan across grade levels to make sure that there is vertical alignment for Language instruction: grade level bands based on language level, creating a year scope and sequence and unit plan: K-1 emerging, 2-3 emerging, 4-5 emerging...	Provide a whole school clear objective for Language instruction focused on one section of the CA ELD standards a year Provide time for PD, input, digest, internalize, collaboration and individual implementation, and create the space to review it during the next cycle Provide a space and time for vertical collaboration	We will see grade level bands' lesson plans based on language level, creating a year scope and sequence and unit plan

4-8	Critical integration of curriculums: Adelante, Calkins, Making Meaning, SIPPS, Expressions, Systematic ELD, etc.	Dual language and curriculum coordinator and Principal will support teachers critically analyzing the benefits of curricular programs, texts provided, strength of routines, alignment to standards to support critical development of Dual Language curriculum Provide PDs about transferability and how to adapt curriculums to both English and Spanish	We will see lesson plans critically including curriculum materials taking into consideration transferability/non transferability between both English and Spanish
4-9	Offer educators PD opportunities aimed at developing Spanish skills, learning Blended Learning skills, developing and using Dual Language curriculum, GLAD strategies, and support for English and Spanish learners	Develop a Professional Development Pathway showing what is expected from a Year 1 teacher, Year 2 teacher and so on Greenleaf will look for partnerships with other Dual Language schools so that we can organize and share curriculum. We will consider the Dual language Summer Institute as an opportunity to make these connections	Increase retention of Bilingual and BCLAD teachers
4-10	Create differentiated support plans and schedules for newcomers that involves the use of supportive blended learning programs (e.g. BrainPoP)	Collaborate and support teachers in creating differentiated learning plans for newcomers that meets their language development needs	We will see newcomers achievement accelerated with strong differentiation

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 112

School: Greenleaf Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$117,747.70	21st Century Community Learning Centers	Surplus/Unallocated	n/a	4399	Surplus		n/a		n/a	112-1
\$105,548.00	After School Education & Safety (ASES)	Afterschool program		5825	Consultants		n/a		Align after school priorities with literacy growth and support of differentiation	112-2
\$8,000.00	General Purpose Discretionary	Tutoring/DL Extended cont.		1120	Certificated Teachers' Salaries: Stipends		n/a		Continue partnership with EBAC to provide students with mental health services Continue partnership with Citizenschools, BACR, Upward Roots, Higher Gliffs, Temple Sinai, JCL to provide students with tutoring and enrichment opportunities and ensure that low-income students have access to these programs	112-3
\$10,000.00	General Purpose Discretionary	ILT extended contract		1120	Certificated Teachers' Salaries: Stipends		n/a		Collaborate with ILT to develop a strong assessment calendar with critical consideration of the assessment tools used Vertically align the use of Illuminate for 3-8 as our standards-based summative/interim tool	112-4
\$12,000.00	General Purpose Discretionary	MS extended contract		1120	Certificated Teachers' Salaries: Stipends		n/a		Providing professional development for teachers on research based methods of embedding language into content curriculum, including GLAD training, provided by our literacy coach, who is a GLAD trainer	112-5
\$21,101.00	General Purpose Discretionary	Retreat Extended contract		1120	Certificated Teachers' Salaries: Stipends		n/a		Support the refining of scope and sequences and unit plans to ensure standard-driven planning Provide space during retreat for backwards mapping and revision	112-6

\$5,000.00	General Purpose Discretionary	Clerical overtime		2425	Clerical Salaries Overtime		n/a		Overall support for academic and social-emotional actions	112-7
\$18,354.00	General Purpose Discretionary	Supplies		4310	School Office Supplies		n/a		Overall support for academic and social-emotional actions	112-8
\$10,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	112-9
\$97,214.00	LCFF Concentration	RJ Coordinator		5736	Restorative Justice Facilitator		n/a		Develop coherent SEL practices across TK-8 aligned to RJ, PBIS, and Vision	112-10
\$2,786.00	LCFF Concentration	Flocabulary or RAZKids		5846	Licensing Agreements		n/a		Teachers will teach language including appropriate levels of scaffolding and explicit transferable/non transferable skills	112-11
\$38,661.80	LCFF Supplemental	FTE for enrichment Teacher		1105	Certificated Teachers' Salaries	3356	Teacher Education Enhancement	0.45	Continue partnership with Citizenschools, BACR, Upward Roots, Higher Gliffs, Temple Sinai, JCL to provide students with tutoring and enrichment opportunities and ensure that low-income students have access to these programs	112-12
\$39,948.20	LCFF Supplemental	ART/ELD intervention		1105	Certificated Teachers' Salaries	3372	Teacher Education Enhancement	0.45	Continue partnership with Citizenschools, BACR, Upward Roots, Higher Gliffs, Temple Sinai, JCL to provide students with tutoring and enrichment opportunities and ensure that low-income students have access to these programs	112-13

\$38,198.20	LCFF Supplemental	FTE for bilingual Teacher		1105	Certificated Teachers' Salaries	4170	Teacher, Structured English Immersion	0.55	<p>Build out a revised assessment plan for Kinder-2nd grade to take into consideration different learner profiles (English Only, Spanish Only, Bilingual)</p> <p>Use data in both languages to support targeted intervention from Bilingual Literacy and language interventionist</p> <p>Consider language acquisition Speaking/Listening assessment to support analyzing language development as well as literacy development</p>	112-14
\$55,130.12	LCFF Supplemental	STIP #1		1105	Certificated Teachers' Salaries	4015	STIP Teacher	1.00	<p>Leaders support exporting relevant data, setting up literacy trackers, creating data displays for analysis</p> <p>Leaders craft strong reflection tools and support the reflecting analysis during 1:1 or Grade-level/Department meetings</p> <p>Stip Subs provide coverage for Data Conferences</p>	112-15
\$47,899.00	LCFF Supplemental	STIP #2		1105	Certificated Teachers' Salaries	4317	STIP Teacher	1.00	<p>Leaders support exporting relevant data, setting up literacy trackers, creating data displays for analysis</p> <p>Leaders craft strong reflection tools and support the reflecting analysis during 1:1 or Grade-level/Department meetings</p> <p>Stip Subs provide coverage for Data Conferences</p>	112-16
\$59,917.29	LCFF Supplemental	K-3 Literacy Intervention		1105	Certificated Teachers' Salaries	7505	n/a	0.50	<p>Create a reading intervention plan driven by data for both English Learners and Spanish learners to provide the needed language and literacy support.</p>	112-17

\$32,098.90	LCFF Supplemental	4-8 lit Interventionist (10-TSA)		1119	Certificated Teachers on Special Assignment Salaries	2383	10-Month Classroom TSA	0.30	Create ELD intervention pull out plan for 3-8th graders by analyzing ELPAC data and other ELD progress monitoring tools (ADEPT, observation, etc.)	112-18
\$83,626.00	LCFF Supplemental	ELD Interventionist (10-TSA)		1119	Certificated Teachers on Special Assignment Salaries	7129	n/a	1.00	Create a reading intervention plan driven by data for both English Learners and Spanish learners to provide the needed language and literacy support.	112-19
\$111,218.28	LCFF Supplemental	MS CULTURE/MATH coach		1119	Certificated Teachers on Special Assignment Salaries	6553	11-Month Classroom TSA	0.80	Have RJ Coordinator, AP, Counselors, AND OTHER MS CULTURE SUPPORT person design and monitor the implementation of behavior contracts	112-20
\$6,727.00	LCFF Supplemental	Contracts		5825	Consultants		n/a		academic	112-21
\$30,373.00	Measure G	Library Tech	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.30	Create a reading intervention plan driven by data for both English Learners and Spanish learners to provide the needed language and literacy support.	112-22
\$8,998.00	Measure G1	Art teacher FTE .1		1105	Certificated Teachers' Salaries	3372	Teacher Education Enhancement		Provide extra-curricular or enrichment opportunities for our MS students	112-23
\$36,000.00	Measure G1	.25 TSA for MS CULTURE		1119	Certificated Teachers on Special Assignment Salaries		n/a	0.30	Create space for a Middle School Peer Leadership group or Student Council/Student government Lift up student voice through opportunities (e. g. T-shirt design competition, running assemblies, etc.)	112-24
\$15,400.00	Measure G1	Academic Mentor		2928	Other Classified Salaries: Hourly	6550	Academic Mentor		Create ELD intervention pull out plan for 3-8th graders by analyzing ELPAC data and other ELD progress monitoring tools (ADEPT, observation, etc.)	112-25
\$15,400.00	Measure G1	Academic Mentor		2928	Other Classified Salaries: Hourly	6551	Academic Mentor		Create ELD intervention pull out plan for 3-8th graders by analyzing ELPAC data and other ELD progress monitoring tools (ADEPT, observation, etc.)	112-26

\$70,677.59	Title I: Basic	TSA - Literacy Interventionist		1119	Certificated Teachers on Special Assignment Salaries	1854	11-Month Classroom TSA	0.70	Create a reading intervention plan driven by data for both English Learners and Spanish learners to provide the needed language and literacy support.	112-27
\$102,079.41	Title I: Basic	TSA - Literacy Coach (1119)		1119	Certificated Teachers on Special Assignment Salaries	3035	11-Month Classroom TSA	1.00	Literacy and Math Coaches support development of formative assessments through illuminate and the data analysis following Support analysis of data during PLC collaboration	112-28
\$774.00	Title I: Basic	Surplus		4399	Surplus		n/a		n/a	112-29
\$3,335.00	Title I: Parent Participation	Surplus/Unallocated		4399	Surplus		n/a		n/a	112-30



Jody London, President, BOE



Kyla Johnson-Trammell, Superintendent and Secretary, BOE

Title I School Parent Involvement Policy 2018-2019

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parent to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Greenleaf agrees to implement the following statutory requirements:

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:

As an SSC we regularly review student achievement data to determine our needs and strategic actions. We then get parent input on how they prioritize the way we spend our Title I funds and bring it to the SSC for approval.

- Offer a flexible number of the meetings for parents. *(We have monthly meetings after school on school grounds at the same time and share the same space each month)*
- Involve parents of Title I students in an organized, ongoing and timely way in the planning, review and improvement of its Title I programs and the Title I parent involvement policy. *(We regularly ask for feedback from our SSC and brainstormed the parent involvement policy as well as revisions to our parent contract.)*
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. *(We hold regular all school data nights, where we share our data, assessments and curriculum with parents. Grade levels follow up with parent workshops each month. Teachers review data and assessments with parents and students at the monthly workshops. All of this information is also reviewed at SSC meetings.)*
- Provides parents of Title I students, if requested with opportunities for regular meetings to participate in decisions relating to the education of their children. *(The leadership team runs the SSC meetings and also holds regular meetings with parent leaders as well as workshops. In addition to whole school data events the leadership team will meet with parents in small groups or one on one when necessary..)*

School-Parent Compact

Greenleaf has jointly developed with and distributed to parents of Title I students a School-Parent contract that outlines how parents, the school staff and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Greenleaf engages parents in meaningful interactions with the school. It supports a partnership among staff, parents and community to improve student academic achievement. To help reach these goals and build for parent involvement it does the following:

Assists Title I parents in understanding academic content standards, assessments and how to monitor and improve the achievement of their children.

1. The State of California's academic content standards.
2. The State of California's student academic achievement standards.
3. The State of California's and OUSD academic assessments including alternative assessments
4. Academic proficiency levels students are expected to achieve
5. How to monitor their child's progress

Whole school data nights, grade level family workshops, SSC meetings and Family of Color council meetings)

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement *(This happens at regular meetings between parents and teachers and at whole school data conferences between families and teacher, grade level workshops and whole school data nights.)*
- Educates staff, with the assistance of Title I parents on the value of parent contributions and how to work with parents as equal partners. *(We do this through regular SSC and Family of Color Council meetings, one on one conference between families and teacher, grade level workshops and whole school data nights.)*
- Coordinates and integrates the Title I program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. *(We do this through regular grade level workshops, family teacher conferences, SSC meetings and whole school workshops.)*
- Distributes to Title I Program parents in timely way, program information related to school and parent programs, meetings and other activities in a form and language that

the parents understand. *(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.)*

- Provides support during regularly meetings, for parental activities requested by Title I Program parents. *(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.)*

Accessibility

- Provide opportunities for all Title I parents to participate including parents with limited English proficiency parents with disabilities and parents of migratory students. This includes providing information and school reports in a form and language parents understand. *(All our materials are in several languages and we provide translations during meetings.)*

Adoption

This School Parental Involvement Policy has been developed jointly with and agreed upon with parents of children participating in Title I Part A Programs as evidenced.

This Policy was adopted by Greenleaf Elementary School by the school site council on *October 25th 2018* and will be in effect for the *2018-19* school year. The school will distribute this policy to all parents of participating Title I, Part A children. It will be made available to the local community. Greenleaf's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.

Signature:

Alycia Hagan

Date: *10-25-18.*

GREENLEAF K-8 PARENT CONTRACT

Greenleaf School is a partnership between parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals, we must all make a commitment to working together. **Before signing and reviewing this contract, please read through our Handbook for full understanding of policies WITH YOUR CHILD/(CHILDREN).**

Pledge by the parent (and guardian):

I, _____, am fully committed to supporting the education of my child, _____. I promise to encourage and support my child as he or she works to achieve his or her goals.

I understand Greenleaf's Principles of Being and Principles of Learning, and I will make sure that my child learns to live up to them. I also understand that there will be disciplinary consequences (see Handbook) if my child violates those values and expectations, even in little ways, and I will support the school in their efforts to enforce high standards for behavior and citizenship.

I understand that every school day is important. For that reason, I will make sure that my child arrives at school everyday on time (8:45); doesn't miss any instruction; and only is absent or leaves early when it is absolutely necessary, communicating it to the office as soon as possible.

I will send my child to school everyday in a clean uniform (see Handbook).

I understand that Greenleaf's School standards are very high. Grades and promotion are earned, and my child may need an additional year to master the challenging, college-focused curriculum.

I will communicate regularly with my child's teacher. I will return a phone call from a member of the Greenleaf staff within 24 hours. If I am asked to attend a meeting at the school regarding my child's education or behavior, I will make every effort to be there. If I have a concern or questions, I will communicate in a respectful tone with teachers and staff.

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.

I will attend Back to School Night, Report Card Conferences, Goal Setting Sessions, and try to find a family representative to attend at least one Family Engagement Event (Parent Workshops, Celebrations, Science Night, Literacy Week Night, Dual Language Design Meetings, etc.).

Signed _____ Date _____

GREENLEAF K-8 STUDENT CONTRACT

Greenleaf School is a partnership between parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals, we must all make a commitment to working together.

Pledge by the student:

I promise to work hard to achieve my personal best. I understand that my education is important, and I will try to make the most of every opportunity I have to learn. I will do my best to attend school every day. I will arrive ON TIME and IN UNIFORM. I understand the Greenleaf values, and I will try to live up to them every day.

I will **respect** my classmates, teachers, staff and any member of the Greenleaf community and its property. My teachers hold the keys to my future; I will always treat them with special respect. I also know that all Greenleaf scholars are my teammates; I will be a **teampayer** and will care for them, support them and celebrate their success. I will make **safe** decisions that keep my friends and myself out of harm.

I will be **responsible**. I will do my best and I'll try to approach things with a positive attitude. I will always be ready to learn and I will turn my homework and classroom assignments on time.

I understand that Greenleaf's standards for academics and behavior are very high and that there will be consequences if I do not live up to them. If I fail to honor any of these commitments, I will take responsibility for my actions, try to learn from my mistake and will work to improve my behavior. I know that I must always work to be a better student and a better person.

Signed _____ Date _____



STATE AND FEDERAL PROGRAMS

2018-2019

School Site Council Membership Roster – Middle School

School Name: Greenleaf Elementary

Chairperson : Alejandra Gonzalez
Vice Chairperson: Clarice Brazile
Secretary: Chelita Reed

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Romy Trigg-Smith	X				
Hugo Lawton		X			
Marquel Coats		X			
Kaitlin McDaniel Keith		X			
Caitlin Monson		X			
Carmen Lopez				X	
Sara Lucas				X	
Santos Ramirez				X	
Silvia Ramirez				X	
Alejandra Gonzalez				X	
Clarice Brazile				X	
Chelita Reed			X		

Meeting Schedule (day/month/time)	4 th Thursday of the month; October 25 th , 2018
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SSC Legal Requirements: (Ed. Code 52852)

- Members MUST be selected/elected by peer groups;
- There must be an equal number of school staff and parent/community/student members;
- Majority of school staff members must be classroom teachers;
- Students are required to be members of the High School SSC
- Parent/community members cannot be OUSD employees at the site.

1-Principal
 4-Classroom Teachers
 1-Other Staff
AND
 6-Parent/Community
Or
 3-Parent /Community
 3-Students