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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Greenleaf Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Greenleaf Elementary School
CDS Code: 1612590115618
Principal: Annika Rudback
Date of this revision: 5/25/2021

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	Position: Principal
Address: 6328 East 17th Street Oakland, CA 94621	Telephone: 510-636-1400 Email: annika.rudback@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/25/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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 type="text" value="X"/> | LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="text"/> | 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="text"/> | Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | | |

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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: 5/27/2021

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

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Talking Points and Parent Square | <input type="checkbox"/> Parent Square | <input type="checkbox"/> Other (notices, media announcements, etc.) |
| <input type="checkbox"/> Announcement at a public meeting | <input type="text"/> | | |

Signatures:

<u>Catherine McLane</u> -Interim Principal for Annika Rudback	<u><i>Catherine McLane</i></u> Signature	<u>5/27/2021</u> Date
<u>Alejandra Gonzalez</u> SSC Chairperson	<u><i>Alejandra Gonzalez</i></u> Signature	<u>5/27/2021</u> Date
<u>Monica Thomas</u> Network Superintendent	<u><i>[Signature]</i></u> Signature	<u>June 9, 2021</u> Date
<u>Lisa Spielman</u> Director, Strategic Resource Planning	<u><i>Lisa Spielman</i></u> Signature	<u>6/9/2021</u> Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1.19.2021	SSC	Described current funding priorities of the site
1.30.2021	Dual Language Team	Root causes of priority strengths and challenges, and goal setting
2.9.2021	ILT	Discuss prioritization
3.16.2021	SSC	Prioritization discussion of Title I, Title IV and Title I Parent Funds
3.17.2021	ILT	Based on prioritization discussion, getting feedback for instructional plan for 2021-2022 academic year.
5.27.2021	SSC	Approved SPSA

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$235,750.00
Total Federal Funds Provided to the School from the LEA for CSI	\$223,650.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,286,880.00

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)	\$215,625.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$41,535.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,750.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$526,150.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$92,850.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$14,375.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$223,650.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$55,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)		TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$459,400.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$827,480.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,286,880.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 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 21/22 School year, our Dual Language program will reach up to 4th grade.

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.

Annika Rudback , our current principal, started at Greenleaf a teacher, then Literacy Coach, and AP in the 2019/20 school year. This is her first year as Principal. Jaylani Cortes is our new AP, joining the Greenleaf community with experience as a coach and teacher in Oakland.

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 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	<ul style="list-style-type: none"> - 50% of MS students are High School Ready - On the Spanish AVANT assessment in 3rd grade, 67% of students are meeting the benchmark of 3 for 3rd grade. - Phonemic awareness strength in K-2 band + maintenance of - Consistency of data across classes in literacy achievement 	<ul style="list-style-type: none"> - Use of Heggerty curriculum for phonemic awareness - Increased horizontal alignment of curriculum in grade level teams, and 2,3,4 departmentalized
<i>Focal Student Supports</i>	<ul style="list-style-type: none"> -Schoolwide systems of supports for students in COST team to address both academic and social emotional needs 	<ul style="list-style-type: none"> - Culture Coach refined systems of MTSS for both attendance and COST processes. Education for teachers for new processes/
<i>Student/Family Supports</i>	<ul style="list-style-type: none"> - Strong sense of belonging, as measured by CHKS survey, particularly with Hispanic families 	<ul style="list-style-type: none"> -Spanish speaking Family Services coordinator with deep ties to community. This year brought on 2 VISTA volunteers, both Spanish speaking, to support with family workshops and engagement. As of January, added an African American family coordinator 3 hours a week. - Learning Spanish showed up as a positive priority for many Hispanic families on the parent survey
<i>Staff Supports</i>	<ul style="list-style-type: none"> -Increase in teacher retention over the past two years - Coaching support available and teacher attitudes towards professional learning. - Use of teacher leaders to support coaching and PD - Differentiated PD by grade level bands and department. - Staff voice in union and faculty council. - PLC structure provides collaboration. - Protected time for data analysis 	<p>Teachers from teaching programs have had more successful retention. Or teachers with experience working in a similar community.</p> <p>More hiring of teachers who have intention of staying long term in teaching in last few years.</p> <p>PDs are planned with input of teachers (needs assessed)</p>
Focus Area:	Priority Challenges	Root Causes of Challenges

<p><i>College/Career Readiness</i></p>	<p>3rd- Speaking and Writing scores on AVANT (structuring academic writing and speaking) -K-2 Mid Year IDEL data in Spanish lower than previous year</p> <p>EOY 2020-2021 * 3rd grade - 68% students below grade level iReady (Reading) * 3rd grade - 26% on BR * 4th grade - 86% reading below grade level iReady * 4th grade - 12% on BR</p>	<p>Adelante curriculum- few opportunities for purposeful writing and the writing process (most writing opportunities are response to reading) - Distance learning limits amount of time exposed to phonics, attendance in Kinder</p>
<p><i>Focal Student Supports</i></p>	<p>Only 14.3% of AA students are proficient in listening (3rd) in Spanish; 26% approaching proficiency in Reading (3rd) in Spanish</p> <p>Only 20% of K-2 students with IEPs are proficient in FPS (none in other metrics) (**NOTE: unable to find data to track the progress of individual students with IEPs; also of note, all students in this particular group currently only have IEPs for SPEECH though some with open Assessment Plans due to lack of response to intervention)</p> <p>Students in lower elementary grades are struggling to segment and blend words</p> <p>8th grade: disparity in high school readiness between Latino and African American students Stagnation in high school readiness growth</p> <p>COST system does not currently have a process to reflect on the bigger picture of equity data</p>	<p>Not enough early intervention reading supports for language learners; developing a robust system of intervention K-8 for language learners and to support spanish readers</p>

<p><i>Student/Family Supports</i></p>	<p>Significantly smaller amount of AA families AND those families feeling less respected, valued, or like they belong Low family participation rate in family surveys and family events such as the parent leader meeting Yemeni, Mam, Indigenous, Pacific Islander, Asian (other minority groups at the school) are not often in the conversation Bullying mentioned in parents comments Equal time for both languages→ supporting parents in supporting students language learning</p>	<p>Lacking clear/consistent translations in both English/Spanish (for homework or other family engagement).</p> <p>Only one full time Family Outreach Coordinator for 646 students</p>
<p><i>Staff Supports</i></p>	<p>Need for additional time for teachers to collaborate together</p> <p>With high teacher turnover for 3 year period there is repetition in PD. Average 3 year retention is 40.8 and Greenleaf is 36.1.</p> <p>With expansion of dual language currently ¼ coaches are bilingual.</p> <p>Need for united understanding and inclusion for dual language vision for all staff.</p> <p>Difficulty in balancing PD around distance learning vs core instruction.</p>	<p>Dual Language program shift led to need for Spanish speaking teachers.</p> <p>Relied heavily on Teach for America or teachers from Spain that don't plan to stay long term.</p> <p>Difficulty finding qualified bilingual teachers.</p> <p>With low 3 year retention harder to develop long term PD plan.</p> <p>Turnover prevents further refinement of curriculum</p>

1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: Students in all grade-levels will show progress towards readiness for the next grade-level by making a year or more growth in SRI and attaining mastery on grade-level standards (as measured by SBAC, CAST, ORF, and Early literacy metrics).

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC	All Students	#N/A	#N/A	n/a	tbd
Grade 1 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	n/a	tbd
Grade 2 at or above Mid-Grade (i-Ready)	All Students	n/a	n/a	n/a	tbd

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-44.3 (Spring 2019)	n/a	tbd
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	tbd
IAB ELA at or above Standard	All Students	tbd	tbd	n/a	tbd

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	tbd

IAB Math Above Standard	All Students	n/a	7.7%	n/a	tbd
CAST (Science) at or above Standard	All Students	n/a	16.1% (Spring 2019)	n/a	tbd

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

School Goal for May 2024: Greenleaf will improve the achievement of focal student groups (students with disabilities, AA students, and ELLs) in all literacy and math as measured by SBAC, SRI, and reclassification.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-106.6 (Spring 2019)	n/a	tbd
SBAC ELA Distance from Standard Met	English Learners	+20 points DF3	-82.3 (Spring 2019)	n/a	tbd
IAB ELA at or above Standard	Students with Disabilities	tbd	Please choose a focal student group at left.	n/a	tbd
IAB ELA at or above Standard	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	n/a	tbd
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	42.7%	Coming soon	tbd

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-135.7 (Spring 2019)	n/a	tbd
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-110.9 (Spring 2019)	n/a	tbd
IAB Math Above Standard	Students with Disabilities	n/a	0.0%	n/a	tbd

IAB Math Above Standard	African-American Students	n/a	0.0%	n/a	tbd
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	13.1%	n/a	tbd
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	18.4%	n/a	tbd

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

School Goal for May 2024: tbd

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	62.7%	n/a	tbd
Suspensions	All Students	-2pp	0.2%	n/a	tbd
Suspensions	African-American Students	-2pp	1.7%	n/a	tbd
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	tbd
Chronic Absence	All Students	-2pp	11.3%	n/a	tbd
Chronic Absence	African-American Students	-2pp	30.8%	n/a	tbd
UCP Complaints	All Students	n/a	n/a	n/a	tbd

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

School Goal for May 2024:		tbd			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	tbd
Teacher Retention	All Teachers	n/a	70.6% (Fall 2020)	n/a	tbd

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.

School: Greenleaf Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority:

Strong SEL Instruction [Develop strong learning spaces to build SEL skills in class and students' understanding of Restorative Justice practices.]

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 students will feel connected and engaged in learning.

Related School Goal:

All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

This year, our strong SEL priority was shifted significantly because of the change to Distance Learning. As a result, we shifted our focus to school wide expectations with a restorative justice lens and targeted our collective work on conflict resolution strategies. A few things we included in this work were:

Professional Development Meetings that supported staff with the concepts around SEL and monthly inquiry cycles around SEL.

Equity trainings that support staff in their understanding of social emotional needs of students/adults

PD's that support staff culture and student culture

Addition of RJ - peer mediation elective for middle school students

- Beginning of the year, (Cycle 1) - connectedness of students, PD on trust generators, how to support students in Distance Learning

- Introduction of art, gaming, music, leadership, literature circle, spanish and dance electives in Q3 for MS

- Advisory spaces to encourage conversation and build community trust within a virtual setting

- MS Lunch

- Continuation of Clubs

Parents - In Distance Learning environment (workshops) / VISTA volunteers / African American Outreach coordinator / Workshop offerings

What evidence do you see that your practices are effective?

- Attendance

- RJ survey - High rate of students feeling part of the Greenleaf community/ connectedness

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

For the coming year, we are planning to bring back the focus on restorative justice and Tier 1 community building as we reenter campus in a hybrid form after distance learning. These changes will be outlined in the Strategies and Actions

20-21 Standards-Based Instruction Priority: Horizontal and vertical curricular alignment	
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 NGSS), 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 School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
<ul style="list-style-type: none"> - Grade levels that are K/1/5 coordinating instruction in Distance Learning framework so more consistency across - Departmentalized grade levels consistent because of same teachers repeating content --> expertise from repeated time instructing Cultural Relevance - 2-5 teachers partnered with ICS - Investment in classroom libraries to support future years increase cultural relevance - Teachers individually thinking about and adjusting curriculum - Introduced UbD Plan with added cultural relevance lens (template) - In math, added a K-2 teacher leader to support planning PDs for math and to provide additional support in Spanish. <p>Needs:</p> <ul style="list-style-type: none"> - Additional time to backwards plan units w/cultural relevance lens (whole school) 	
What evidence do you see that your practices are effective?	
<ul style="list-style-type: none"> - IAB performance even in Distance Learning - K-2 	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
This goal we plan to adjust to include backwards planning for projects, as we include increased project based learning in units, particularly in our Dual Language program.	
20-21 Language & Literacy Priority: Implementing research based literacy instructional Norms	
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 School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously d

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

This year we launched the year with a shift to structured literacy. This included using a Diagnostic Decision making tree based on Shefelbine's framework for determining which students need intervention. In addition with 3 new teachers at K/1 grades, our Early Literacy coach has provided PD based on best practices in early literacy. We also held PD for 4th and 5th grade teachers for small group support for reading based on diagnostic decision making tree using SIPPS. In addition, to build capacity of our leadership team in best case practices in literacy, we are holding every other week literacy leader meetings to build common understanding.

What evidence do you see that your practices are effective?

Increased alignment amongst leadership and coaching around the science of reading and professional development.

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

This goal remains the same ^^If all teachers implement research based literacy instructional norms in tier 1 whole group and differentiated small group instruction, tier 2 targeted small group instruction, and tier 3 individualized instruction, then we'll see an increase of proficient readers.^^

20-21 Conditions for Adult Professional Learning Priority:

Leverage current Professional Learning cycles [enhance quality]

Theory of Change:

If we leverage teacher areas of strength, expertise, and voice in collaborative spaces and have clear backwards planned cycles of Professional learning, then we will strengthen and differentiate our Professional Development for teachers to learn better and faster.

Related School Goal:

All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Some input from our ILT is being given about our PD cycle, though less than anticipated. Cycles at the beginning of the year were a mixture of Distance Learning focus in addition to our site priorities that we set previously, so it was not backwards planned. We made a change to our SPSA as we did not end up hiring a 3-8 grade literacy coach and instead brought on a Teacher leader for supporting 3-5 literacy part time, as well as a teacher leader for K-2 Math. We have not done walk throughs that involve teachers this year because of the Distance Learning environment, but will attempt to have teachers record themselves and share with each other. While we shifted our schedule to having Wednesdays as our whole site days, due to contract we've had a harder time doing strong Cycle of Inquiry.

What evidence do you see that your practices are effective?

Positive feedback on PDs, specifically those related to distance learning that included teachers sharing best case practices

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

One of the elements that we did not execute well was Cycles of Inquiry. Due to the change in the schedule for Distance Learning, we did not incorporate regular Cycles of Inquiry as often as would have been beneficial.

**20-21 Conditions for English Language Learners
Priority:**

Implement Designated and Integrated Language Development Strategies

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 School Goal:

English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Our newcomers and our LTELs have been receiving intervention from our TSA that we brought on for this focus. This has included pull out support for language and literacy, as well push in support to the general ed classrooms. Challenge with fully implementing English and Spanish language development, particularly at lower grades. Most is happening asynchronously, with some time synchronously focused on academic discussion. Our PD cycle with ELLMA from January and February does take into account language learners, but the focus is more on writing than on ELD/SLD. This priority needs to continue in the coming year.

What evidence do you see that your practices are effective?

Our newcomers received instruction and were able to access Distance Learning in the fall. In the Spring, some of our highest numbers of students not connected to distance learning were our newcomers. With our newcomer interventionist, the outreach and support setting up students with technology led to increased attendance and participation of our newcomer students.

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

This goal and strategies will stay the same.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

The one major change was defunding a Literacy Coach position, and funding Spanish reading interventionists, investing in our bilingual library books and technology licenses to support Distance Learning

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

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 ("Big Rock"):	Strong SEL Instruction [Develop strong learning spaces to build SEL skills in class and students' understanding of Restorative Justice 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 students will feel connected and engaged in learning.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	All teachers launch RJ with classes for BOY culture module	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> -Teachers hold Tier 1 community circles/meetings in class -All classes complete BOY modules to understand what RJ practices are and why we used them -Students leading RJ conversations and peaceful conflict resolution -Increase in students reporting ___ in RJ survey - Reduction in office referrals - Reduction in COST referrals for behavior support 	<ul style="list-style-type: none"> Significantly smaller amount of AA families AND those families feeling less respected, valued, or like they belong Low family participation rate in family surveys and family events such as the parent leader meeting Yemeni, Mam, Indigenous, Pacific Islander, Asian (other minority groups at the school) are not often in the conversation Bullying mentioned in parents comments Equal time for both languages → supporting parents in supporting students language learning 	Tier 1

1-2	Implement MS Advisory curriculum with fidelity across advisory spaces 1/week	Culture/SEL coach supports design of Culturally-Relevant and responsive advisory curriculum Leadership provides space for ILT/Middle School team to analyze lessons and internalize Allow for Advisory Peer observations to make the SEL learning in advisory space more visible and develop shared practice	-Students report advisory provides a space for them to connect to a trusted adult -Walk-throughs/Observation reveal more alignment across advisory spaces in terms of SEL instruction/learning		Tier 1
1-3	Monthly Attendance celebrations and incentives	- Attendance team meets weekly to monitor attendance and provide students with attendance	-reduction in chronic absenteeism		
1-4	Explicit instruction of school-wide expectations, school-wide acknowledgement system (BeLeaf tickets) with weekly raffles	Culture team schedules school-wide rotation station schedules 2x/year	- reduction in office referrals for minor behaviors		
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	- RJ survey 2x/ year - Parent survey - CHKS survey - family responses on Parent Square		
1-6	Recess coach to train and supervise Jr. Coach Team to support safe and inclusive play and problem solving.	Hire and monitor implementation of recess supports	-reduction in conflict on yard referrals from playground incidents.		
1-7	Artist residencies to provide opportunities to connect with social Emotional learning through Art	Hire Artist residents through MOCHA (or other agency) and monitor SEL learning through ART	- reduction in office referrals for minor behaviors - increase in student interest in school (RJ Survey)		

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Horizontal and vertical curricular alignment.				
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 NGSS), 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 continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Revise Adelante/Advance lessons with a lens of rigor, cultural relevance, and alignment to standards.	Collaborate to create/find a tool for curriculum revision to evaluate cultural relevance of curriculum Provide feedback to grade-levels and PLCs on their revision decisions	Grade-levels adapting and modifying Adelante/Advance using tool and predetermined norms to support consistency		
2-2	Backwards plan units and long term calendars to standards based assessment including the IABs for 3rd - 8th grade.	Provide BOY planning and in between cycle planning time. Provide release time and coach support for backwards planning	Standards mapped across the year and unit plans modified to align to standards based assessments Plans reflect intentional revision to link lessons to standards based assessments with a meaningful progression and scope of lessons		
2-3	Analyze curriculum tasks with lens of alignment to standards and assessments (SBAC/IAB/CAST/ELPAC) with PLC	ILT and Coaches support analysis of curriculum tasks in PLCs and ILT meetings to refine protocols for modifying tasks ILT and Coaches support teachers unpacking Assessment tasks to align instruction to assessment	Observations and walk-throughs reveal tasks aligned to standards and assessments Plans reveal tasks modified to be more strongly aligned to standards and assessments		

2-4	Teachers backwards plan NGSS science units using Ichecks or for K-2 formative assessments	Science teacher leaders provide PD around using the iCheck as a backwards planning tool, and selecting FOSS lessons that will directly support iCheck mastery.	Grade level PLCs /Science teacher in grade level submit UBD plans that have exemplars from the iCheck. - Increase in scores on 5th and 8th grade CAST assessments and FOSS Map		
2-5	Provide small group math instruction, with focus on African American students	Supporting teachers in identifying students for small group intervention for focal student group	Increase math scores on IABs / IReady / Math Inventory		

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum					
School Priority ("Big Rock"):		Implementing research based literacy instructional Norms			
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 continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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.	<p>PD and training for staff and regular coaching for teachers.</p> <p>Literacy Leaders group for school coaches and leadership to align on best practices in literacy instruction.</p>	<p>Walkthroughs demonstrate alignment between grade level teachers and classes.</p> <p>Data shows consistent progress made towards Early Literacy metrics across classes/teachers.</p> <p>Understanding across leadership of Early Literacy best practice</p>	<p>3rd- Speaking and Writing scores on AVANT (structuring academic writing and speaking)</p> <p>-K-2 Mid Year IDEL data in Spanish lower than previous year</p>	Tier 1

3-2	Provide small group literacy instruction TK-8th based on Shefelbine's framework	<u>Messaging & PD: Clear Instructional Norms for grade level bands aligned to Shelfelbine's framework, and moving away from Balanced Literacy concepts</u>	- Instructional Norms tied to minutes for each grade level band about Tier 1 & Tier 2 instruction based on Structured Literacy w/in Dual Language Framework - PD Cycle based on framework	<p>Only 14.3% of AA students are proficient in listening (3rd) in Spanish; 26% approaching proficiency in Reading (3rd) in Spanish</p> <p>Only 20% of K-2 students with IEPs are proficient in FPS (none in other metrics) (**NOTE: unable to find data to track the progress of individual students with IEPs; also of note, all students in this particular group currently only have IEPs for SPEECH though some with open Assessment Plans due to lack of response to intervention)</p> <p>Students in lower elementary grades are struggling to segment and blend words</p> <p>8th grade: disparity in high school readiness between Latino and African American students Stagnation in high school readiness growth</p> <p>COST system does not currently have a process to reflect on the bigger picture of equity data</p>	Tier 2
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3-3	3 - 8: 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 SRI, ORF DIBELS, Core Phonics Survey, SIPPS assessment. - Spanish : Use of FLO, IDEL, Core Phonics Survey in Spanish, and Bookshop Fonetica mastery assessments in Spanish	Clear MTSS framework in place, and identification of students needing intervention. Clarity between role of the classroom teacher and intervention teachers in terms of focus for Tier 2 small group instruction		Tier 2
3-4	Small group intervention in Spanish based on best practices	TSAs Create mastery checks in Spanish using Bookshop Fonetica materials Leadership support the creation of clear phonics/phonological awareness instructional routines for Spanish literacy intervention	Student progress through Spanish Phonics and where they are struggling is better understood based on what is taught in intervention Increase in early literacy Spanish metrics (Segmentation, Blending, Sound Identification, Nonsense word reading, Oral reading Fluency)	3rd- Speaking and Writing scores on AVANT (structuring academic writing and speaking) -K-2 Mid Year IDEL data in Spanish lower than previous year	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	Improvement in IAB data over time and Early Literacy metrics, including progress by subgroups, particularly language learners	<p>Need for additional time for teachers to collaborate together</p> <p>With high teacher turnover for 3 year period there is repetition in PD. Average 3 year retention is 40.8 and Greenleaf is 36.1.</p> <p>With expansion of dual language currently ¼ coaches are bilingual.</p> <p>Need for united understanding and inclusion for dual language vision for all staff.</p> <p>Difficulty in balancing PD around distance learning vs core instruction.</p>	Tier 1
3-6	Use the 4 +1 tool for language instruction in English and Spanish (Listen, Speak, Read, Write...metacognition)	Provide PD around the 4+1	Students improve in the AVANT assessment and informal assessment of language learning		

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority ("Big Rock"):	Leverage current Professional Learning cycles [enhance quality]
School Theory of Change:	If we leverage teacher areas of strength, expertise, and voice in collaborative spaces and have clear backwards planned cycles of Professional learning, then we will strengthen and differentiate our Professional Development for teachers to learn better and faster.
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teacher Leaders Lead PLCs focused on student work and student learning	- Leadership development for grade level PLC leaders			Tier 1
4-2	Grade level and department teams conduct regular cycles of inquiry rooted in data with an equity lens	- Structured time in schedule for Cycle of Inquiry as well as clear times for the cycle.	Growth in formative assessment data		Tier 2
4-3	Recess coach to provide professional learning to teachers to build capacity to support cooperative learning games	- Hire recess coach - provide professional learning time during Culture cycle	- Teachers will be engaged with cooperative learning games with their students - reduction in office referrals for issues on the playground		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS					
School Priority ("Big Rock"):		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 Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>English Language Learners</i>			
#	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	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	-Students have multiple opportunities for talk and discussion each period of the day -Teachers include questions for talk/academic discussion and scaffolds (frames or prompts) to support discussion in plans -Ratings on ELL framework/walk-through tool for academic discussion improve over the course of the year		
5-2	LTEs and newcomers receive small group intervention targeted to language needs both inside of class and through intervention	TSA for supporting LTEs with academic language and literacy in Middle School.	- Increase of reclassification of LTEs in 5th - 8th grade.		Tier 2
5-3	Explicit sentence breaking strategies to tackle complex sentences to make and infer meaning - le 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 performance on the AVANT assessment		

5-4	Support parents of English Learners and Spanish learners with workshops and resources for their students	<ul style="list-style-type: none"> - Partner with Safe Passages for VISTA volunteer to support family engagement - Provide English / Spanish classes for parents to support language acquisition 	Parents report being better able to support their children academically and socio-emotionally		
5-5	Teachers monitor the progress of language learners using regular data collection on formative and summative assessments, including observational protocols on focal students	ILT and Coaches support teachers conduct cycles of inquiry focused on the improvement of focal students chosen by language needs Progress monitoring is noted in assessment calendar Leadership support teachers norming on observational protocols	Language learners make notable progress given supports structured to target their improvement Teacher plans reflect a focus on instruction/intervention to support language learners		
5-6	Designated ELD and SLD takes place daily in classrooms, with scaffolds for language learners.	Partnership with ELLMA on cross site collaboration focused on designated ELD and planning to address language standards			

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
After School Program & Recess Coaches	\$115,207	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Recess coach to train and supervise Jr. Coach Team to support safe and inclusive play and problem solving.	112-1
After School Program & Recess Coaches	\$111,945	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	- Hire recess coach - provide professional learning time during Culture cycle	112-2
TSA	\$151,285	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	6553	11-Month Classroom TSA	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	TSA for supporting LTELs with academic language and literacy in Middle School.	112-3
TSA	\$84,615	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	n/a	n/a	0.70	Goal 1: All students graduate college, career, and community ready.	tbd	112-4
Teachers' salaries stipends	\$2,530	General Purpose Discretionary	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	112-5
Clerical overtime	\$9,903	General Purpose Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	- Partner with Safe Passages for VISTA volunteer to support family engagement - Provide English / Spanish classes for parents to support language acquisition	112-6
supplies	\$20,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn.	112-7
To be allocated Fall 2021	\$102	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	112-8
copier	\$9,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Fund copy machines, and supplies to facilitate the technical materials are available (including posters, paper, ink, student writing materials, workbooks) to support student learning.	112-9

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
Teachers' salaries stipends	\$24,488	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	ILT and Coaches support analysis of curriculum tasks in PLCs and ILT meetings to refine protocols for modifying tasks ILT and Coaches support teachers unpacking Assessment tasks to align instruction to assessment	112-10
Substitutes	\$37,800	LCFF Concentration	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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	112-11
Library Technician	\$12,908	LCFF Concentration	2205	Classified Support Salaries	7469	Library Technician	0.18	Goal 1: All students graduate college, career, and community ready.	Provide small group literacy instruction TK-8th based on Shenefelbne's framework	112-12
Clerical overtime	\$9,903	LCFF Concentration	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Ongoing communication with families Home visits (virtual / in person)	112-13
Noon Supervisor	\$7,751	LCFF Concentration	2905	Other Classified Salaries	4898	Noon Supervisor	0.10	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Recess coach to provide professional learning to teachers to build capacity to support cooperative learning games	112-14
STIP	\$60,311	LCFF Supplemental	1105	Certificated Teachers' Salaries	4015	STIP Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Analyze curriculum tasks with lens of alignment to standards and assessments (SBAC/IAB/CAST/ELPAC) with PLC	112-15
TSA	\$136,668	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7505	11-Month Classroom TSA	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	TSAs Create mastery checks in Spanish using Bookshop Fonetica materials Leadership support the creation of clear phonics/phonological awareness instructional routines for Spanish literacy intervention	112-16
TSA	\$111,355	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7715	11-Month Classroom TSA	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	TSA for supporting LTELs with academic language and literacy in Middle School.	112-17

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
Teachers' salaries stipends	\$38,166	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Backwards plan units and long term calendars to standards based assessment including the IABs for 3rd - 8th grade.	112-18
Clerical Salaries Outreach	\$89,034	LCFF Supplemental	2405	Clerical Salaries	1245	Outreach Consultant	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Ongoing communication with families Home visits (virtual / in person)	112-19
Classified Salaries	\$3,500	LCFF Supplemental	2905	Other Classified Salaries	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Monthly Attendance celebrations and incentives	112-20
To be allocated Fall 2021	\$87,117	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	112-21
Library Technician	\$57,894	Measure G: Library	2205	Classified Support Salaries	7469	Library Technician	0.82	Goal 1: All students graduate college, career, and community ready.	3 - 8: Small group SIPP/ Spanish phonics (in 3rd), Oral Reading Fluency, Small group targeted comprehension and meaning making lessons.	112-22
Teacher Prep	\$21,374	Measure G1	1105	Certificated Teachers' Salaries	3372	Teacher Education Enhancement	0.20	Goal 1: All students graduate college, career, and community ready.	Teacher Leaders Lead PLCs focused on student work and student learning	112-23
Teachers' salaries stipends	\$9,664	Measure G1	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	112-24
to be allocated Fall 2021	\$0	Measure G1	4399	Unallocated	n/a	n/a	n/a	tbd	tbd	112-25
Consultants	\$19,000	Measure G1	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Messaging & PD: Clear Instructional Norms for grade level bands aligned to Sheffield's framework, and moving away from Balanced Literacy concepts	112-26
Teachers' salaries stipends	\$100,000	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Explicit instruction of school-wide expectations, school-wide acknowledgement system (BeLeaf tickets) with weekly raffles	112-27

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
TSA Literacy Intervention	\$118,730	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	2383	10-Month Classroom TSA	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide small group literacy instruction TK-8th based on Shefelbine's framework	112-28
Certificated Teachers' Salaries Stipends (extended contracts)	\$13,494	Title I: Basic	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teacher Leaders Lead PLCs focused on student work and student learning	112-29
Early Literacy Interventionist	\$49,056	Title I: Basic	2105	Classified Instructional Aide Salaries	8223	Enter position number at left.	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	112-30
Spanish Library Books	\$10,000	Title I: Basic	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Support parents of English Learners and Spanish learners with workshops and resources for their students	112-31
To be allocated Fall 2021	\$24,345	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	td	td	112-32
To be allocated Fall 2021	\$5,750	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Parent Participation Programming	112-33
Dual Learning Teacher's Salaries	\$14,375	Title IV: Student Support & Academic Enrichment	1122	Certificated Teachers' Salaries: Extra Compensation	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Designated ELD and SLD takes place daily in classrooms, with scaffolds for language learners.	112-34



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 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2020.

Name of Principal

Signature of Principal



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

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 nombra 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



School-Parent Compact

Greenleaf Tk-8

2020 - 2021

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 2020 - 2021 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 24th, 2019 and will be in effect for the period of August 12, 2019 to May 28th, 2020.

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, 2019.

Signature of Principal

Date



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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 nombra 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 2019 y tendrá vigencia durante el período del 12 de agosto de 2019 al 28 de mayo de 2020.

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 2019 o antes.

Firma del director

Fecha



Strategic Resource Planning (SRP)

Greenleaf
School Site Council Membership Roster
2020-2021

SSC - Officers

Chairperson:	Janeth Lara
Vice Chairperson:	Alejandra Gonzalez
Secretary:	Joshua Eusterbrock

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Annika Rudback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alejandra Gonzalez (EL Parent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dominique Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Janeth Lara (final term) (EL Parent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Joshua Eusterbrock*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perry Siniard*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katherine Moseley*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mariah Sparks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lateefa Ali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hageth Portilla (EL Parent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SSC Meeting Schedule: (Day/Month/Time)	4th Tuesday @ 3:00 pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members