

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 27, 2012

**To:** Board of Education

**From:** Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2012/2013 CSSSP – Greenleaf Elementary School

**Action Requested:**

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Greenleaf Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

**Discussion:**

The Single Plan for Student Achievement builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

**State Programs**

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

**Federal Programs**

- Title I, Part A

**Recommendation:**

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Greenleaf Elementary School.



**Community Schools Strategic Site Plan**  
*Single Plan for Student Achievement*

**School: Greenleaf Elementary**

**0115618**

**School Year: 2012-2013**

# **COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)**

## **Table of Contents**

### **Superintendent's Letter**

### **OUSD & School Context & Vision**

### **Accountable for Quality: Ensuring Thriving Students & Healthy Communities**

#### **School Quality Indicator 1: Quality Learning Experiences for All Students**

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches\* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

#### **School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments**

- A: School Culture (including Meaningful Student Engagement)
- B: Health & Wellness
- C: Interrupting Chronic Absence (Attendance)

#### **School Quality Indicator 3: Learning Communities Focused on Continuous Improvement**

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

#### **School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships**

- A: Family & Community Engagement

#### **School Quality Indicator 5: Effective School Leadership & Resource Management**

- A: Strategic Operational Practices

### **CSSSP Assurances**

### **Appendices**

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

**VISION:** All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

**MISSION:** Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

#### **GOAL AREAS:**

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

#### SCHOOL SITE CONTEXT

Greenleaf Elementary is collaborative community school located on the Whittier campus in East Oakland. We currently serve 450 K-5 students with plans to expand to a K-8 beginning SY 2012-13 with 6th grade. 76% of Greenleaf students are Latino; 20% are African American; 4% are Asian/Pacific Islander. We are a school-wide Title I school and received the Title I Achievement Award from the State of California in SY 2010-11. As a redesign of Whittier Elementary, Greenleaf has seen rapid academic growth over the last three years. Much of this growth is attributed to our focus on data-driven instruction, professional learning communities, and parents as partners. Data is shared in many ways, on multiple levels here at Greenleaf. Using a combination of qualitative, quantitative, and anecdotal data teachers compile a portfolio of information about each students' academic progress. This is then used to inform daily, weekly, and monthly instruction, which results in a differentiated approach for all students. Through PLCs, teacher teams collaborate in planning and data analysis, identifying best practices to further inform their instruction. Our Coordination of Services Team (COST) ensures that academic, behavioral, and socio-emotional interventions are monitored closely for effectiveness. Together with our Outreach office and Parent Representatives from each class, parents are not only informed about student data on a regular basis but they are also engaged in their own learning through parent workshops designed and led by both teachers and parents. Greenleaf's previous Theory of Action was focused on three areas: Parents as Partners, Efforts-Based Learning, and Equity pedagogy. This Theory of Action resulted in tremendous growth as more than 50% of students moved out of Far Below Basic, Below Basic and Basic and into Proficient and Advanced. The next phase of Greenleaf's growth includes a new Theory of Action aimed at further developing critical literacy skills as we prepare students for both college and career. Furthermore, our data now points to a need to teach independent use of reading and writing skills at a rigorous level. This Theory of Action includes independence and motivation, rigor and language, and non-fiction content reading and writing: Greenleaf's Theory of Action Independent Reading and Writing- If students have multiple opportunities throughout the school day to independently read and respond to a variety of texts on their level, they will become increasingly more strategic readers. If students receive

regular, differentiated feedback from teachers on their independent reading and writing skills then they will become increasingly more strategic readers. If students are motivated by, interested in, and held accountable for what they read, they will become increasingly more strategic readers. Rigor- If students engage in high level questioning and discussion about a variety of texts and respond in writing to those texts they will become increasingly more critical readers and writers. If students increase their independent use of academic language in writing and speaking, they will become increasingly more critical readers and writers. Non-fiction reading and writing- If students are exposed to and engage with a variety of content-based texts, especially in Science, Social Studies, and Math, they will apply their strategic reading and writing skills to high-level, rigorous texts. The cornerstone of this Theory of Action is our work around Balanced Literacy. In partnership with Aspire Public Schools, we continue to engage in deep inquiry around literacy strategies that produce significant outcomes for students. Through this work, Greenleaf Scholars will continue to accelerate their learning in both language arts and math, but also build independent learning skills and strategies necessary for sustained success in college and career.

## **VISION**

Greenleaf's vision is centered around academic acceleration and excellence for all students. With community as our foundation, we build deep relationships, set high goals, and hold high expectations for all students and adults. The foundation of all our work are our Principles of Learning, the values by which we live and work each day: Pride, Determination, Integrity, and Inquiry. These Principles are critical in sustaining our strong school culture of excellence and keep us firmly focused on academic acceleration.

## Accountable for Quality: Ensuring Thriving Students and Healthy Communities

### Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

#### The School Accountability Plan

Accountability at Greenleaf is critical to our success and includes regular opportunities for reflection on past, current and future goals and action plans. School-wide staff Retreat: Staff sets goals for the year, reflects on school progress. Each staff member takes time to determine their own goals for the year and align them to school-side targets. Instructional Learning Team: 2x per month, drives PD and instructional support plans. ILT members represent all grade levels and content areas and are responsible for monitoring progress of our instructional program. Learning Walks: 2x per year whole school walkthroughs with instructional focus. Learning Walks provide opportunities for teachers to learn from each other and determine whole school successes and needs regarding our instructional norms. Teachers team in groups of 4-6 to observe 8-10 classrooms such that each teacher and each classroom is observed multiple times. Feedback and observations from these instructional rounds guide future professional development sessions and drive school-wide action planning. Operational committees: 1x per month support of school operations. Operational committees meet monthly during faculty meetings regarding school culture, health, safety, and beautification needs. Academic conferences (individual teacher, student, and grade level: 3x per year ELA; 3x per year Math. Academic conferences follow our school-wide data cycle and provide teachers individual and group opportunities to reflect on their progress to date. Using the SMARTE goals and action plans developed at the staff retreat, teachers make changes to pacing, content, and scaffolds based on recent data as well as determine new instructional needs. After individual conferencing with the principal and coaches, teachers hold a similar meeting with students to replicate the reflection and goal-setting process. Staff Data Summits: 3x per year monitoring school progress. Staff data summits allow staff to reflect on school-wide progress to date and make any necessary adjustments to the action plan. Parent Data Nights: 2x per year monitoring school progress. Parent data summits allow parents to reflect on their student's progress toward individual, class, and grade level goals and engage in discussion with their student and teacher about necessary next steps and/or actions

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Greenleaf Elementary

Principal: MONICA THOMAS

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

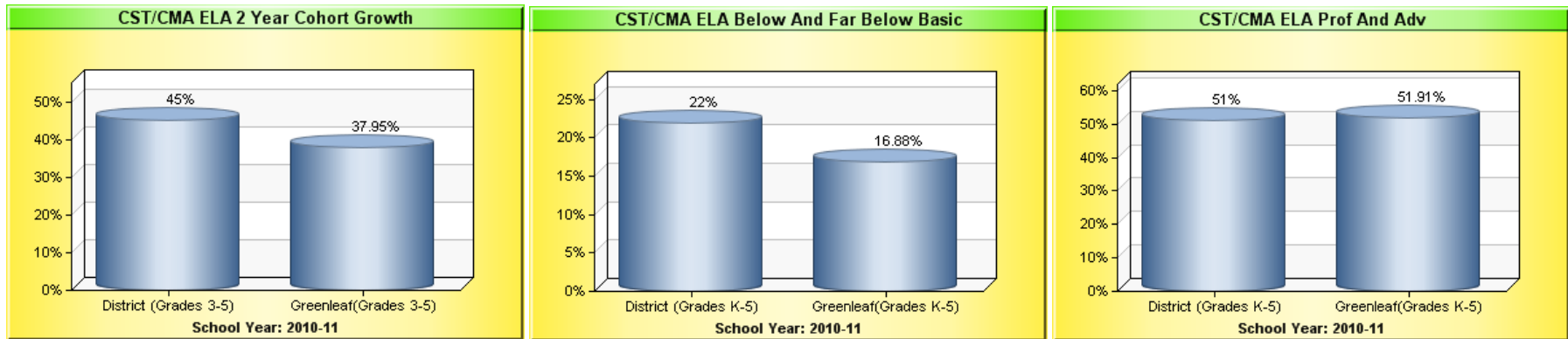
#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





**School Data**

- Average reading level gain .98 per year as measured by Fountas and Pinnell leveled reading
- African American students performing 17% lower in ELA; 11% lower in Math than Latino students

**Data Analysis**

- Accelerated movement of students out of FBB/BB; only 16% of students FBB/BB
- Students stagnating in Prof (52% over 2 yr time) and Basic; less acceleration out of B into P/A; rigorous critical thinking needed
- Student reading growth only 1 year or less; focus needed on non-fiction and independent reading
- Cohort growth lower than district average; need to support vertical alignment and continued acceleration

**Theory Action**

- Independent Reading and Writing- Students will become more strategic readers if they read and respond to a variety of high-interest texts at their level with regular teacher feedback
- Rigor- Students will become more critical readers if they ask and answer high level questions through text-based discussion and dialogue
- Non-fiction reading and writing- Students will independently apply their critical reading and writing skills to a variety of content-based texts in Science, Social Studies, and Math

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Intervention reading specialist to provide reading support to low-performing T1 students	CST, Benchmarks	FBB, BB	Aug-June	Thomas	5/14/2012	112SQI1A261	Intervention reading specialist to provide reading support to low-performing T1 students	3010-Title I		T11TSA0046	1	\$73,398.96
Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials	CST, DRA, Benchmarks	All Students	Aug-June	Thomas	5/14/2012	112SQI1A458	Monthly PD focus on elements of Reading Workshop	Non-SSC approved			0	\$0.00
Implementation of Reading/Writing Workshop in grades K-5							Weekly walkthroughs to					

with aligned professional development, coaching, assessments, and materials	CST, DRA, Benchmarks	All Students	Aug-June	Thomas	5/14/2012	112SQ1A467	monitor, support, and give feedback on RW elements	Non-SSC approved			0	\$0.00
Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials	CST, DRA, Benchmarks	All Students	Aug-June	Thomas	5/14/2012	112SQ1A468	Weekly PLC planning using DRA, formative, interim, and observational data	Non-SSC approved			0	\$0.00
Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials	CST, DRA, Benchmarks	All Students	Aug-June	Thomas	5/14/2012	112SQ1A469	Leveled classroom libraries for Guided Reading and Independent Leveled Reading	Non-SSC approved			0	\$0.00
Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials	CST, DRA, Benchmarks	All Students	Aug-June	Thomas	5/14/2012	112SQ1A471	Peer observations and coaching with Lead Content Teachers	Non-SSC approved			0	\$0.00
Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials	CST, DRA, Benchmarks	All Students	Aug-June	Thomas	5/14/2012	112SQ1A472	Bi-annual Learning Walks to observe rigorous implementation of Reading Workshop elements	Non-SSC approved			0	\$0.00
Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials	CST, DRA, Benchmarks	All Students	Aug-June	Thomas	5/14/2012	112SQ1A473	3 day-long PD sessions with partner schools (PALS) to share best practices and identify next steps	Non-SSC approved			0	\$0.00
Implementation of Reading/Writing Workshop in grades K-5 with aligned professional development, coaching, assessments, and materials	CST, DRA, Benchmarks	All Students	Aug-June	Thomas	5/14/2012	112SQ1A483	Professional texts to support Reading/Writing Workshop implementation	N/A			0	\$0.00
Accelerated Reader computer-based program to support independent leveled reading	CST, DRA, Benchmarks	All Students	Aug-June	Thomas	5/14/2012	112SQ1A460	Individual goal-setting with students to set differentiated reading targets	Non-SSC approved			0	\$0.00
Accelerated Reader computer-based program to support independent leveled reading	CST, DRA, Benchmarks	All Students	Aug-June	Thomas	5/14/2012	112SQ1A475	Monthly celebrations for students who meet goals and/or make significant progress towards goals	Non-SSC approved			0	\$0.00

Accelerated Reader computer-based program to support independent leveled reading	CST, DRA, Benchmarks	All Students	Aug-June	Thomas	5/14/2012	112SQ11A477	Tech support for classroom computers including internet access, hardware, and software issues	Non-SSC approved			0	\$0.00
Accelerated Reader computer-based program to support independent leveled reading	CST, DRA, Benchmarks	All Students	Aug-June	Thomas	5/14/2012	112SQ11A479	Planning and collaboration for teachers to review and analyze AR data, plan for instructional next steps	Non-SSC approved			0	\$0.00
Literacy coach to support professional development in ELD, Balanced Literacy for ELLs across the curriculum	CST, Benchmarks	English Learners	Aug-June	Thomas	5/14/2012	112SQ11A1061	Literacy coach to support professional development in ELD, Balanced Literacy for ELLs across the curriculum	7091-EIA - LEP		T10TSA9999	0.499	\$39,759.23
Literacy coach to support professional development in ELD, Balanced Literacy for ELLs across the curriculum	CST, Benchmarks	English Learners	Aug-June	Thomas	5/14/2012	112SQ11A1101	Literacy coach to support professional development in ELD, Balanced Literacy for ELLs across the curriculum	7090-EIA - SCE		T10TSA9999	0.5	\$39,838.91
Targeted intervention for African American students at each grade level	CST, DRA, Benchmarks		Aug-June	Thomas/ILT/COST	5/14/2012	112SQ11A4261	Monitor and support interventions through COST, ILT	N/A			0	\$0.00
Targeted intervention for African American students at each grade level	CST, DRA, Benchmarks		Aug-June	Thomas/ILT/COST	5/14/2012	112SQ11A4262	Mentorship and check-in with staff member for focal 15	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Greenleaf Elementary

Principal: MONICA THOMAS

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

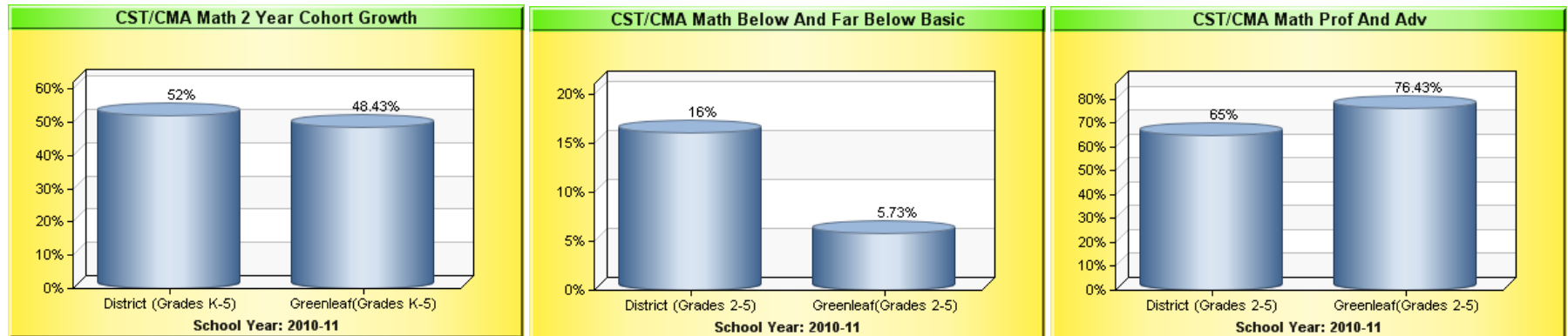
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

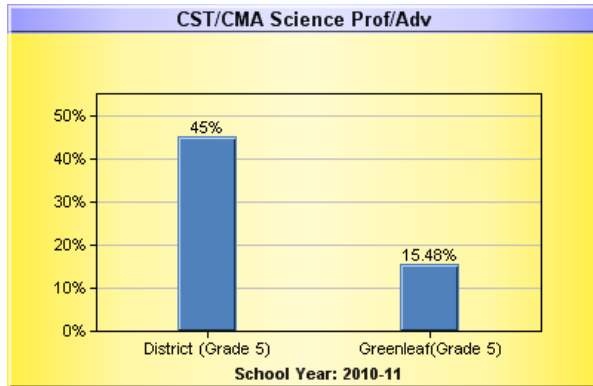
#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





**Data Analysis**

- Math scores regularly higher than ELA; deep institutional knowledge of Si Swun lesson design
- Shift to independent thinking/talking to develop foundational non-fiction reading/writing
- Science performance significantly below district average; aligned focus starting in 4/5, vertical PD in cluster groups
- Science instruction not as consistent; need more rigorous non-fiction reading and writing instruction
- Math P/A percentages(76%) higher than district average (52%)

**Theory Action**

- Independent Reading and Writing: Teacher feedback; Motivation and interest; Accountability
- Rigor: Questioning, Academic Language and Literacy; Student Dialogue
- Non-fiction reading and writing: Science, Social Studies, Math

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Focus on increase opportunities for high level science instruction	CST, Benchmarks	All Students	Aug-June	Thomas	3/28/2012	112SQ11B2235	ALP PD cycle for teachers focusing on non-fiction literacy and inquiry skills	Non-SSC approved			0	\$0.00
Focus on increase opportunities for high level science instruction	CST, Benchmarks	All Students	Aug-June	Thomas	3/28/2012	112SQ11B2236	Lead Science Teacher to support science instruction at site, provide logistical and instructional organization	Non-SSC approved			0	\$0.00
Increased opportunities for integrated technology use for students	CST, Benchmarks		Aug-June		3/28/2012	112SQ11B2237	Technology task force to develop school-wide vision for technology integration; inventory of site technology assets/needs	N/A			0	\$0.00
Increased opportunities for integrated technology use for students	CST, Benchmarks		Aug-June		3/28/2012	112SQ11B2238	Blended learning pilot for 6th graders	N/A			0	\$0.00
Increased opportunities for integrated technology use for students	CST, Benchmarks		Aug-June		3/28/2012	112SQ11B2239	Media center next to library staffed and open for student use before and after school	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: Greenleaf Elementary

Principal: MONICA THOMAS

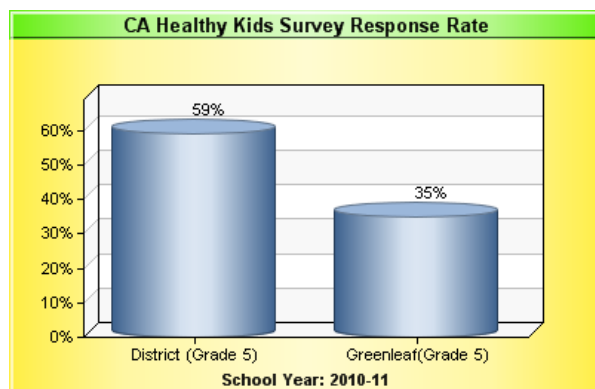
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



#### Data Analysis

- Summer transition key to early success in TK/K; 90% of families meet with outreach/principal during summer to provide orientation
- Summer Pre-K program for incoming Kinder students that have not attended pre-K
- 6th grade transition necessary for SY 2012-13 that includes student leadership opportunities

#### Theory Action

- Independent Reading and Writing: Teacher feedback; Motivation and interest; Accountability
- Rigor: Questioning, Academic Language and Literacy

- Non-fiction reading and writing: Science, Social Studies, Math

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Individual conferencing with incoming TK/K families to support elementary transition and strengthen home/school connection	CHKS	Pre-Kindergarten	Aug	Thomas, Perez	5/15/2012	112SQ11C413	Individual conferencing with incoming TK/K families to support elementary transition and strengthen home/school connection	3010-Title I	2222-CLASSSUPPT SALARIES EXTRA COMP		0	\$3,000.00
Orientation meeting for Pre-K parents	CHKS	Pre-Kindergarten	Aug-June	Thomas	5/15/2012	112SQ11C415	Pre-K Orientation Mtg	Non-SSC approved			0	\$0.00
Orientation for incoming 6th graders to support middle school transition	CHKS, Attendance		August-September	6th grade/Thomas	5/15/2012	112SQ11C2240	6th grade retreat to build community and leadership; foster trusting relationships between and among students and adults	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Greenleaf Elementary

Principal: MONICA THOMAS

**School Quality Standards relevant to this Strategic Priority**

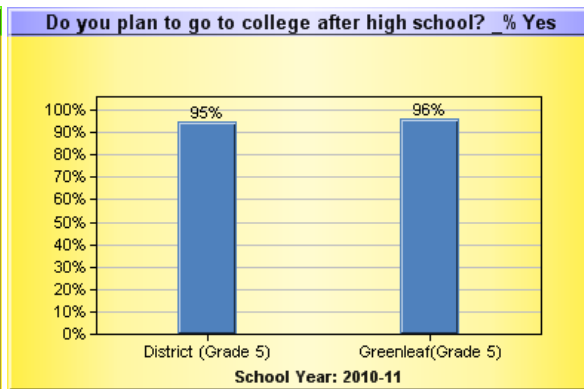
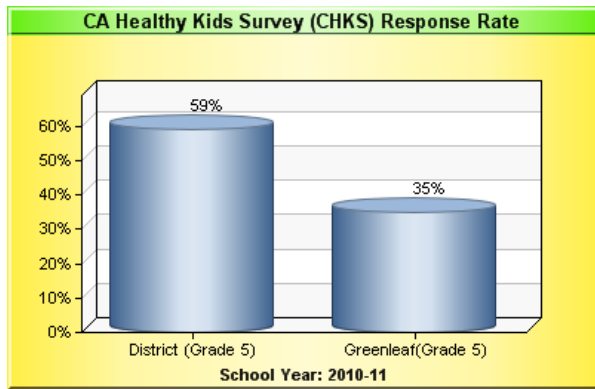
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

**From OUSD Strategic Plan:**

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



**Theory Action**

- Independent Reading and Writing- Teacher feedback; Motivation and Interest; Quality and Accountability
- Rigor: Questioning, Academic Language and Literacy; Student Dialogue
- Non-fiction reading and writing: Science, Social Studies, Math

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
------------	------------	----------	----------	-------	------	-------	------------------	-------------	-----------	----------	-----	---------------



School-wide Career Day to highlight relevant and exciting career paths for students	CST, Benchmarks		March	Thomas/Events	3/28/2012	112SQI1D2241	Day-long celebration of careers with multiple presenters per class; follow up activities to apply new learning	N/A			0	\$0.00
---	-----------------	--	-------	---------------	-----------	--------------	--	-----	--	--	---	--------

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority E. Accelerating Students through Targeted Approaches\* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

**School:** Greenleaf Elementary

**Principal:** MONICA THOMAS

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

**From OUSD Strategic Plan:**

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

**School Data**

- Differentiated instruction and support an effective strategy for low-performing students
- Strong intervention and monitoring infrastructure in place to support students

**Data Analysis**

- Aligned support to Focus students through differentiated planning and instruction
- African American students performing 17% lower in ELA; 11% lower in Math than Latino students

**Theory Action**

- Independent Reading and Writing- Teacher feedback; Motivation and Interest; Quality and Accountability
- Rigor: Questioning, Academic Language and Literacy; Student Dialogue
- Non-fiction reading and writing: Science, Social Studies, Math

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
ELD Coach to support ELL instruction and intervention for low performing B/BB/FBB students	ADEPT, Benchmark	English Learners	Aug-June	Maria Cohen	5/7/2012	112SQ1E264	ELD Coach to support ELL instruction and intervention	7091-EIA - LEP		T10TSA0171	0.15	\$15,131.34
ELD Coach to support ELL instruction and intervention for low performing B/BB/FBB students	ADEPT, Benchmark	English Learners	Aug-June	Maria Cohen	5/7/2012	112SQ1E2243	ELD Coach to support low performing T1 students	3010-Title I		T10TSA0171	0.05	\$5,043.78

Teachers providing 3x weekly support for students in FBB/BB/B	CST, Benchmarks	FBB, BB and BAS	Oct-June	Thomas	5/7/2012	112SQ1E266	Teachers providing 3x weekly support for students in FBB/BB/B	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$15,000.00
Intervention supplies for T1 students to support academic acceleration	CST, Benchmarks	All Students	Aug-June	Thomas	5/7/2012	112SQ1E390	Intervention supplies for T1 students to support academic acceleration to FBB/BB/B students	3010-Title I	4310-SUPPLIES		0	\$6,307.00
Intervention supplies for T1 students to support academic acceleration	CST, Benchmarks	All Students	Aug-June	Thomas	5/7/2012	112SQ1E2244	Copier maintenance agreement for T1 intervention materials and supplies	3010-Title I	5610-EQUIP MAINTENANCE AGREEMENT		0	\$5,000.00
Supplies to support intervention in K-5 classes	CST, Benchmarks	All Students	Aug-June	Thomas	5/7/2012	112SQ1E395	Intervention supplies-SCE	7090-EIA - SCE	4310-SUPPLIES		0	\$269.64
Supplies to support intervention for ELL students	CST, Benchmarks	English Learners	Aug-June	Thomas	5/7/2012	112SQ1E397	Intervention supplies-LEP	7091-EIA - LEP	4310-SUPPLIES		0	\$4,887.03
Enrichment supplies for GATE students	CST, Benchmarks	GATE	Aug-June	Thomas	5/7/2012	112SQ1E410	GATE supplies	Non-SSC approved			0	\$0.00
Targeted intervention for African American students at each grade level	Benchmarks, DRA	English Only	Aug-June	Thomas/COST/ILT	5/7/2012	112SQ1E4299	Data-driven action plans for focal students on each grade level, monitored by COST and ILT	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: Greenleaf Elementary

Principal: MONICA THOMAS

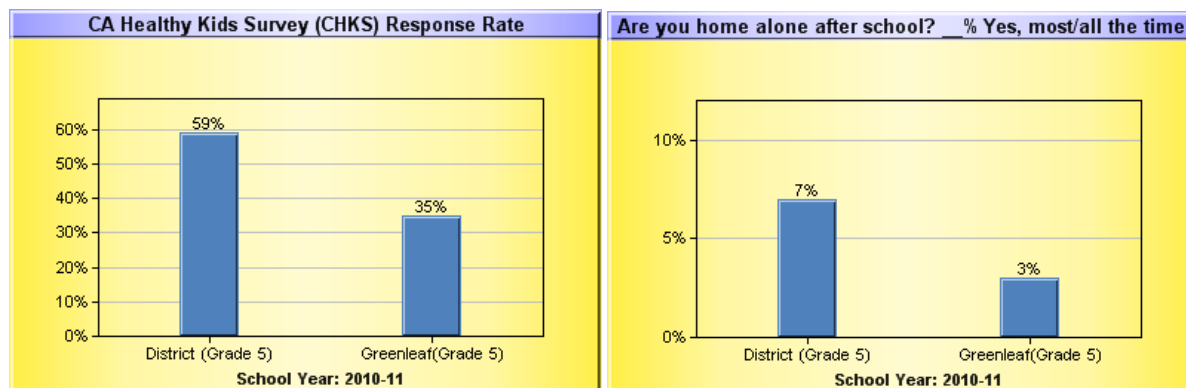
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



#### Data Analysis

- After school program structure in place to provide extended learning opportunities; further alignment towards school and district goals needed

#### Theory Action

- Independent Reading and Writing- Teacher feedback; Motivation and interest; Accountability
- Rigor: Questioning, Academic Language and Literacy
- Non-fiction reading and writing: Science, Social Studies, Math

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Curriculum aligned study tours to provide extension, intervention and enrichment of the school day	CST, Benchmarks, CHKS	All Students	Aug-June	Thomas	4/30/2012	112SQI1F1060	Curriculum aligned study tours to provide extension, intervention and enrichment of the school day	3010-Title I	5826-NON-CONTRACT SERVICES		0	\$3,000.00
After school program												

provides extended learning opportunities focused on science literacy support	CST, DRA, Benchmarks	All Students	Aug-June	Ledah Duncan	4/30/2012	112SQ11F1524	Contract with lead agency to support after school programming at site	Non-SSC approved			0	\$0.00
After school program provides extended learning opportunities focused on science literacy support	CST, DRA, Benchmarks	All Students	Aug-June	Ledah Duncan	4/30/2012	112SQ11F1527	Extended contracts with middle school teachers for extended enrichment	Non-SSC approved			0	\$0.00
Saturday School intervention program for students					4/30/2012	112SQ11F2242	Contract with Moving Forward Education to deliver high quality academic intervention and character education to students	N/A			0	\$0.00

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Greenleaf Elementary

Principal: MONICA THOMAS

#### School Quality Standards relevant to this Strategic Priority

A quality school...

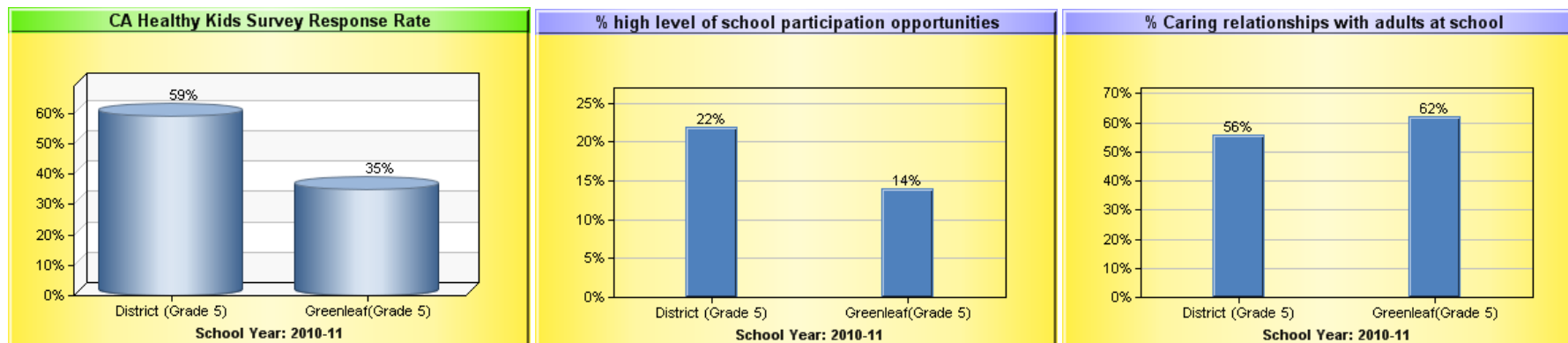
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

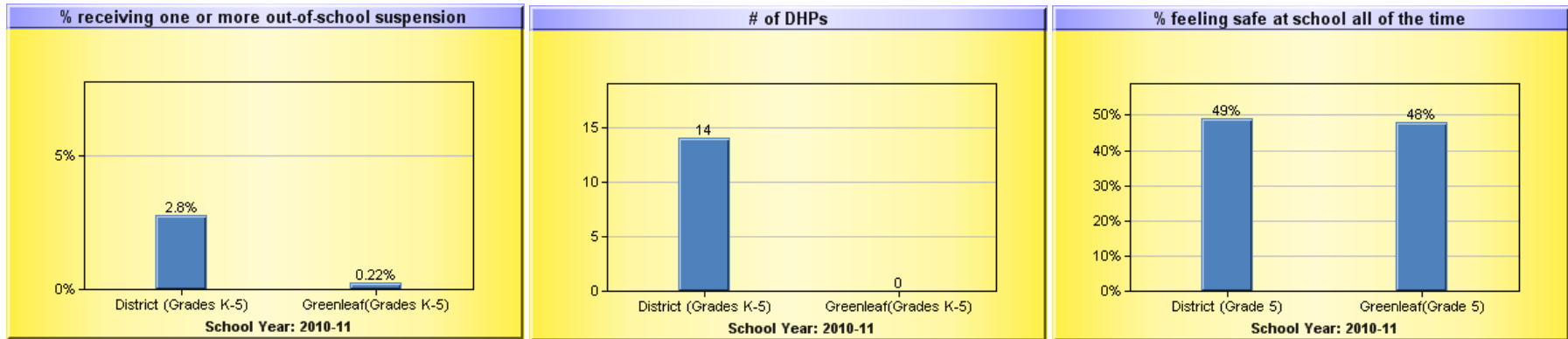
#### From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





**Data Analysis**

- Low level of student suspensions result of focused support on students in classroom
- COST team effective in responding to academic and socio-emotional needs, coordinating services
- Need for more student leadership opportunities and ownership of Principles of Learning

**Theory Action**

- Independent Reading and Writing- Teacher feedback; Motivation and interest; Accountability
- Rigor: Questioning, Academic Language and Literacy
- Non-fiction reading and writing: Science, Social Studies, Math
- Full Service Community Schools- Resources aligned and leveraged to support all students socially, emotionally, and academically

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Student Design Team focused on expansion	CHKS	All Students	Aug-June	Thomas, Perez	4/2/2012	112SQI2A3395	Student design team to develop schoolwide policies aimed at increasing student leadership opportunities with the K-8 expansion	N/A			0	\$0.00
Advisory/homeroom structure for incoming 6th graders	CHKS		Aug-June	Thomas	4/2/2012	112SQI2A3398	Advisory groups for 6th grade students to build leadership, critical friends groups around current and relevant events	N/A			0	\$0.00
Spirit Week and Pep Rally	CST, DRA, Benchmarks		May	Thomas	4/2/2012	112SQI2A3401	School spirit week to gear up for testing pep rally; teachers, parents, staff, students participating in schoolwide activities promoting Greenleaf excellence	N/A			0	\$0.00
Monthly assemblies to celebrate student success	CHKS, Attendance, Benchmarks		Aug-June	Thomas	4/2/2012	112SQI2A3403	Monthly assemblies with student awards for Principles of Learning, Academic, Attendance	N/A			0	\$0.00

Gold coin incentive program utilized school-wide	CHKS, Attendance, Benchmarks		Aug-June	Thomas	4/2/2012	112SQI2A3407	success Schoolwide incentive program used to promote behavioral excellence, good work habits, and academic success	N/A			0	\$0.00
--	------------------------------	--	----------	--------	----------	--------------	---	-----	--	--	---	--------



## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority B. Health & Wellness

School: Greenleaf Elementary

Principal: MONICA THOMAS

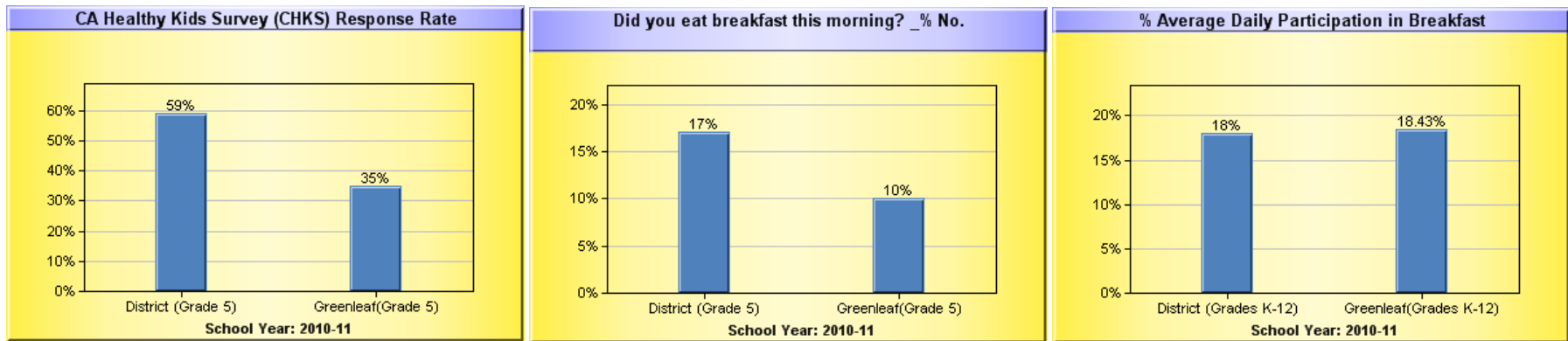
#### School Quality Standards relevant to this Strategic Priority

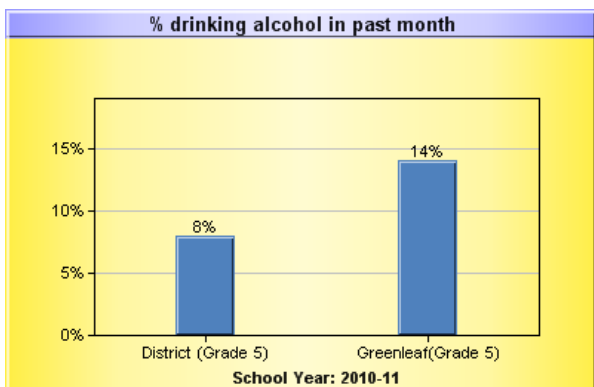
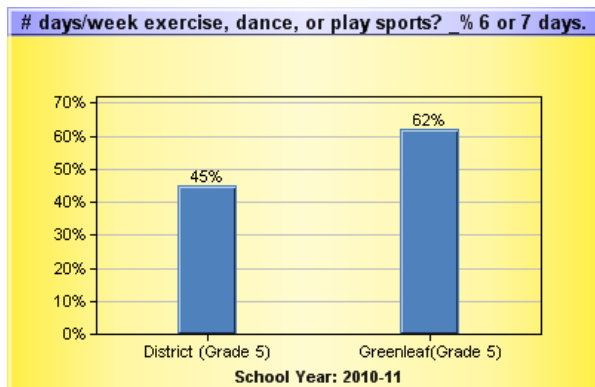
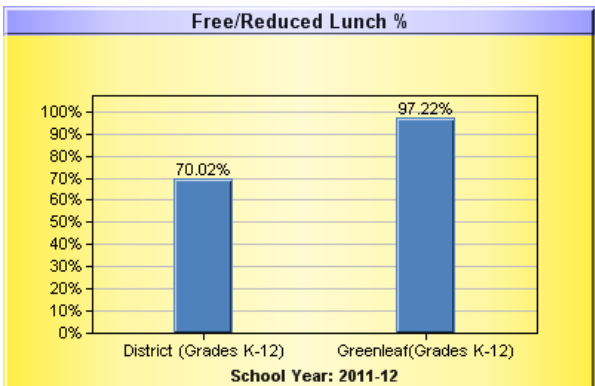
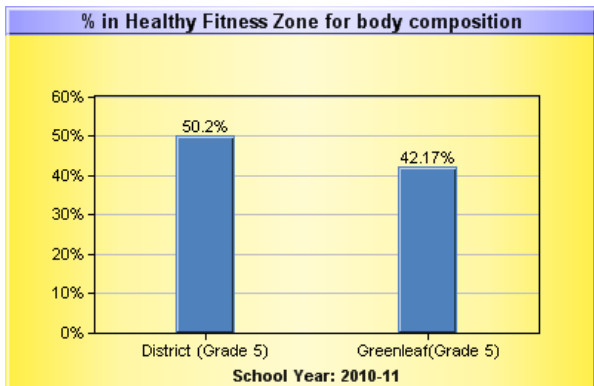
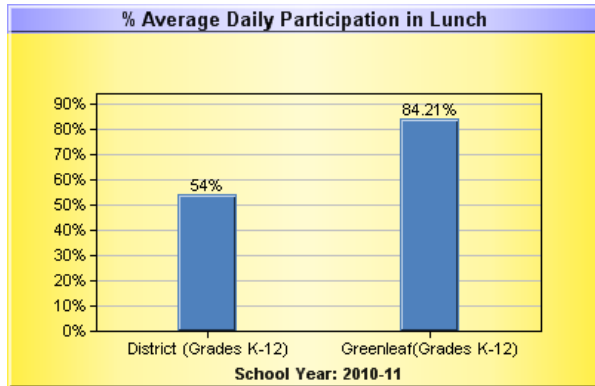
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

#### From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





**Theory Action**

- Parents as Partners; Deep relationship-building with parents and families to develop collective trust and accountability for student achievement
- Full Service Community School; Data-driven alignment of resources to support student achievement

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School nurse to provide support to students and outreach to families	CHKS	All Students	Aug-June	Thomas	5/7/2012	112SQI2B374	School nurse to provide support to students and outreach to families	3010-Title I			0	\$42,468.00

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Greenleaf Elementary

Principal: MONICA THOMAS

#### School Quality Standards relevant to this Strategic Priority

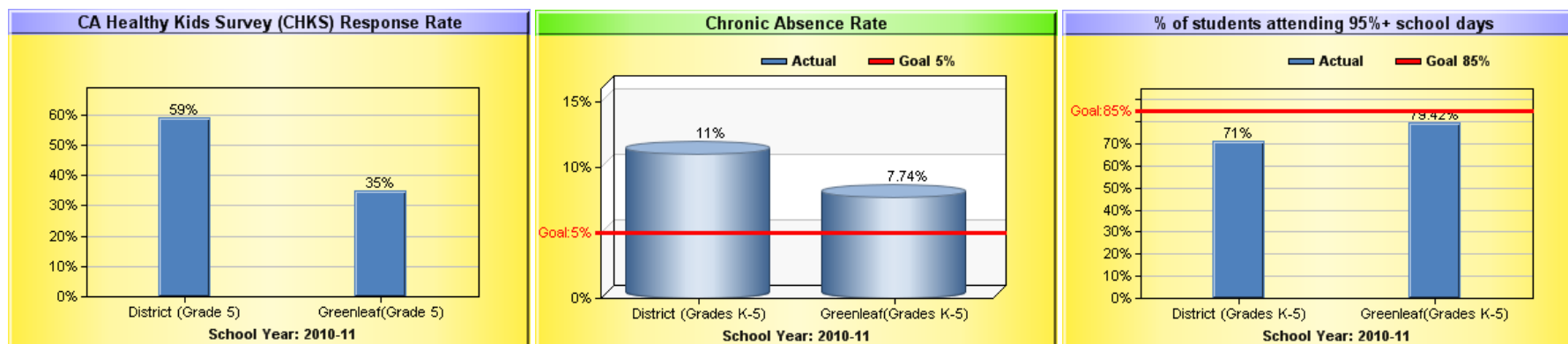
A quality school...

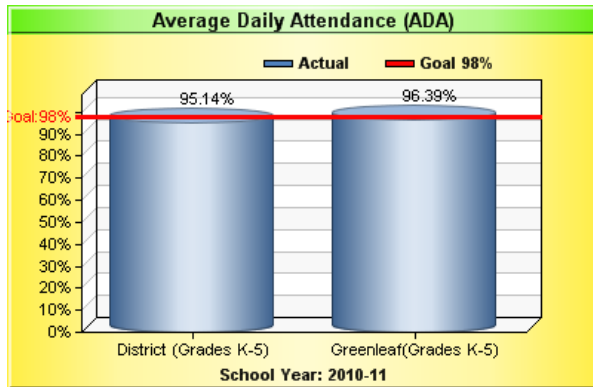
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

#### From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





**Data Analysis**

- Chronic Absence rate is lower than district average but still overrepresented by K/1 SEI students and African American students
- Percent of student attending 95% or more of school day higher than district average but demonstrates the need to intervene with borderline chronically absence students
- ADA percent higher than district average but lower than target; need to support school-wide practices to celebrate attendance

**Theory Action**

- Parents as Partners; Deep relationship-building with parents and families to develop collective trust and accountability for student achievement
- Full Service Community School; Data-driven alignment of resources to support student achievement

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage African American families and students with high rates of absence and tardies to improve attendance	CHKS, Attendance		Aug-June	Thomas	5/7/2012	112SQI2C404	Bi-weekly site attendance team meeting to monitor and support chronically absent students; intervene with borderline students	N/A			0	\$0.00
Engage African American families and students with high rates of absence and tardies to improve attendance	CHKS, Attendance		Aug-June	Thomas	5/7/2012	112SQI2C1982	Site-based SART meetings to develop attendance support plans for chronically absent students and families	N/A			0	\$0.00
Engage African American families and students with high rates of absence and tardies to improve attendance	CHKS, Attendance		Aug-June	Thomas	5/7/2012	112SQI2C1983	Home visits to follow up with students and families with chronic absences	N/A			0	\$0.00
Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide	CHKS, Attendance	All Students	Aug-June	Mirna Martinez	5/7/2012	112SQI2C1984	Weekly attendance graphs posted publicly to reward classes with high rates of attendance	N/A			0	\$0.00
Celebrate high rates of attendance and improved attendance individually, by class,	CHKS, Attendance	All Students	Aug-June	Mirna Martinez	5/7/2012	112SQI2C1986	Monthly schoolwide award (K-2, 3-5) for class with the highest	N/A			0	\$0.00

and schoolwide							attendance					
Celebrate high rates of attendance and improved attendance individually, by class, and schoolwide	CHKS, Attendance	All Students	Aug-June	Mirna Martinez	5/7/2012	112SQI2C1987	Individual attendance awards for students who have 99-100% attendance and improved attendance over time	N/A			0	\$0.00
Focus on K/1 SEI classes and Af American families to develop early positive attendance habits and routines	CHKS, Attendance	All Students	Aug-June	Mirna Martinez	5/7/2012	112SQI2C1988	Bi-weekly monitoring by site-attended team of K/1 SEI attendance	N/A			0	\$0.00
Focus on K/1 SEI classes and Af American families to develop early positive attendance habits and routines	CHKS, Attendance	All Students	Aug-June	Mirna Martinez	5/7/2012	112SQI2C1989	Teacher phone calls to students and families who are absent	N/A			0	\$0.00
Focus on K/1 SEI classes and Af American families to develop early positive attendance habits and routines	CHKS, Attendance	All Students	Aug-June	Mirna Martinez	5/7/2012	112SQI2C1991	Monthly monitoring by ILT of schoolwide attendance patterns	N/A			0	\$0.00

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

### Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Greenleaf Elementary

Principal: MONICA THOMAS

#### School Quality Standards relevant to this Strategic Priority

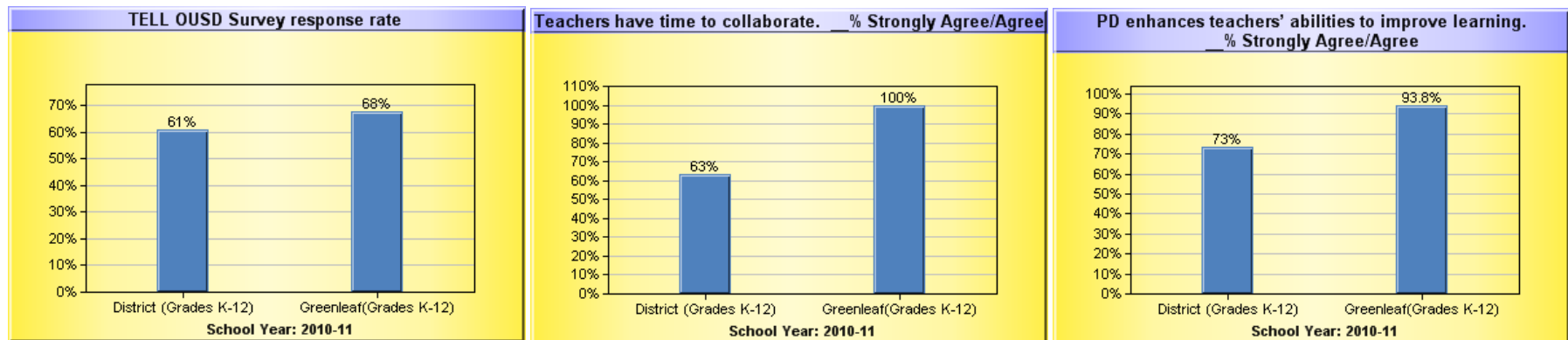
A quality school...

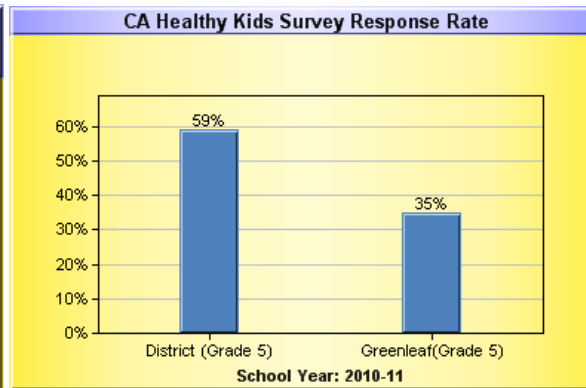
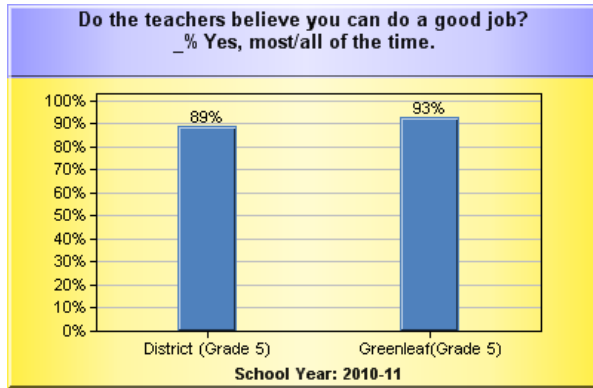
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

#### From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





**Data Analysis**

- Teachers teaching and leading other teachers provides deep opportunities for collective learning

**Theory Action**

- Independent Reading and Writing- Teacher feedback; Motivation and interest; Accountability
- Rigor: Questioning, Academic Language and Literacy
- Non-fiction reading and writing: Science, Social Studies, Math

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Bi-weekly collaboration and planning for PD with ILT	CST, Benchmarks	All Students	Aug-June	Thomas	5/14/2012	112SQI3A381	Bi-weekly collaboration and planning for PD with ILT	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$11,900.00
Release time to support teacher professional development via peer coaching, learning walks, and collaborative planning	CST	All Students	Aug-June	Thomas	5/14/2012	112SQI3A1059	Release time to support teacher professional development via peer coaching, learning walks, and collaborative planning	3010-Title I	1150-TEACHERS SUBSTITUTES		0	\$3,000.00
Lead Teacher/Content Coaching to support on-site instruction	CHKS, Attendance, Benchmarks		Aug-June	Thomas	5/14/2012	112SQI3A3415	Lead teachers and content coaches offer on-site coaching through demo lessons, planning meetings, elbow and whisper coaching; aligned to school-wide foci	N/A			0	\$0.00
New Teacher Orientation to support new teachers to site	CHKS		August-September	Thomas/ILT	5/14/2012	112SQI3A3421	August new teacher orientation with follow up support through the year to support first year and first year to the site teachers with the transition; focus on both operational and instructional norms	N/A			0	\$0.00

New Teacher Orientation to support new teachers to site	CHKS		August-September	Thomas/ILT	5/14/2012	112SQI3A4436		Non-SSC approved			0	\$0.00
Action Learning Plan (ALP) to guide teacher professional development and support instruction	CST, Benchmarks		Aug-June	Thomas/ILT	5/14/2012	112SQI3A3452	7 week ALP cycles where teachers determine scope and sequence of professional development most suited to their needs	N/A			0	\$0.00



## School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

### Strategic Priority A. Family & Community Engagement

**School:** Greenleaf Elementary

**Principal:** MONICA THOMAS

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

**From OUSD Strategic Plan:**

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

**School Data**

- Latino parents engaged through family literacy and parent reps; motivated to learn and do more
- African American parents experience less opportunities for authentic engagement

**Theory Action**

- Independent Reading and Writing- Teacher feedback; Motivation and interest; Accountability
- Rigor: Questioning, Academic Language and Literacy
- Non-fiction reading and writing: Science, Social Studies, Math
- Parents as Partners- Parents and staff mutually responsible and accountable for student academic, behavioral success; emotional, physical safety
- Full-Service Community School- Resources are aligned around schoolwide vision and Theory of Action with students at center; communication and coordination through Outreach office to support all students and families

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Outreach Consultant to provide home-school support to ELL parents through attendance, health, and academic intervention	Average Daily Attendance	English Learners	Aug-June	Rodolfo Perez	5/7/2012	112SQI4A262	Outreach Consultant to provide home-school support to ELL parents through attendance, health, and academic intervention	7091-EIA - LEP		ORCNST0019	0.6	\$39,072.97
Outreach Consultant to provide home-school support to parents through attendance, health, and academic intervention	Average Daily Attendance	All Students	Aug-June	Rodolfo Perez	5/7/2012	112SQI4A263	Outreach Consultant to provide home-school support to parents through attendance, health, and academic intervention	7090-EIA - SCE		ORCNST0019	0.4	\$26,048.65

Refreshments to support parent engagement at Literacy workshops, SSC, and volunteer meetings	CHKS	All Students	Aug-June	Perez	5/7/2012	112SQI4A400	Refreshments to support parent engagement at Literacy workshops, SSC, and volunteer meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS	0	\$2,000.00
Materials and supplies to support parent engagement at family workshops, SSC, and volunteer meetings	CHKS	All Students	Aug-June	Perez	5/7/2012	112SQI4A1058	Materials and supplies to support parent engagement at family workshops, SSC, and volunteer meetings	9901-Title I - Parent Participation	4310-SUPPLIES	0	\$1,596.03
Engage more African American families with parent reps	CHKS, Attendance, Benchmarks		Aug-June	Perez, Parent reps	5/7/2012	112SQI4A4266	Conduct home visits with African American parents to recruit for Parent Reps	N/A		0	\$0.00
Engage more African American families with parent reps	CHKS, Attendance, Benchmarks		Aug-June	Perez, Parent reps	5/7/2012	112SQI4A4268	Convene African American parent task force for 6th grade parents	N/A		0	\$0.00

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Greenleaf Elementary

Principal: MONICA THOMAS

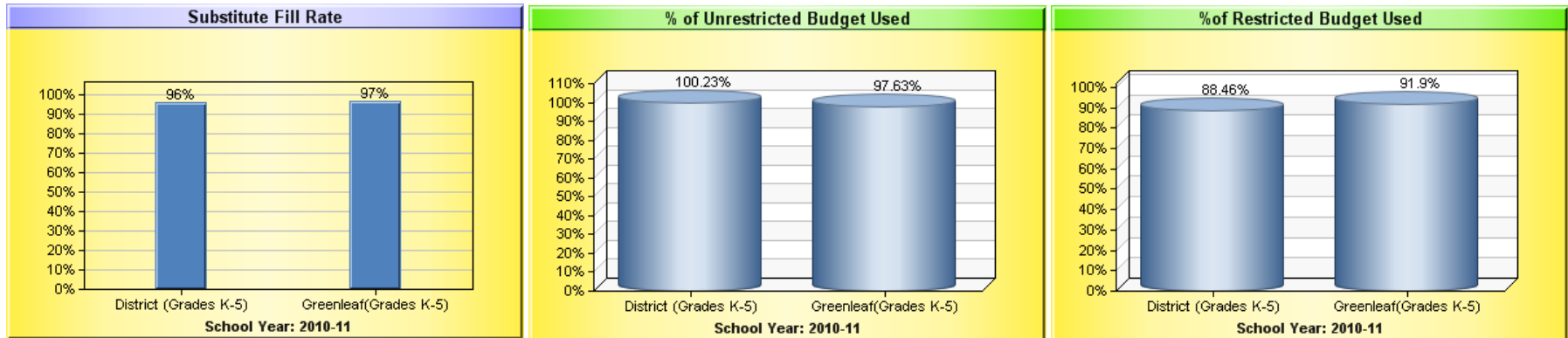
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

#### From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Type into the gray boxes, then print and sign.

**ASSURANCES  
2012-2013**


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

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on 1/19, 2/23.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 2/23, 4/19.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



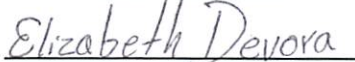
SSC Chairperson's Signature

Chelita Bolden

SSC Chairperson's Name (printed)

5/7/12

Date



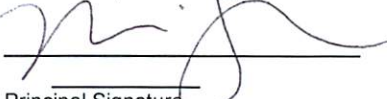
Elizabeth Devora

ELAC Chairperson's Name (printed)

5/7/12

Date

ELAC Chairperson's Signature



Monica Thomas

Principal's Name (printed)

5/7/12

Date

Principal Signature



Executive Officer's Name (printed)

5/11/12

Date

Executive Officer's Signature

  
Director, State & Federal Compliance Signature

Susana Ramirez  
Director, State & Federal's Name (printed)

6/8/12  
Date

# School Site Council Membership Roster – Elementary School

**School Name:** Greenleaf

**School Year** 2011-12

<b>Chairperson:</b> Chelita Bolden	<b>Vice Chairperson:</b> Matilde Zepeda
<b>Secretary:</b> Chelita Bolden	<b><u>DAC Representative:</u></b> Leonor Dominguez

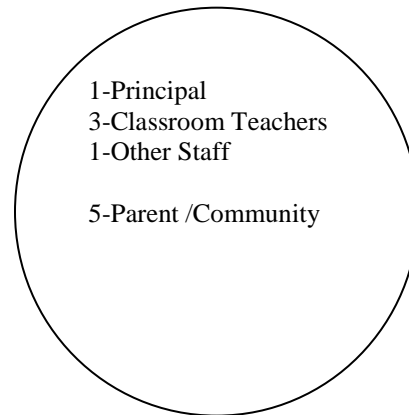
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Joanna Buenviaje	6328 E. 17 <sup>th</sup> St. Oakland, CA 94610				X
Matilde Zepeda	6328 E. 17 <sup>th</sup> St. Oakland, CA 94610				X
Georgiana Ramirez	6328 E. 17 <sup>th</sup> St. Oakland, CA 94610				X
Araceli Terrazas	6328 E. 17 <sup>th</sup> St. Oakland, CA 94610				X
Leonor Dominguez	6328 E. 17 <sup>th</sup> St. Oakland, CA 94610				X
Monica Thomas	6328 E. 17 <sup>th</sup> St. Oakland, CA 94610	X			
Cheilta Bolden	6328 E. 17 <sup>th</sup> St. Oakland, CA 94610			X	
Brian McMillan	6328 E. 17 <sup>th</sup> St. Oakland, CA 94610		X		
Yahumara Cuellar	6328 E. 17 <sup>th</sup> St. Oakland, CA 94610		X		
Maria Ingles	6328 E. 17 <sup>th</sup> St. Oakland, CA 94610		X		
<b>DAC Representative</b>	Leonor Dominguez				
Home Ph.	Email:				

<b>Meeting Schedule</b>	<b>September 15</b> <b>October 13</b> <b>November 10</b> <b>December 15</b> <b>January 12</b> <b>February 9<sup>th</sup></b> <b>March 8<sup>th</sup></b> <b>April 19<sup>th</sup></b> <b>May 10<sup>th</sup></b>
-------------------------	--

**SSC Legal Requirements:**

- (1) Members **MUST** be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be OUSD employees at the site.



# Title I School Parental Involvement Policy 2012 - 2013

Greenleaf Elementary

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

## **Involvement of Parents in the Title I Program**

*Greenleaf Elementary* agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  1. Inform parents of their schools participation in the Title I Program.
  2. Explain the requirements of the Title 1 Program.
  3. Explain the parents' right 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 District's Title 1 Plan.

This meeting will occur in early September as part of the annual establishment of SSC and ELAC

- Offer a flexible number of meetings for parents. (Monthly opportunities for parents to become involved)
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. [Regular review of T1 programs and data within SSC/Parent Rep groups.](#)
- Provides parents of Title I students with timely information about Title I programs. [Regular review of T1 programs and data within SSC/Parent Rep groups](#)
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. [Regular review of T1 programs and data within SSC/Parent Rep groups](#)
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. [Regular review of T1 programs and data within SSC/Parent Rep groups](#)

## **School-Parent Compact**

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

## **Building Parent Capacity for Involvement**

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

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California's academic content standards

- 2) The State of California's student academic achievement standards
  - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child's progress
- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *Regular review of T1 programs with parents during SSC/Parent Reps*
  - Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *Regular review of T1 programs with staff during ILT/Faculty meetings*
  - Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. *Coordination with Family Literacy, Outreach, and Healthy Families coordinators*
  - Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. *Regular communication with families via parent newsletter, memo*
  - Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *Parent workshops and support for families*

### **Accessibility**

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. *Regular meetings with T1 parents*

### **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the Greenleaf Elementary School Site Council on 2/23/12 and will be in effect for the 2012-13 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The Greenleaf Elementary 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

---

(Principal's Signature)

---

(Date)

## Greenleaf Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

### Staff Pledge:

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

### Student Pledge:

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

### Family/Parent Pledge:

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.



- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

---

Student

---

Teacher

---

Parent/Guardian