

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

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Greenleaf Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site 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 SPSA 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 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21<sup>st</sup> Century After School Programs
- After School Education and Safety (ASES)

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Greenleaf Elementary School.



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

## 2016-2017 Single Plan for Student Achievement (SPSA)

**School:** Greenleaf Elementary School  
**CDS Code:** 1612590115618  
**Principal:** Melanie Schoeppe  
**Date of this revision:** 5/11/2016

**File ID Number:** 16-1240  
**Introduction Date:** 6/22/16  
**Enactment Number:** 16-0974  
**Enactment Date:** 6/22/16 If

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

**Contact:** Melanie Schoeppe  
**Address:** 6328 East 17th Street  
Oakland, CA 94621

**Position:** Principal  
**Telephone:** 510-636-1400  
melanie.schoeppe@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Greenleaf Elementary School

**Site Number:** 112

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|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                     | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant                          |
| <input type="checkbox"/> Title I Targeted Assistance Program                       | <input checked="" type="checkbox"/> LCFF Supplemental Grant <input checked="" type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant   |

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


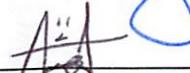

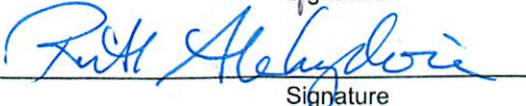
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single 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:** 5/12/2016

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

- Fliers in students' home languages       Announcement at a public meeting       Other (Notices, Media Announcements, etc.)

**Signatures:**

<u>Melanie Schoeppe</u> Print name of School Principal	 Signature	<u>5/23/16</u> Date
<u>Araceli Terrazas</u> Print name of SSC Chairperson	 Signature	<u>5/23/16</u> Date
<u>Wesley Jacques</u> Print name of Network Superintendent	 Signature	<u>5/26/16</u> Date
<u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer	 Signature	<u>5-31-16</u> Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/27/2016	SSC	Shared rationale and overview of site plan. Shared initial budget information and discussed priorities for 2016-17.
2/5/2016	Parent leaders	Brainstormed priorities and goals for 2016-17.
2/9/2016	ILT	Conducted data analysis of mid-year data and evaluated the effectiveness of our theories of action.
3/22/2016	ILT	Conducted ILT work session to articulate teacher, leadership, and organizational practices aligned to school goals.
4/13/2016	SSC	Budget training and review budget summary including goals and strategies for 2016-17.
5/12/2016	SSC	Approved and reviewed SPSA for 2016-17.

## 2016-2017 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$120,600.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$328,714.62	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$50,000.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$596,193.79</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$120,272.35	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$3,146.40	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$135,630.84	TBD
<b>TOTAL:</b>	<b>\$259,049.59</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

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At Greenleaf, we work with our students and parents to build an environment that focuses on academic excellence. We are a community-based school committed to continuous improvement through collaboration and data-driven instruction.

We were selected to expand to a TK-8 to build upon our success as a K-5. We're in an exciting transition where we continue to build our identity as a TK-8 and strategically vertically align throughout the grade levels. We also have a bilingual program in grades K-2nd that focuses on accelerated English and Spanish reading goals so that students learn to read in both languages. We are exploring the opportunity to develop and design a Dual Immersion program. As we've grown to support over 600 students, we've built out our Restorative Justice and Social Emotional Learning supports. Our school develops a climate and culture calendar that focuses on our Principles of Learning -Pride, Integrity, Determination and Inquiry. Within that calendar we build out very specific cross grade level and cross staff activities to ensure that 100% of our students have an adult on campus that cares about them and that 100% of adults take ownership for all students no matter what grade level. Our Dean of Culture and our Literacy Coordinator support that planning work along with our teacher lead Climate and Culture committee.

We have a focus on academic goals for students and we are data driven, so we have:

- Weekly COIs (Cycles Of Inquiry), where grades level analyze data and reflect on their instruction
- Academic Conferences after each assessment cycle, where teachers meet with the Administration and Instructional Facilitators to analyze data and find resources to meet our students needs.

We build on a teacher and staff collaboration, so we have:

- PLCs (Professional Learning Communities), where teachers from the same grade level or department meet 3 times a week to plan and refine their curriculum.

We want to generate professional development opportunities, so we have:

- ALPs (Action Learning Plans) where teachers have the opportunity to make vertical groups (from different grade levels), and study a specific area that they want to grow in
- PDs (Professional Development meetings) all year long, trying to differentiate according to teacher needs
- Grade level PDs, where administration and Instructional Facilitators observe, meet, and collaborate with a specific grade level to refine one part of their instruction, including peer observations, lesson study sessions, debriefing sessions

We believe in teacher leadership, so we create different opportunities for our teachers, including:

- Grade level teacher leaders
- Content teacher leaders (LA, Math, Science, Technology)
- Dual Language working group
- Teachers lead PDs

We believe that community is our foundation, so we:

- Hold grade level family workshops around goal setting and at home support
- Hold monthly parent leader meetings with our parents leaders who work within several areas of our school community including safety and healthy habits
- Connect families with resources that they need to thrive, such as legal support and health care

### School Mission and Vision

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Academic excellence is our goal. Community is our foundation. Together, we work and live by the Greenleaf Principles of Learning: Integrity, Determination, Pride and Inquiry.

Through integrated and standard aligned thematic instruction with an emphasis on critical inquiry skills, we are a community of learners that holds all students, teachers, and families to high academic expectations. Every student has individualized growth goals in math and literacy. We create a theory of action for literacy, math and climate and culture each year, which drives our work forward so that all our students can reach their growth goals.

## MAJOR IMPROVEMENT PRIORITIES

<b>Major Improvement Priority #1:</b>	<b>We will use Standards Driven Collaborative Planning in math, literacy and science to ensure that our students have aligned instructional blocks with clear objectives every day. We will use the SEL standards to support our culture and climate work this year.</b>
<b>Major Improvement Priority #2:</b>	<b>We will use Data Driven Instruction to further our reflective practice as a school community and set accelerated growth goals for all students.</b>
<b>Major Improvement Priority #3:</b>	<b>Teachers will use Small Group Instruction/Differentiation to ensure that they are able to bridge the gap between where students are at and the level that they need to be by the end of the year.</b>
<b>Major Improvement Priority #4:</b>	<b>College and Career Readiness and Parent Involvement</b>



**MAJOR IMPROVEMENT PRIORITY #1:**

**We will use Standards Driven Collaborative Planning in math, literacy and science to ensure that our students have aligned instructional blocks with clear objectives every day. We will use the SEL standards to support our culture and climate work this year.**

**PERFORMANCE STRENGTHS & CHALLENGES for Priority #1**

Student Performance Strengths	Student Performance Challenges
SBAC Math K-5: 24.5% Proficient (green level) more room to grow! 4th grade math above school average (32% proficient) (see priorities below for literacy trends)	Math: 6th-8th SBAC Math 15.7% prof/adv
Low Income Students had the highest proficiency levels in comparison to the other sub groups on the SPF	6th-8th Math Proficiency is lower than K-5 Math Proficiency
17.10% EL Reclassification (lower than last year but still "green" on SPF)	0% AA student proficient on SBAC in Math and ELA (Many AA students also have IEPs and are 10% of our population but this is a VERY important data point that we need to improve upon in order to ensure equity in achievement for all our students.

**ROOT CAUSE ANALYSIS for Priority #1**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Teachers need more support in refining their standards aligned content blocks, including ELD. Through observations and feedback we see that every teacher can deliver a standards aligned block, but it isn't as rigorous as the SBAC. The SBAC clearly illuminates the need for an increase in classroom level rigor and the amount of work students do during lesson blocks. In our academic conferences throughout this year, teachers and coaches pulled out that we need to shift the heavy work of digesting and analyzing text onto our students and take away the scaffolds that we provide. Observation/feedback and our extended site visit has shown that teachers are consistently implementing Readers and Writers Workshop (quality varies for new teachers). Use of complex text is consistent across school and within grade levels, however teachers need to collaboratively plan HOW they will ensure students are doing the majority of the thinking and reflecting during shared and independent reading and throughout math tasks.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Our teachers backwards map their literacy, math and ELD blocks from the standards. However, we need more time to reflect on the rigor of the standards and ensure that we are consistently seeing the common core shifts throughout the lesson blocks in addition to objectives aligned with standards. This means our teachers need more time with rigorous examples of student work and the rubrics that are used to evaluate student work on the SBAC. We also set goals on focus students, which up until this point have been on students who are performing almost at grade level and are of color. However, we need to be very specific in our focus students and identify African American students each cycle that we want to move towards grade level.



## STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	<p>Instead % proficient/adv on ELA and Math SBAC by 10% for each content area</p> <p>K-5: 45% Prof/Adv - 6th-8th: 45% Prof/Adv - Sub group: AA 25% Prof/Adv</p> <p>K-5: 45% Prof/Adv - 6th-8th: 40% Prof/Adv - Sub group: AA 15% Prof/Adv</p>	SBAC ELA	Low- Income Students	24.8% SBAC ELA, 24% SBAC Math	35% Proficient on ELA and Math K-5	<p>K-5: 45% Prof/Adv - 6th-8th: 45% Prof/Adv - Sub group: AA 25% Prof/Adv</p> <p>K-5: 45% Prof/Adv - 6th-8th: 40% Prof/Adv - Sub group: AA 15% Prof/Adv</p>	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	<p>Students will grow an average 1.5 grade levels on summative writing assessments (focus on elaboration for K-5 and argument and analysis for 6th-8th). In math, teachers will increase the amount of students who are prof/adv by 20 percentage points each unit/trimester assessment. Kinder/1st graders (in both English and Bilingual classes) will meet level D and level J comprehension levels as measured by F&amp;P running records.</p>	In School Assessments	Low- Income Students	54%	64%	74%	2: Students are proficient in state academic standards.
Academic	<p>The amount of ELL students who started in kindergarten and are reclassified by 5th grade will improve by 10%.</p>	CELDT	English Learners	17.1%	25%	30%	4: English learners are reaching English fluency.

## MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *Teachers will use CC/NGSS/SEL standards to backwards plan instructional units, assessments and lesson plans in literacy, math and climate and culture.*

## KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
All Kinder-5th grade teachers implementing Reader's Workshop. 6th-8th grade Humanities teachers create systems and structures to support reading growth including reading goals, AR, Achieve 3000 and small group tutoring and intervention. 6th-8th grade Humanities teachers use genre based assessments and reading growth goals.	Weekly check-in with literacy coach and Principal to progress monitor and identify PD needs and individual support, with particular attention to teaching practices that support EL students	Twice a week planning sessions for all Kinder-5th grade with literacy coach - teaching points and mini lessons planned. 6th- 8th grade Humanities weekly meetings, literacy academic conferences for all grade levels using multiple sources of data.
Kinder-8th grade focus on reading mini lessons for independent reading and guided reading and individual conferring as a balanced in class strategy.	Provide training and feedback on readers and writers workshop, organizing excellent school visits and planning time with Literacy Coach and grade level team to continue growth in balanced literacy best practices.	Pull-out intervention block for ALL grades, release time and extended contract for tutoring and planning.
2nd-8th grade implementing AR quizzes and goals to progress monitor (the AR goals will align as close as possible to SRI goals)	Literacy coach train and develop teachers on how to use AR as a motivation for reading, as a piece of self reflection and monitoring for teachers and families.	Trimester celebrations of AR growth, Investment in AR each year, increase support and coaching around how to use technology to enhance instruction and foster reading growth.
Ensure that K-5 teachers within grade levels are integrating best literacy practices into Readers Workshop and 6th-8th grade humanities teachers are implementing literacy best practices that they develop and norm on as a department. This includes a focus on vocabulary to ensure that students are able to access short texts with shades of meaning.	Literacy coach and Principal conduct grade level deep dives so that they can observe the entire literacy block for a grade level. Literacy coach then plans and facilitates grade level specific PD planning time and co observation cycle to measure professional growth.	Subs for planning time with literacy coach, dedicated time between literacy coach and principal to observe the entire reader's workshop block of an entire grade level. Prioritize which grade to focus on each trimester through debriefing reading data and observation feedback from the previous trimester.
Teachers develop focus students for each data cycle, teachers then work as a grade level to decide on a literacy level that they want to collaborate on to accelerate growth (ex: 4th grade decides to use PLC time to research and plan how to move students that are in Level M - they then schedule time to monitor progress on their instruction). This will include a focus on ADEPT assessments so that teachers can adjust their designated ELD blocks.	Leading 3x/year data meetings around literacy data (including, SRI, DIBELS, F&P, Literacy formative assessments and writing assessments. Particular attention to ELs and AAMs.	In PLCs grade levels develop a 4-6 week cycle on literacy growth to supplement their focus students for their whole class instruction and intervention.
K-8 Teachers work with intervention teacher and literacy TSA to align intervention strategies including specific strategies for ELLs within guided reading and whole class instruction. This will included dedicated vocabulary instruction within guided reading and whole class routines. Teachers will also begin to incorporate an ELD curriculum into their ELD standards aligned unit plans.	Utilize COST meetings to coordinate literacy intervention systems and analyze data to make sure interventions are effective (analyze the effectiveness of one COST meeting analyzing all the needs of the school - determine if additional COST type meetings will help align the interventions as the number of students in intervention increases.	Fund an additional TSA for reading intervention for grades 4-8

All grade levels will refine their summative literacy assessments for each genre.	Literacy coach organize PDs for vertical alignment of standards and assessments	PD time, release time, ILT time spent on reviewing and discussing assessments, funds to print and grade assessments.
Teachers develop unit plans in math that support inquiry based lessons and direct instruction	Math Teacher Leader reviews and plans PD support for each cycle with Math/Climate and Culture TSA	PD time, release time, ILT time spent on reviewing and discussing units
Teachers develop unit plans that incorporate project based capstone projects for each unit. This will support all students and specifically Gifted and Talented students.	TSA's will review unit plans to ensure quality projects that hit the needs of our GATE students in addition to all students.	Find examples of high quality projects to help teachers create their own.

**MAJOR IMPROVEMENT PRIORITY #2: We will use Data Driven Instruction to further our reflective practice as a school community and set accelerated growth goals for all students.**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
AA Students had the most growth out of the sub groups on SRI for TK-5 for the 2014-2015 school year.	28% students reading at grade level (SRI) K-5
Low Income students had the most growth out of the sub groups for SRI for 6-8	2.3% growth from the previous year (SRI) K-5
Despite the low percentage of students reading at grade level at the end of the year, we have significant growth with where students start the year and end the year as measured by SRI	The students reading at grade level, as measured by the SRI, is significantly lower than the students reading at grade level as measured by F&P

ROOT CAUSE ANALYSIS for Priority #2
<b>What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?</b>
The disconnect between our SRI data and our F&P data indicates that our literacy instruction is supporting students reading entire books and being able to comprehend them, but they are not able to do in depth analysis of shorter passages. This also aligns to the growth that students need to make on constructed response questions as measured by OUSD performance tasks. From observations we see that our teachers still do most of the talking during lessons and we need to shift the amount of responsibility and work onto our students during our instructional blocks. Our teachers work with our literacy coordinator to plan standards aligned ELD blocks. However, we need to reevaluate our curriculum resources to improve their daily planning and lesson execution.
<b>Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?</b>

Our focus on academic language did not carry over from previous years and we saw a huge hit when the bands for the SRI were raised to the Common Core levels. We need to spend more time understanding what a student at grade level can do and what reading supports they need in order to reach that level during reading and math. We need to create math assessments that are backwards planned from that standards because right now our data analysis time isn't spent using the most highest leverage data. We will continue the work with standards aligned designated ELD blocks in grades K-3. Our literacy coordinator will work to help implement an ELD curriculum into that planning to strength the lessons teachers plan and deliver.

### STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase by 20 percentage points the percent of students (2nd-8th grade) reading at or above grade level as measured by SRI.	SRI	English Learners	29%	45%	60%	2: Students are proficient in state academic standards.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Increase the percentage of students proficient on constructed response questions by 15%	Math C-EOU	Low- Income Students	55%	65%	75%	1: Graduates are college and career ready.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

**Major Improvement Strategy for this priority:** *Teacher and staff use cycles of inquiry to guide collaboration by assessing, scoring, analyzing and planning from data together.*

### KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Teachers use once a week PLCs to plan math and literacy instruction and create formative assessments, that support critical thinking during all math and literacy blocks	School leadership team staff sit in COI PLC to hold teachers accountable to regularly analyzing math formative assessments - Leaders identify resources that teachers will use throughout the year to improve their math instruction	Prep Teacher to provide additional planning time, COI tools, ILT grade level leader to help ensure they follow their data analysis calendar and create meaningful, backwards planned formative assessments. PD calendar that supports math and literacy planning with the math and literacy resources aligned with CC shifts.

Teachers create formative assessments, backwards planned from the SBAC and CC standards (SEL standards for climate and culture plans)	Leaders review assessments and unit plans and provide feedback.	TSA for Literacy and TSA for Math will support data collection and data reports for each cycle. The two TSAs will support the need for more support across grade levels TK-8.
Teachers use performance tasks in both assessments and instruction to help develop students critical thinking skills	Leader ensures that data analysis templates and conferences dive into PT	Data analysis calendar, sub release time for meetings, small group workshops
Teacher unit plans include opportunities to show mastery of subskills and ability to effectively tackle performance tasks	Math and Literacy TSA analyzes data with school leadership team and plans PD with ILT	Academic conferences for teachers to reflect on their instruction and create differentiation plans for each area (focus students for climate and culture)
Teachers administer assessments each data cycle in ELD, math, literacy and culture to ensure they have relevant and timely data to make informed instructional decisions.	ILT gives feedback on data cycles to ensure teachers have the capacity to analyze data each cycle and create differentiation plans.	Data cycles aligned to math/literacy/climate and culture assessments with quick turnout of data for analysis
Teachers will data cycles to monitor progress on students who are homeless or as foster youth. Analyzing data for all students during every cycle makes sure that students won't fall through the crack. Teachers can also use the COST referral system to refer homeless or foster youth to additional services to support their in classroom interventions.		

**MAJOR IMPROVEMENT PRIORITY #3: Teachers will use Small Group Instruction/Differentiation to ensure that they are able to bridge the gap between where students are at and the level that they need to be by the end of the year.**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3	
Student Performance Strengths	Student Performance Challenges
HS Readiness 66.7% (blue level)	The rate of students meeting their F&P growth goals decreases as the grade increase.
16.7% LTEL reclassification	In every grade level there is a level that is hardest for teachers to move.
On average 60% of students met their F&P growth goals	

**ROOT CAUSE ANALYSIS for Priority #3**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

We have small group instructional practices in place, however the strategies that teachers use during that time can be more effective. Also, small group instruction isn't consistent in math (noted from observations). Teachers need more support in being able to design an instructional block where they can use small group instruction as a lever during math. As we have grown as a school to include 6th-8th grade we have not kept up our high bar for teacher created parent workshops. This space is where teachers share with parents the strategies they need to do at home to support the small group work they are doing in the classroom. Adding an additional TSA will support the teacher's capacity to design and execute those workshops, which the TSA was able to do before when we were a TK-5. This renewed capacity in teacher support will enable teachers to reach more parents, which will increase the impact of their small group instruction. Our choice to have a community coordinator as our other clerical staff, also aligns with this priority because the majority of his work is with the families with higher needs. In general, this group is also receiving in classroom small group support.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

There is a knowledge gap of how to transfer best practices from literacy small group instruction over to math. Also, teachers are only beginning to explore how to use technology to support differentiation during the scope of lessons in a unit. We have a smaller amount of time for math than we have had before, because we are moving away from our math lesson design that we adopted a few years ago because it doesn't align with the performance task needs of common core instruction. However, we haven't figured out how to get that time back and what to do with that time to most effectively move our students forward.

**STUDENT PERFORMANCE GOAL(S) for Priority #3**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	100% of students will meet their differentiated growth goals as measured by F&P and we will reclassify 30% of our ELLs.	EL Reclassification	English Learners	17.1%	20%	30%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	90% of students answering favorably on CHKs survey.	SEL	All Students	77%	85%	90%	5: Students are engaged in school everyday.
Climate & Culture	Increase the amount of conflicts solved through restorative justice facilitation by 20%	Culture/ Climate: Student	All Students	40%	50%	70%	6: Parents and families are engaged in school activities.

Climate & Culture	<p>Increase the % of students HS ready by 10% from our current level of 66% to 76%. 100% of 8th graders will be admitted to their first or second choice high school.</p> <p>Decrease in office referrals by 20% and increase in the amount of time RJ coordinator does in classroom support in conjunction with teacher's climate and culture plans. Increase the amount of conflicts solved through restorative justice facilitation by 20%</p>	SRI	All Students	66%	76%	86%	1: Graduates are college and career ready.
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**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3**

**Major Improvement Strategy for this priority:** *Teachers use data to group students and provide differentiated instruction targeted to student needs across the curriculum in literacy, math and climate and culture*

**KEY PRACTICES FOR PRIORITY #3**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Maintain Tier 3 behavior support plans	Create and develop Culture and Climate working group to hold the feedback and maintenance of Tier 3 behavior support plans	Hire and train a Dean of Culture position who works with families and teachers when a student has 5 or more referrals
Teachers know how and can utilize RJ support for all students (RJ circles, conflict resolution, relationship building) teachers continue to implement best practices from Caring Schools Community and PBIS	Dean of Culture/RJ Coordinator provide PD on Tier 1 climate and culture strategies including: community circles, conflict resolution, RJ circles, and one on one relationship building. RJ Coordinator also becomes team lead for Climate and Culture committee - which will fold their work into the PBIS cohort work.	Hire and train a Dean of Culture position, ensure weekly check ins as a school leadership team or as a COST team (Dean of Culture crosses into both domains - school leadership and COST)
Teachers know how to support and teach students respectful plan and interaction outside of the classroom and how that is integrated with in classroom success and meeting achievement goals	Regularly coaching around individual student needs, more support with creating behavior support plans	Incorporate work into COST team
Teacher leaders create and give feedback on the Climate and Culture Calendar	Create and develop Culture and Climate working group to hold the feedback and maintenance of Tier 3 behavior support plans	
Teachers pull regular small groups in literacy and math	PD to support how to bridge best practices from literacy small groups to math small groups	





Climate/ Culture Domain	100% of students are on track to enter high school (passing grades and behavior)	Culture/ Climate: Student	Low- Income Students	70%	74%	85%	1: Graduates are college and career ready.
<b>Goal Area</b>	<b>Related Sub-Goals (optional)</b>	<b>Related Indicator</b>	<b>Focal Student Group</b>	<b>2014-2015 EOY Baseline</b>	<b>2015-2016 EOY Target</b>	<b>2016-2017 EOY Target</b>	<b>Related LCAP Goal</b>
Academic	80% of students have a gpa of 2.0 or higher	Math C-EOU	Low- Income Students	75%	80%	85%	2: Students are proficient in state academic standards.
Academic	100% of students meet 8th grade graduation requirements	SRI	Low- Income Students	85%	90%	100%	1: Graduates are college and career ready.

#### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #4

**Major Improvement Strategy for this priority:** *Improve the middle school extended day and analyze success through effective data sources.*

#### KEY PRACTICES FOR PRIORITY #4

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Data analysis on data that highlights the needs the far below basic students	Organize monthly meetings with parent leaders, collect next steps and engage in a cycle of change that is measured by each meeting	School leadership team, community engagement coordinator, monthly meeting time
Regular communication with parents around student achievement and goal setting	Support to reach parents, maintain data analysis cycles with a focus on student growth goals	Regular data cycles, reports and time dedicated to analysis and parent conferences, data analysis PD and PD on selecting focus students and differentiation plans
grade level workshops on goal setting with families	Organize monthly meetings with parent leaders, collect next steps and engage in a cycle of change that is measured by each meeting	Support to reach parents, maintain data analysis cycles with a focus on student growth goals
After School Program for Middle School. This program provides real life internships and a culmination of projects within the community.	Strategic internship planning and alignment with school day curriculum	Regular meetings and communication between AP and after school program director, data analysis to reflect on program and improve programming.

<p>Play Works designs and implements junior coaching program for 4th, 5th and 7th graders. This program develops the leadership skills of our students AND helps ensure we have safe and supportive outside spaces. These two actions help ensure that our students are able to be leaders and solve conflicts and play peacefully outside of classroom instruction.</p>	<p>Observation and debrief of Play Works staff and junior coaches.</p>	<p>PD time built into the calendar to accommodate aligning all play (teacher lead or Play Works lead) with school wide expectations.</p>
<p>TSA coordinates kindergarten interviews to help families understand the expectations for TK and K. The Kinder team will then work with the attendance clerk and TSA to create beginning of the year workshops based on homework and attendance to help transition preschool students from early childhood programs into kindergarten.</p>	<p>TSA works with K lead to create workshop arch for the year, tied to student outcomes.</p>	<p>K lead on ILT</p>

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$135,630.84	21st Century	Funds to support a K-5 After School program that provides homework and tutoring support. The program also provides enrichment opportunities, including drama, art and healthy cooking.	After School Program for K-4 students, that provides homework and tutoring support. Regular communication with classroom teachers and school leaders.	A1.6: After School Programs	5825	n/a	n/a	n/a	112-1	112
\$96,879.17	After School Education & Safety (ASES)	Funds to support a middle school after school program. The program brings real world internships to our middle school students, and provides tutoring and homework support.	After School Program for Middle School. This program provides real life internships and a culmination of projects within the community.	A1.6: After School Programs	5825	n/a	n/a	n/a	112-2	112
\$35,600.00	General Purpose Discretionary	Funds to purchase standards aligned instructional materials, including notebooks, paper and pencils.	All Kinder-5th grade teachers implementing Reader's Workshop. 6th-8th grade Humanities teachers create systems and structures to support reading growth including reading goals, AR, Achieve 3000 and small group tutoring and intervention. 6th-8th grade Humanities teachers use genre based assessments and reading growth goals.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	112-3	112
\$10,000.00	General Purpose Discretionary	Funds to support general copier and printer maintenance for 50+ staff members	All Kinder-5th grade teachers implementing Reader's Workshop. 6th-8th grade Humanities teachers create systems and structures to support reading growth including reading goals, AR, Achieve 3000 and small group tutoring and intervention. 6th-8th grade Humanities teachers use genre based assessments and reading growth goals.	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	112-4	112
\$75,000.00	General Purpose Discretionary	Funds to support a 1.0 Dean of Culture/RJ Coordinator provide PD on Tier 1 climate and culture strategies including: community circles, conflict resolution, RJ circles, and one on one relationship building. RJ Coordinator also becomes team lead for Climate and Culture committee - which will fold their work into the PBIS cohort work.	Dean of Culture/RJ Coordinator provide PD on Tier 1 climate and culture strategies including: community circles, conflict resolution, RJ circles, and one on one relationship building. RJ Coordinator also becomes team lead for Climate and Culture committee - which will fold their work into the PBIS cohort work.	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	112-5	112
\$22,278.14	LCFF Concentration	Funds to support .26 of a TSA to support Math coaching, PD and math intervention for teachers and students in grades K-8th	Math and Literacy TSA analyzes data with school leadership team and plans PD with ILT	A2.8: Data & Assessment	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.26	112-6	112
\$27,721.86	LCFF Concentration	Funds to support Play Works contract to ensure that our outside time is healthy and aligned with supporting a safe and healthy climate and culture.	Play Works designs and implements junior coaching program for 4th, 5th and 7th graders. This program develops the leadership skills of our students AND helps ensure we have safe and supportive outside spaces. These two actions help ensure that our students are able to be leaders and solve conflicts and play peacefully outside of classroom instruction.	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	112-7	112
\$63,407.01	LCFF Supplemental	Funds to support .74 of a TSA to support Math coaching, PD and math intervention for teachers and students in grades K-8th	Math Teacher Leader reviews and plans PD support for each cycle with Math/Climate and Culture TSA	A2.5: Teacher Professional Development for CCSS and NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.74	112-8	112
\$94,267.61	LCFF Supplemental	Funds to support 1.0 Reading Intervention teacher for students who are far below grade level in grades 4-8. The TSA also provides teacher support and coaching to supplement Tier 1 small group instruction.	Pull-out intervention block for ALL grades, release time and extended contract for tutoring and planning.	A3.2: Reading Intervention	n/a	10 MONTH CLASSROOM TSA	C10TSA0077	1	112-9	112
\$58,920.97	LCFF Supplemental	Funds to support additional classroom teaching in the middle school to maintain class sizes on average of 26-28 across the school.	Regular data cycles, reports and time dedicated to analysis and parent conferences, data analysis PD and PD on selecting focus students and differentiation plans	A2.7: Class Size Reduction	n/a	10 MONTH CLASSROOM TSA	C10TSA0011	1	112-10	112
\$24,921.19	LCFF Supplemental	Funds to support additional .43 of a classroom teaching in the middle school to maintain class sizes on average of 26-28 across the school.	Teachers pull regular small groups in literacy and math	A2.7: Class Size Reduction	n/a	10 MONTH CLASSROOM TSA	C10TSA0078	0.43	112-11	112

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$55,653.30	LCFF Supplemental	Funds to support .8 of an enrichment teacher to support additional planning period for teachers to work in PLCs and use data to inform their instruction as a grade level team.	Teachers develop focus students for each data cycle, teachers then work as a grade level to decide on a literacy level that they want to collaborate on to accelerate growth (ex: 4th grade decides to use PLC time to research and plan how to move students that are in Level M - they then schedule time to monitor progress on their instruction). This will include a focus on ADEPT assessments so that teachers can adjust their designated ELD blocks.	A3.4: Teacher Professional Development focused on Literacy	n/a	TCHR EDUC ENHNCMNT/INTVNT PROG	TCEEIP0154	0.8	112-12	112
\$17,868.78	LCFF Supplemental	Funds to support .32 of a teacher to support additional teacher planning time for grade levels to work in PLCs and use data to analyze instruction and use collaboration to create the most effective lessons.	Prep Teacher to provide additional planning time, COI tools, ILT grade level leader to help ensure they follow their data analysis calendar and create meaningful, backwards planned formative assessments. PD calendar that supports math and literacy planning with the math and literacy resources aligned with CC shifts.	A2.8: Data & Assessment	n/a	TEACHER STRUCTURED ENG IMMERSN	TCSHLT0525	0.32	112-13	112
\$13,486.64	LCFF Supplemental	Funds to support a .31 Stip Sub, who will provide release time for teachers to engage in regular observation and debrief with coaches and peers.	Twice a week planning sessions for all Kinder-5th grade with literacy coach - teaching points and mini lessons planned. 6th- 8th grade Humanities weekly meetings, literacy academic conferences for all grade levels using multiple sources of data.	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0397	0.31	112-14	112
\$189.11	LCFF Supplemental	Funds to purchase standards aligned instructional materials, including notebooks, paper and pencils.	All Kinder-5th grade teachers implementing Reader's Workshop. 6th-8th grade Humanities teachers create systems and structures to support reading growth including reading goals, AR, Achieve 3000 and small group tutoring and intervention. 6th-8th grade Humanities teachers use genre based assessments and reading growth goals.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	112-15	112
\$21,000.00	Measure G (School Libraries)	Funds to support expanding the school library to increase access to high interest at level texts.	Kinder-8th grade focus on reading mini lessons for independent reading and guided reading and individual conferring as a balanced in class strategy.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	112-16	112
\$30,018.65	Measure G (TGDS)	Funds to support a .69 Stip Sub, who will provide release time for teachers to engage in regular observation and debrief with coaches and peers.	Leading 3x/year data meetings around literacy data (including, SRI, DIBELS, F&P, Literacy formative assessments and writing assessments. Particular attention to ELs and AAMs.	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP0397	0.69	112-17	112
\$131.35	Measure G (TGDS)	Funds to support teacher growth and evaluation system	Twice a week planning sessions for all Kinder-5th grade with literacy coach - teaching points and mini lessons planned. 6th- 8th grade Humanities weekly meetings, literacy academic conferences for all grade levels using multiple sources of data.	A2.6: Teacher Evaluation	4310	n/a	n/a	n/a	112-18	112
\$38,400.00	Program Investment	30 hours of extended time for teachers so that they can tutor students in literacy and math. Teachers conduct tutoring in data cycles starting after the first cycle of assessments	Pull-out intervention block for ALL grades, release time and extended contract for tutoring and planning.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	112-19	112
\$47.40	Program Investment	Funds to support CCSS aligned instructional materials, including notebooks, paper and pencils.	All grade levels will refine their summative literacy assessments for each genre.	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	112-20	112
\$105,868.92	Title I Basic	Funds to support a 1.0 Literacy TSA, focused on providing observation and feedback in literacy for all teachers. This TSA also focuses on ensuring that all teachers are planning from the ELD standards and using language assessments to address the needs of our ELL students.	K-8 Teachers work with intervention teacher and literacy TSA to align intervention strategies including specific strategies for ELLs within guided reading and whole class instruction. This will include dedicated vocabulary instruction within guided reading and whole class routines. Teachers will also begin to incorporate an ELD curriculum into their ELD standards aligned unit plans.	A4.1: English Learner Reclassification	n/a	11 MONTH CLASSROOM TSA	C11TSA0235	1	112-21	112
\$403.43	Title I Basic	Funds to support supplies for parent workshops (currently in surplus until we define and vote on what type of workshops)	Organize monthly meetings with parent leaders, collect next steps and engage in a cycle of change that is measured by each meeting	A2.3: Standards-Aligned Learning Materials	4399	n/a	n/a	n/a	112-22	112
\$14,000.00	Title I Basic	Funds to support extended time for teachers so that they can tutor students in literacy and math. Teachers conduct tutoring in data cycles starting after the first cycle of assessments	Pull-out intervention block for ALL grades, release time and extended contract for tutoring and planning.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	112-23	112

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$3,146.40	Title I Parent Participation	Funds to support family engagement on how to support literacy best practices at home. These engagement sessions will focus on sharing student growth goals and progress and clear skills families can use at home.	Support to reach parents, maintain data analysis cycles with a focus on student growth goals	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	112-24	112

## Greenleaf K-8 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.

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Student

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Teacher

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Parent/Guardian

# Title I School Parental Involvement Policy 2015 - 2016

*(italics indicate an area that needs to be completed)*

**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)* 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. *(As an SSC we regularly review student achievement data to determine our needs and strategic actions. We then get parent input on how they prioritize the way we spend our Title 1 funds, from there we will develop how we spend our Title 1 funds and bring it to the SSC for approval.)*
- Offer a flexible number of meetings for parents. *(We have a monthly meeting after school on school grounds at the same time and same place each month.)*
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy. *(We regularly ask for feedback from our SSC and brainstormed the parent involvement policy.)*
- Provides parents of Title I students with timely information about Title I programs. *(We bring regular updates to our SSC meeting and solicit feedback.)*
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. *(We hold regular all school data nights, where we share our data, assessments and curriculum with parents. Grade levels follow up with parent workshops each month. Teachers review data and assessments with parents and students at the monthly workshops. All of this information is also reviewed at SSC meetings.)*
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. *(The leadership team runs the SSC meetings and also holds regular meetings with parents when asked, in addition to whole school data events the leadership team will meet with parents one on one when necessary.)*

## **School-Parent Compact**

*(Greenleaf)* 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)* 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

*(Whole school data nights, grade level family workshops, SSC meetings and Family of Color Council meetings.)*

- Provides materials and training to help Title I Program Parents work with their children to improve their children’s academic achievement. *(This happens at regular meetings between parents and teachers, and at whole school data conferences and grade level workshops.)*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *(We do this through regular SSC and Family of Color Council meetings, one on one conferences between families and teacher, grade level workshops and whole school data nights.)*
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. *(We do this through regular grade level workshops, family teacher conferences, SSC meetings and whole school workshops.)*
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. *(We make sure all students have flyers in multiple languages that advertise the SSC meetings and all school events. We also hold our SSC meetings at the same time and place for regularity.)*
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *(We support all our parents through regular meetings that encompass all the data, and curricular needs of our students. The meetings go from the whole school level to the one on one level, depending on what our families need.)*

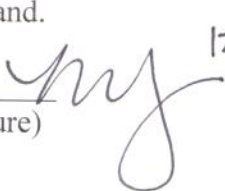
### **Accessibility**

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

### **Adoption**

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

This policy was adopted by the (name of school) School Site Council on (09/30/15) and will be in effect for the 2015-16 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. Greenleaf's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Melanie Schoeppe  <sup>12/10/15</sup> 08/30/15  
(Principal's Signature) (Date)





## School Site Council Membership Roster – Elementary

School Name: Greenleaf

School Year: 2015-16

<b>Chairperson :</b> Araceli Terrazos	<b>Vice Chairperson:</b> Carmen Lopez
<b>Secretary:</b> Marcela Jimenez	<b>*LCAP Parent Advisory Nominee:</b> Julianita Menjivar
<b>*LCAP EL Parent Advisory Nominee:</b> Abigail Garcia	<b>*LCAP Student Nominee:</b> TBD

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Araceli Terrazos				X
Marcela Jimenez				X
Carmen Lopez				X
Julianita Menjivar				X
Abigail Garcia				X
Melanie Schoeppe	X			
Melissa Baj		X		
Chelita Reed			X	
Noah Mendel		X		
Victoria Diaz		X		

Meeting Schedule (day/month/time)	Last Wednesday of every month @ 3
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**SSC Legal Requirements: (Ed. Code 52852)**

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

1-Principal  
3-Classroom Teachers  
1-Other Staff  
**And**  
5-Parent /Community

\*Please submit nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org) for participation in district elections.

Revised 9/2/15