

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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
- After School Education and Safety (ASES)
- 21st Century Learning

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Greenleaf Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Greenleaf Elementary School
CDS Code: 1612590115618
Principal: Romy Trigg-Smith
Date of this revision: 6/5/2017

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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

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

- | | | |
|--|---|---|
| <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 | <input type="checkbox"/> School Improvement Grant (SIG) |

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:

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
- The School Site Council reviewed the content requirements of the 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).
- 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: May 4th, 2017

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

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

Signatures:

Romy Trigg-Smith		<u>5/4/2017</u>
School Principal	Signature	Date
<u>Araceli Terrazas</u>		<u>5/4/2017</u>
Print name of SSC Chairperson	Signature	Date
Monica Thomas		<u>5/12/17</u>
Network Superintendent	Signature	Date
<u>Marcus Silvi</u>		<u>5/19/17</u>
Coordinator, Office of Accountability Partners	Signature	Date



2017-2018 Single Plan for Student Achievement (SPSA)

School: Greenleaf Elementary School
CDS Code: 1612590115618
Principal: Romy Trigg-Smith
Date of this revision: 5/4/2017

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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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The District Governing Board approved this revision of the SPSA on: 6/28/2017

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Greenleaf Elementary School

Site Number: 112

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

Date	Stakeholder Group	Engagement Description
12/8/2016	SSC	Needs assessment made based on the 15-16 SPF and key data points
1/26/2017	SSC	Collaborated on the priorities for the SPSA/Transformation plan for 17-18, received feedback from parents and input on priorities
2/23/2017	SSC	Reviewed the draft of SPSA and Transformational plan for feedback and Input Approved the budget decisions for Title I funds for the 17-18 school year Reviewed the budget decisions for other buckets aligned to 17-18 priorities
2/21/2017	ILT	Review and provide input on our SPSA and Transformation Plan (Strategic Plan) specifically on strategies and practices to include
3/16/2017	SSC	Reviewed the Measure G-1 Rubrics to assess current middle School programming Introduced Measure G-1 funding goals Brainstormed the usage of Measure G-1 Funds
5/3/2017	Dual Language Committee	Final crosswalk and review of SPSA in alignment with transformation plan

2017-2018 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 ... General Purpose Discretionary #0000	\$112,239.42	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$403,299.82	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$100,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$712,168.08	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$102,271.60	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$3,424.94	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$135,630.84	TBD
TOTAL:	\$241,327.38	\$0.00

PART A: ABOUT THE SCHOOL

School Description

Greenleaf, a TK-8 school in the heart of East Oakland, opened in 2007 as a K-5 school after a design team of educators, parents, and community members spent a year re-envisioning the school's mission. Over the years our parents' desire for a middle school, led us to expand from a K-5, to a TK-8 program.

Our z-score has jumped from a 5 to a 6, indicating that we are a high need, under resourced community. We have been an early exit bilingual school, transitioning fully to all English-Only classes in 3rd grade.

Our budding scholars and leaders draw motivation and inspiration from a truly engaged support network of teachers, family members, and community partners.

Our current student population is 82% Latino and 15% African American and a growing number of students from Southeast Asian and the Middle East. Within our population of English Language Learners we have two sub groups: first generation students whose first language is Spanish, and students who are fluent in Spanish and English, with Spanish as their first language. 98% of our students identify as low income (from the current SPF snapshot). Our students have significant social and emotional needs, stemming from indirect and direct trauma they have experienced.

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

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

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

- Having the first generation of Greenleaf 8th grade graduates with two cohorts
- Undergoing a school building renovation with high quality facilities as part of a 40 million capital investment project
- Gaining the opportunity to move from an Early Exit Bilingual School to a Dual Language School

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

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

School Mission and Vision

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

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

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

Overarching Long Term Goal:

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

Mission:

In order to reach our vision we will:

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

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

1. Pride: graduating a generation of students who not only experience profound achievement, but also feel the responsibility to work for the betterment of their community.
2. Inquiry: instilling a lifelong curiosity for language acquisition and cultural exchange.
3. Determination: fostering a will within our students to work to the best of their abilities with a rigorous educational experience to be college and career ready.
4. Integrity: Understanding our values, principles, and beliefs through the study of not only our own linguistic and cultural heritage, but also that of others.

We will adapt the explanation and understanding of the Principles of Being to take into account our multicultural community and our current Principles of learning, supporting teachers to explicitly connect the PoB to our Dual Language program.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

TRANSFORMATION PRIORITY #1: Rigorous Academics

SCHOOL GOAL for Rigorous Academics:

We will maintain the rigor of the standards aligned curriculum to the Dual Language program with clear language allocation for each subject. We will also expand our current support for English Language Learners to include support for our Spanish learners.

We will have clear language allocation for each subject and each unit across grade levels. Content taught in Spanish will include Spanish as a Second Language differentiation, and content taught in English will include English Language Development differentiation.

SCHOOL TARGETS for Rigorous Academics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
ELL SBAC Results	English Learners	5.40%	10.40%	15.40%

Other Leading Indicators for Rigorous Academics:

SRI, F&P, Foundational Data for K/1, Reading Summative, Writing Summative Data, HWT, MS SBAC interims, Reclassification

NEEDS ASSESSMENT for Rigorous Academics:

STRENGTHS	CHALLENGES
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<p>High Status and Growth for middle school SBAC ELA (42% at or above grade level in 2015-16, an 18 percentage point increase from 2014-15)</p> <p>*Started concerted effort to revamp Unit Planing efforts through explicit UbD professional development *Teachers worked to revise summative assessments to align to common core and SBAC *PD was conducted on content language objectives, the importance for thinking in such a way and creating these *ILT members have focused on the instructional core and analyzed task together</p> <p>*PD focused on developing small group instructional skills *Coaches modeling small group instructional strategies *Academic conferences focused on establishing focal students and root causes to create small group instructional plans *Beginning to ransfer small group practices to other domains beyond Guided Reading such as Guided Writing, Guided Math, Strategy Groups, Small groups focused on complex text *Held a teacher and parent reclassification workshop so that both groups understood process *Small ELD pull out groups created for the first time</p> <p>*Structures in place at Greenleaf for Data Analysis and clear cycles of instruction that culminate in times for Grade-levels and teachers to reflect on their data *Academic Conferences and Data Analysis sessions allow for teacher to dig deep into their data with thought-partners *Cycles of Inquiry allow teachers agency of what data points they focus on and how they improve these *Goals are shared with students</p>	<p>Declining results from 2014-15 to 2015-16 for elementary school students on SBAC ELA (6 percentage point decline), SBAC Math (5 percentage point decline), and SRI (8 percentage point decline)</p> <p>*Teachers trained in a variety of ways (new teachers have a lot of scripted curriculums which mean they haven't developed the craft of planning to inform strong instruction) *Shift to the common core is still in process and teachers still upacking standards, what they mean and how they will be assessed *Still have a lot of revision to go as grade-levels are in very different places in terms of their understanding of the common core and SBAC</p> <p>*Teachers trained in a variety of ways and not all have received training for small group differentiation practices *MS schedules and structures mean small groups more difficult to pull during actual blocks *Fewer Citizen Schools fellows means that study hall is no longer as great a moment to pull small groups *Experimentation with small groups focused on other domains as we haven't accessed strong models *Need to find strong models for teachers to observe and borrow practices *Current lack of knowledge around reclassification</p> <p>*Site struggles with SRI growth and status according to most SPF results; *Teacher turnover and newer teaching staff means less experience with analyzing data and knowing how to differentiate *Mis-Identification of Root Causes or lack of knowledge on how to determine these *SBAC and Common Core still a recent shift so teachers are still learning nuances *Illuminate is still a scary beast for several teachers *Data inconsistently shared with students *Goals returned to based on teacher investment in and systems for returning to these</p>
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ROOT CAUSE ANALYSIS

*Ubd Unit planning requires more time and deep thinking *Inconsistencies with teacher training around planning *Need for skill building to develop a common language and understanding around planning, standards and SBAC structure and format *More challenging and time consuming to revise materials rather than rely on district provided planning

*Understanding about CELDT and reclassification *Teacher skill and will to develop *Lack of strong models presented by leadership to follow and mimic *Building out the time for small group intervention in domains outside of guided reading

*Teachers haven't been provided models for analytical thinking around item analysis, running records, and formative assessments *Instruction has lacked a focus on using Complex Text for small group intervention *SRI is considered an "abstract measure" that doesn't provide teacher-friendly information according to some teachers (so mindset against SRI for 2-5) *Time to build new skills and analyze all data deeply enough to recognize the needs in differentiation plans *Time to "play" with illuminate and become comfortable *Technology barrier *Time to unpack standards collaboratively is outweighed by relying on older plans

TRANSFORMATION PRIORITY #2: Culture and Climate

SCHOOL GOAL for Culture and Climate:

Students will be able to internalize the Principles of Being and Principles of Learning, demonstrate these daily, and express why they are important.

10% INCREASE of students reporting that they feel part of their school "All of the time" or "Most of the time" each year as measured by the CHKS. As well as a decrease in referrals each year by 10%.

SCHOOL TARGETS for Culture and Climate:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
CHKS-Student feel part of the school "All of the time" or "Most of the time"	All Students	53.80%	63.80%	73.80%

Other Leading Indicators for Culture and Climate:

Office Referrals, Suspensions, Attendance, Chronic Absence

NEEDS ASSESSMENT for Culture and Climate:

STRENGTHS	CHALLENGES
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<p>Increase in SPF Culture Climate Survey results for middle school students from 2014-15 to 2015-16 of 12 percentage points.</p> <p>*Introduce Principles of Being and new methods for reinforcing positive behaviors through BeLeaf tickets *Created new opportunities for student leadership and connection through Advisory and Advisory Leadership Council *Revamped and reimaged previous assembly structur to reinvest students *Student led election of school mascot and move towards rebranding *Teamwork around developing behavioral support plans through COST and several different adults willing to contirbute and support *Restorative Justice coordinator has strong relationships with high needs students *Home visits conducted during the first couple of weeks</p>	<p>Declines in SPF Culture/Climate Survey and SEL Survey for elementary school students from 2014-15 to 2015-16 (36 percentage points for the Culture/Climate Survey and 27 percentage points for the SEL survey)</p> <p>*Lack of commitment to ONE SEL curriculum so trachers are asked to be more critical and pull from various sources *Cap on PD time means that only a portion of it is spent on SEL needs, researching/identifying curricular resources or strategies and norming on pre-referral interventions *Calibrating and norming on Strong Tier I practices to be proactive rather than reactive with behavioral needs *New/Newer teachers have less experience with classroom management yet have very high needs students *Recruitinng veteran teachers *Several high needs students who require a lot of attention, close monitoring of behavior plans and stronger adult relationships with more adults</p>
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ROOT CAUSE ANALYSIS
<p>*Community has not had a conversation about the pros and cons of adopting a cohreren SEL curriculum that everyone commits to incorporating *Community needs to further unpack and develop skills with Caring Schools Community curriculum if that is the chosen curriculum *More time needs to be spent on analyzing and developing SEL lessons *More time to develop strategic behavior support plans with the specialists and experts on campus *More opportunities to engage with families and continue home visits beyond the first few weeks, especially parents who are less present *Skill development in teachers for strong Tier I behavioral strategies that support strong classroom community *Teacher support for high need students that gives them ownership and agency over the plan but builds ability to execute *Need to deeply invest students in the community and idea that all adults want them to succeed even while providing certain expectations</p>

TRANSFORMATION PRIORITY #3: Community Engagement

SCHOOL GOAL for Community Engagement :

100% of parents agree or strongly agree, and 70% of parents strongly agree that they feel welcome to participate at our school, as measured by the CHKS survey

100% of families attend Back to school night and report card conferences, 80% of families in each incoming class will be involved in strategic ways at Greenleaf, such as fulfilling the minimum of 10 hour volunteering contract that includes supporting teachers and the school, as well as coming to engagement events.

SCHOOL TARGETS for Community Engagement :

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
CHKS- Parents Strongly Agree that they feel welcome	All Students	48.80%	58.80%	70.00%

Other Leading Indicators for Community Engagement :

Parent Participation in events, Number of workshops and strategic events held, and Student Attendance, % of families involved in strategic ways (such as volunteering)

NEEDS ASSESSMENT for Community Engagement :

STRENGTHS	CHALLENGES
<p>High ratings on SPF for Parent Culture & Climate Survey (91% satisfaction in 2015-16, which increased 12 percentage points from 2014-15)</p> <p>*Holding additional strategic planning sessions with key parents to ensure we have structures and systems that work for them *Held Data Night as a response to parents' desires to learn more about Reclassification and other data *New Multicultural events celebrated culture and community and brought a lot of parent participation *Parent workshops conducted *Talking points (a new texting program) launched *K2C event brought almost 100% kinder parent participation</p>	<p>Observational and Anecdotal Evidence: Low participation rate in Back to School Skewed participation based on school subgroups</p> <p>*Representation of certain demographic groups at our parent events (specifically AA parents) *Same parents who attend most everything, so there is a need to galvanize more parents *Visible tension between racial groups *Attendance at Back to School Night and Parent Teacher Conferences *</p>

ROOT CAUSE ANALYSIS
<p>*Misunderstanding between parents of different racial groups *Certain methods of outreach to parents are more effective than others *Time and ownership of brainstorming/planning/developing parent events *Time for strategic outreach such as individual parent phone calls *Lack of cultural awareness and empathy amongst our parents *Immigration status of parents *Parents own experiences with school</p>

TRANSFORMATION PRIORITY #4: Educator Development

SCHOOL GOAL for Educator Development:

80% of teachers and staff will be retained from 2017-18 to 2018-19
80% of teachers stating that they feel supported towards meeting their professional practice goals

SCHOOL TARGETS for Educator Development:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Staff Retention	All Students	57.60%	68.50%	80.00%

Other Leading Indicators for Educator Development:

Teacher retention, Teacher Satisfaction reports, Attendance, Referrals, Student reports on RJ surveys, Attendance and Participation in Advisory Student Leadership Council

NEEDS ASSESSMENT for Educator Development:

STRENGTHS	CHALLENGES
<p>We made climate, culture and behavior a priority at our school, and we added a Restorative Justice Coordinator to our staff.</p> <p>We also added a Culture Coach to our staff to support teachers building out their professional practice to support classroom culture. Our Assistant Principal is also coaching teachers and students on Mindfulness.</p> <p>In 2016-17, we made a grant to bring on an organization, the Teaching Well, to further support staff well-being.</p> <p>We have increased the number of coaches to provide more support for our teachers, allowing more opportunities to observe, debrief and receive more resources. We have also increased our intervention staff who support students who need extra intervention, making sure that there is attention to their different language needs. In Language, we have provided more resources and training for teachers to teach ELD and increase Reclassification rates.</p>	<p>High staff turnover (retention rate of 57.6% for teachers from 2015-16 to 2016-17)</p> <p>High number of new to teaching teachers</p>

ROOT CAUSE ANALYSIS

Working with high-needs students from traumatic background adds stress to teachers work and we believe the opportunity to participate in mindful mentoring sessions allows them to learn strategies to deal with this stress.

PART C: THEORY OF ACTION

<p>SCHOOL THEORY OF ACTION for Rigorous Academics:</p>	<p>By developing differentiation for each of our language dominant populations, we are giving our students more tools to close the achievement gap and making content and language more accessible to different needs.</p> <p>By continuing a focus on strong data analysis practices, identifying the root causes for students struggling, we will develop differentiation and small group intervention plans that support the academic achievement of our subgroups.</p> <p>By enhancing our planning and assessment practices, through the design and revision of standards-aligned unit and lesson plans as well as SBAC-aligned summative and interim assessments, we will improve the academic achievement of all of our students and our subgroups</p>
<p>SCHOOL THEORY OF ACTION for Culture and Climate:</p>	<p>Cultural flexibility, empathy, and a strong sense of identity are essential in the success of Dual Language program. If students all internalize these principles they will be developing SEL skills that help them build relationships, develop empathy, invest in their community, and embrace each other's differences.</p> <p>By continuing a focus on building out our Restorative Justice, our PBIS, and our MS advisory practices, we will increase the number of students who feel supported and deeply committed to our community.</p> <p>By training and supporting teachers to implement strong SEL practices, we will support the social and emotional development of our students and further develop trust in each other.</p>
<p>SCHOOL THEORY OF ACTION for Community Engagement :</p>	<p>By having parents volunteer more on campus, they will better understand how they can provide additional support to their students and feel invested in the community. By being on campus more frequently, families have additional opportunities to learn about our achievement and cultural goals and reinforce our Principles of Learning and Principles of Being. If parents are on campus they can stay and participate in Workshops</p>
<p>SCHOOL THEORY OF ACTION for Educator Development:</p>	<p>In launching a Dual Language program, retaining teachers becomes even more critical as strong bilingual teachers are more challenging to hire. In addition, if we have a stronger retention rate we will be able to achieve our goals in student gains and climate and culture because we aren't retraining teachers each year. We can build on teacher expertise.</p>

PART D: 17-18 STRATEGIES & KEY PRACTICES

<p>Strategies for Transformation Priority #1:</p>	<p>Rigorous Academics</p>
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#	Improvement Strategy	Implementation Practices
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1-1	Finalize our Language Allocation Plan paired with the progression of content throughout the grade levels	<p>Adapt curriculum, pulling from the Teachers College as well as Adelante, to meet the Dual Language needs, using already developed materials such as Adelante to support the language program.</p> <p>Reflect in our ILT and in PLCs on how adopted curricular resources Spanish and English align to common core standards in order to ensure our instruction and assessment meets the appropriate rigor.</p> <p>Create clear instructional minutes that take into account schedule changes.</p> <p>Vertically align curriculum with our ILT, as well as adapt our PLC schedule to include multi grade level meetings.</p> <p>Clarify with the district which assessments and goals need to be differentiated for Dual Language. We will also need to set clear guidelines for teachers for language support during testing</p>
1-2	Providing professional development for teachers on research based methods of embedding language into content curriculum, including GLAD training, provided by our literacy coach, who is a GLAD trainer	<p>Encourage teachers to sign up for GLAD training offered by the district</p> <p>Use Stip subs for coverage to support GLAD observations</p> <p>Provide opportunities for teachers who are not GLAD trained to observe GLAD practices in action</p>
1-3	Create a reading intervention plan driven by data for both English Learners and Spanish learners to provide the needed language and literacy support.	<p>Build out a revised assessment plan for Kinder to take into consideration different learner profiles (English Only, Spanish Only, Bilingual)</p> <p>Use data in both languages to support targeted intervention from Bilingual Literacy specialist</p> <p>Consider language acquisition Speaking/Listening assessment to support analyzing language development as well as literacy development</p>
1-4	Enhancing our standards-aligned and SBAC-aligned planning and assessment practices	<p>Design and revise standards-aligned unit plans using the UbD framework introduced in the 16-17 school year</p> <p>Using OETF to support the development of strong lesson plans and tasks</p> <p>Continue creating and revising SBAC-aligned summative and interim assessments</p> <p>Build out SBAC-aligned formative assessments through illuminate to align to standards and End of Unit assessments</p>

1-5	Professional development for teachers supporting instructional norms, pedagogy development, and curriculum development	Continued focus on unpacking Common Core standards and understanding the Common Core Shifts PD on literacy instructional norms (e.g. Workshop planning/execution, Guided Reading, Close Reading of Complex text, Explicit vocabulary instruction)
1-6	Targeted Teacher Support from coaches to support incorporation of Theory of Action and instructional norms	Observation and Feedback cycles to support the implementation of instructional norms Modeling lessons and strategies to build teacher practice Leading Cycles of Inquiry with teachers and supporting collaboration and planning in PLCs One on one check in meetings to set area of growth and develop professional practice
1-7	Use technology and blended learning to support differentiation	Analyze the needs of different subgroups and use blended learning platforms (Khan Academy, Prodigy, iReady, Magna High) to differentiate and build foundational skills Support teacher training to develop expertise with using blended learning platforms Increase number of chromebooks on campus to move towards 1:1 ratio Analyze data from blended learning platforms to inform small group instruction needs Use blended learning platforms to specifically meet the needs of students with disabilities
1-8	Implement strong data analysis practices develop differentiation and small group intervention plans that support the academic achievement of our subgroups.	Continue use of Academic Conferences (1:1 Data analysis conferences) to support the analysis of data Use root cause analysis to identify the needs of struggling students Use an equity lens while analyzing data to determine inequitable trends and commit strategies to address these
1-9	Leverage our EECTL to build strong foundational literacy skills in Tk/K/1st grade to propel student achievement	Differentiate PD for TK/K/1st grade teachers to support their understanding of instructional norms to develop early literacy (Phonemic Awareness strategies, Accuracy/Decoding strategies) Align and develop a coherent phonics program with common TPR for sound/spelling patterns and consistent use of visuals Support strong progress monitoring of students' literacy and language skills

1-10	Align after school priorities with literacy growth	<p>Support ASP developing staff capacity to support literacy achievement through blended learning or small group literacy skill building to support all students, including low-performing students and gifted and talented (GATE) students</p> <p>Share resources to support shared literacy goals (e.g. computers, blended learning platforms)</p>
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Strategies for Transformation Priority #2:	Culture and Climate
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#	Improvement Strategy	Implementation Practices
2-1	Make PBIS strategies more consistent	<p>Create a menu of activities or lesson plans for teachers for each of the Principles they can use in class.</p> <p>Develop a reward system that is easy to follow and requires little prep on the side of the teacher.</p> <p>Students will create their own PBIS matrices at the beginning of the year, indicating what the POB and POL should look and sound like at school.</p> <p>Adapt the explanation and understanding of the Principles of Being to take into account our multicultural community and our current Principles of learning, supporting teachers to explicitly connect the PoB to our Dual Language program.</p>
2-2	Further build out our current Advisory system in the middle school to develop additional student leadership opportunities and a peer mediation program	<p>Continue to refine the structure and curriculum for advisory based on Long Term Scope and Sequence. Creating a list of skills to be covered in advisory throughout the year that include POL & POB</p> <p>Create a student leader mentoring program. Build out a structure for student mentors to support our younger students as peer mediators</p> <p>Develop our Student Leaders as Junior Coaches for our younger students</p> <p>Provide check-in, check-out and small group or one-on-one support from caring adults to help students, especially students in high need subgroups such as low-performing students, newcomer students, foster youth or homeless students, disabled students, receive targeted support and assistance to meet their academic and SEL growth goals</p>
2-3	Expand and enhance our multi-cultural celebration events and projects	<p>Embed multi-cultural celebration project planning throughout cycles or units</p> <p>Further incentive parent attendance at events to generate additional parent support</p> <p>Provide PBL training to teachers to develop stronger PBL units</p>

2-4	Support strong Student Behavioral Support Plans	<p>Develop a COST meeting system focused on behavioral, emotional, social needs separate from Academic Needs</p> <p>Continue to hold PD or staff meetings explaining the SST process and supporting teachers holding SSTs for high need students</p> <p>Have RJ Coordinator and TSA student advisor design and monitor the implementation of behavior contracts</p>
2-5	Continue to Define Restorative Practices at Greenleaf and implement these	<p>Build common understanding of what RJ means at Greenleaf and why we use the theory and practices as a model</p> <p>Provide training to teachers to support their abilities to hold RJ circles, conversations and build inclusive practices</p> <p>Develop a matrix of natural consequences to common infractions that support students reflecting on their harm on our community</p> <p>RJ coordinator continue holding group sessions with targeted groups to support reflection and investment (Latino boys, African-American males, African-American females, etc.)</p>
2-6	Build institutional celebrations or events that generate positive student culture	<p>Continue use of Awards Assemblies to celebrate students demonstrating the Principles of Being and Principles of Learning</p> <p>Develop a milestone/capstone project or trip for each grade-level (currently 8th six flags, 5th dinner/dance, 4th Sacramento) and have teachers develop unit plans that incorporate the milestone/capstone projects to support all students and specifically meet the needs of Gifted and Talented students through this project-based work</p> <p>Continue partnership with K2C (Kindergarten to College) to build college going culture at Greenleaf</p>
2-7	Develop coherent SEL practices across TK-8 aligned to RJ, PBIS, and Vision	<p>Create a bank of SEL resources that includes SEL lessons, activities, strategies, tools, etc</p> <p>Determine if we want to invest in additional training on our SEL curriculum, Caring School Communities, or adopt a different one (Toolbox or Second Step).</p> <p>Create Cycles of Inquiry around an SEL focus</p> <p>Provide strong self-awareness, self-management, relationship skills to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S. or Foster Youth</p>

2-8	Leveraging community partners to provide further support to high-need students, including foster youth	<p>Continue partnership with EBAC to provide students with mental health services</p> <p>Continue partnership with Citizenschools, BACR, Upward Roots, Higher Gliffs, Temple Sinai, JCL to provide students with tutoring and enrichment opportunities and ensure that low-income students have access to these programs</p> <p>Provide mental services and extended learning services to students who might have had difficult transitions, challenge accessing classroom space, or traumatic life events, such as newcomers who just transitioned to the U.S. or Foster Youth</p>
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Strategies for Transformation Priority #3:	Community Engagement
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#	Improvement Strategy	Implementation Practices
3-1	Make regular and continuous contact with families	<p>Designate a parent representative per class as a liaison between teachers and all the families in the classroom.</p> <p>Create a volunteer plan in which parents in each classroom volunteer a specific number of hours and attend events per year.</p> <p>Create a parent survey, organize two parent workshops a year to give parents strategies to support students at home, and organize one parent workshop a year coordinated between the school and parents to train parents to become presenters and train other parents during the following years.</p> <p>Transform the parent room into a place where they can come and work as a team, with resources and office supplies they can use, making sure that we introduce this room to parents during the Back to School night</p> <p>Continue implementing Home Visits as a community building strategy to support engagement</p> <p>Coordinate kindergarten interviews to help families understand the expectations for TK and K, and have the kinder team create beginning of the year workshops based on homework and attendance to help transition preschool students from early childhood programs into kindergarten.</p>
3-2	Spend time as a whole staff defining our purpose and rationale for strong parent and community engagement	<p>Add a visioning session at Summer Retreat to define our vision for parent engagement</p> <p>Include strategizing session to encourage staff to define strategies to support increased community engagement</p>

3-3	Create comfortable spaces for our parent subgroups to be acknowledged, valued, and supported	<p>Continue holding monthly SSC, SELLS meetings</p> <p>Increase frequency of African American community meetings to encourage greater participation</p> <p>Develop more targeted outreach to our subgroup communities to support attendance</p>
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Strategies for Transformation Priority #4:	Educator Development
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#	Improvement Strategy	Implementation Practices
4-1	Offer educators PD opportunities aimed at developing Spanish skills, learning Blended Learning skills, developing and using Dual Language curriculum, GLAD strategies, and support for English and Spanish learners	<p>Develop a Professional Development Pathway showing what is expected from a Year 1 teacher, Year 2 teacher and so on</p> <p>Greenleaf will look for partnerships with other Dual Language schools so that we can organize and share curriculum. We will consider the Dual language Summer Institute as an opportunity to make these connections</p>
4-2	Create a BCLAD credentialing group for currently bilingual teachers	<p>Coordinate with Talent requirements for BLAD credentialing group</p> <p>Allocate funding for credentialing group PD</p>
4-3	Provide ongoing professional and personal support at school for staff members	<p>1:1 coaching sessions each week for all teachers with an allocated primary coach</p> <p>Mindful mentoring for at least 50% of teachers through partnership with Educate78 and the Teaching Well</p> <p>Whole staff PD to support teacher wellness and sustainability 3 times a year</p> <p>Reflection on teacher progress towards student achievement and professional practice goals through coaching conversations</p>
4-4	Create a culture of deep teacher appreciation while maintaining high expectations	<p>Shout outs weekly in our Leaf Leader and at every staff meeting and PD</p> <p>Two teacher appreciation weeks for our teachers to feel valued</p> <p>Communicate an open door policy but with a clear hierarchy of who to reach out to with needs</p>

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

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

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

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

PROPOSED 2017-18 BUDGET

Site Number:

112

School:

Greenleaf Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$135,630.84	21st Century Learning	ASP consultant (citizen schools)	Align after school priorities with literacy growth	A1.6: After School Programs	5825				112-1
\$96,628.84	After School Education & Safety (ASES)	ASP consultant (BACR)	Align after school priorities with literacy growth	A1.6: After School Programs	5825				112-2
\$2,719.96	General Purpose Discretionary	Noon Supervisor to support safe and positive recess	Make PBIS strategies more consistent	A2.2: Social Emotional Learning	1105	NOON SUPERVISOR	NOONSV0025		112-3
\$7,343.26	General Purpose Discretionary	Parent Outreach coordinator FTE supports all parent communication and coordination	Make regular and continuous contact with families	A6.1: Parent / Guardian Leadership Development	1105	OUTREACH CONSULTANT	ORCNST0019		112-4
\$29,192.43	General Purpose Discretionary	Stip Sub to provide intervention	Create a reading intervention plan driven by data for both English Learners and Spanish learners to provide the needed language and literacy support.	A3.2: Reading Intervention	1105	TEACHER STIP	TCSTIP0397		112-5
\$34,000.00	General Purpose Discretionary	Extended Contract (MS study hall, Tutoring/Planning, and Home Visits)	Enhancing our standards-aligned and SBAC-aligned planning and assessment practices	A2.10: Extended Time for Teachers	1120				112-6
\$20,000.00	General Purpose Discretionary	Supplies for all teachers to facilitate learning experiences	Enhancing our standards-aligned and SBAC-aligned planning and assessment practices	A2.3: Standards-Aligned Learning Materials	4310			0.10	112-7
\$10,000.00	General Purpose Discretionary	Copier Maintenance	Enhancing our standards-aligned and SBAC-aligned planning and assessment practices	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610			0.10	112-8
\$7,000.00	General Purpose Discretionary	Teaching Well Contract - Mindful mentoring and PD to support teacher wellness and sustainability	Provide ongoing professional and personal support at school for staff members	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	5825			0.58	112-9
\$1,983.78	General Purpose Discretionary	Site Licenses to support blended learning and differentiation	Use technology and blended learning to support differentiation	A3.1: Blended Learning	5846				112-10
\$13,036.81	LCFF Concentration	Class size reduction in support of ELLs	Finalize our Language Allocation Plan paired with the progression of content throughout the grade levels	A4.2: Dual Language Programs	2400	TEACHER STRUCTURED ENG IMMERSN	TCSHLT0303	0.20	112-11
\$21,601.04	LCFF Concentration	Dual Language Coordinator	Finalize our Language Allocation Plan paired with the progression of content throughout the grade levels	A4.2: Dual Language Programs	1105	11 MONTH CLASSROOM TSA	C11TSA0235	0.20	112-12
\$57,483.07	LCFF Concentration	Class size reduction in support of ELLs	Finalize our Language Allocation Plan paired with the progression of content throughout the grade levels	A2.7: Class Size Reduction	1105	TCHR BILINGUAL	TCHBIL0226	1.00	112-13
\$7,879.09	LCFF Concentration	Supplementary ELD materials & instructional technology	Use technology and blended learning to support differentiation	A3.1: Blended Learning	5846				112-14
\$63,525.63	LCFF Supplemental	After/before school enrichment with a language focus	Align after school priorities with literacy growth	A2.2: Social Emotional Learning	1105	TEACHER STRUCTURED ENG IMMERSN	TCSHLT0525	1.00	112-15

\$9,907.24	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Create a reading intervention plan driven by data for both English Learners and Spanish learners to provide the needed language and literacy support.	A3.2: Reading Intervention	1105	11 MONTH CLASSROOM TSA	C11TSA0086	0.10	112-16
\$16,163.58	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Implement strong data analysis practices develop differentiation and small group intervention plans that support the academic achievement of our subgroups.	A3.2: Reading Intervention	1105	TEACHER STIP	TCSTIP0708	0.41	112-17
\$52,467.66	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Implement strong data analysis practices develop differentiation and small group intervention plans that support the academic achievement of our subgroups.	A3.2: Reading Intervention	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0097	0.80	112-18
\$99,174.29	LCFF Supplemental	Reading Assessment and Program for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Create a reading intervention plan driven by data for both English Learners and Spanish learners to provide the needed language and literacy support.	A3.2: Reading Intervention	1105	10 MONTH CLASSROOM TSA	C10TSA0077	1.00	112-19
\$25,942.42	LCFF Supplemental	Surplus to be allocated to Common Core Teacher Leader/Instructional Teacher Lead (TSA)	Targeted Teacher Support from coaches to support incorporation of Theory of Action and instructional norms	A2.5: Teacher Professional Development for CCSS & NGSS	4399				112-20
\$75,000.00	LCFF Supplemental	Restorative Justice Facilitator	Continue to Define Restorative Practices at Greenleaf and implement these	A5.2: Health and Wellness (Mental & Physical Health)	5736			0.41	112-21
\$23,259.78	Measure G: TGDS	FTE for Stip Sub to support coverage and intervention	Targeted Teacher Support from coaches to support incorporation of Theory of Action and instructional norms	A2.5: Teacher Professional Development for CCSS & NGSS	1105	TEACHER STIP	TCSTIP0708	0.59	112-22
\$5,350.00	Measure G: TGDS	Teacher stipends to support TGDS.	Targeted Teacher Support from coaches to support incorporation of Theory of Action and instructional norms	A2.6: Teacher Evaluation	1120				112-23
\$150.54	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				112-24
\$7.26	Supplemental Program Investment	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				112-25
\$21,139.34	Supplemental Program Investment	FTE for Stip Sub to provide intervention	Create a reading intervention plan driven by data for both English Learners and Spanish learners to provide the needed language and literacy support.	A3.2: Reading Intervention	1105	TEACHER STIP	TCSTIP0397	0.42	112-26
\$19,075.00	Supplemental Program Investment	Extended Contract (Retreat and iLT) for teachers to support planning, curriculum development and collaboration	Enhancing our standards-aligned and SBAC-aligned planning and assessment practices	A2.10: Extended Time for Teachers	1120				112-27
\$461.69	Supplemental Program Investment	Site Licenses to support blended learning and differentiation	Use technology and blended learning to support differentiation	A3.1: Blended Learning	5846				112-28
\$4,101.80	Title I Basic	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				112-29
\$10,800.52	Title I Basic	Paying for % of FTE of Dual Language Coordinator who supports language curriculum and design work for Dual Language program	Finalize our Language Allocation Plan paired with the progression of content throughout the grade levels	A4.2: Dual Language Programs	1105	11 MONTH CLASSROOM TSA	C11TSA0235	0.10	112-30
\$87,369.28	Title I Basic	Paying for 2nd-8th grade Literacy coach who conducts coaching, data analysis, PD,	Targeted Teacher Support from coaches to support incorporation of Theory of Action and instructional norms	A3.4: Teacher Professional Development focused on Literacy	1105	11 MONTH CLASSROOM TSA	C11TSA0346	1.00	112-31

\$3,424.94	Title I Parent Participation	Supplies for parent workshops	Make regular and continuous contact with families	A6.1: Parent / Guardian Leadership Development	4310				112-32
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School Site Council Membership Roster – Elementary

School Name: Greenleaf

School Year: 2016-17

Chairperson : Araceli Terraza-Xelano	Vice Chairperson: Katherine Gibson
Secretary: Chelita Reed	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

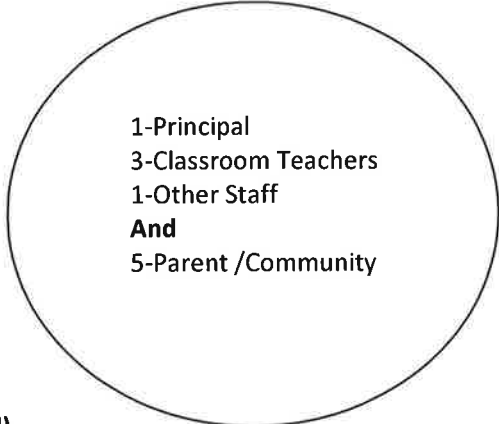
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Romy Trigg-Smith	X			
Meredith Lewis		X		
Sandra Prades		X		
Katherine Gibson		X		
Araceli Terraza-Xelano				X
Carmen Lopez				X
Sara Lucas				X
Minerva Lopez				X
Alma Lopez				X
Chelita Reed			X	

Meeting Schedule (day/month/time)	Every 3rd Thursday of the month at 3:00pm
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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.



(Once filled, this document can be placed on your school site's letterhead)

***Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.**

Title I School Parent Involvement Policy 2016-2017

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

Involvement of Parents in the Title I Program

Greenleaf agrees to implement the following statutory requirements:

Will convene an annual Title I meeting to perform the following:

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

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

- Offer a flexible number of the meetings for parents. (We have monthly meetings afterschool on school grounds at the same time and share the same space each month)
- Involve parents of Title I students in an organized, ongoing and timely way in the planning, review and improvement of its Title I programs and the Title I parent involvement policy. (We regularly ask for feedback from our SSC and brainstormed the parent involvement policy.)
- 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 that outlines how parents, the school staff and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

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

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

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

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

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement (This happens at regular meetings between parents and teachers and at whole school data conferences between families and teacher, grade level workshops and whole school data nights.)
- Educates staff, with the assistance of Title I parents on the value of parent contributions and how to work with parents as equal partners. (We do this through regular SSC and

Family of Color Council meetings, one on one conference between families and teacher, grade level workshops and whole school data nights.)

- Coordinates and integrates the Title I program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. (We do this through regular grade level workshops, family teacher conferences, SSC meetings and whole school workshops.)
- Distributes to Title I Program parents in timely way, program information related to school and parent programs, meetings and other activities in a form and language that the parents understand. (We make sure all students have flyers in multiple languages that advertise the SSC meetings and all school events. We also hold our SSC meetings at the same time and place regularly.)
- Provides support during regularly meetings, for parental activities requested by Title I Program parents. (We support all our parents through regular meetings that encompass all the data and curricular needs of our students. The meetings go from the whole school level to the one on one level depending on what our families need.)

Accessibility

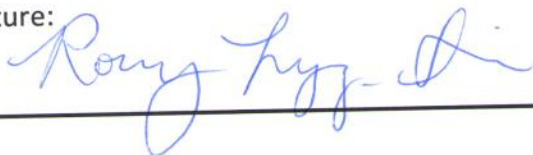
- Provide opportunities for all Title I parents to participate including parents with limited English proficiency parents with disabilities and parents of migratory students. This includes providing information and school reports in a form and language parents understand. (All our materials are in several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

Adoption

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

This Policy was adopted by Greenleaf Elementary School by the school site council on 1/26/2017 and will be in effect for the 2016-2017 school year. The school will distribute this policy to all parents of participating Title I, Part A children. It will be made available to the local community. Greenleaf's notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.

Signature:



Date:

1/26/2017

GREENLEAF K-8 PARENT CONTRACT

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

Pledge by the parent (and guardian):

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

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

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

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

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

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

I will provide a quiet place where my child will complete his/her homework. We will check to see that our child completes his/her homework every night.

I will actively participate in the school community voicing my opinion and working together with other families and school community members to create the best learning environment for my child.

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

Signed _____ Date _____

GREENLEAF K-8 STUDENT CONTRACT

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

Pledge by the student:

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

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

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

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

Signed _____ Date _____