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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Greenleaf Elementary School
CDS Code: 1612590115618
Principal: Romy Trigg-Smith
Date of this revision: 5/12/2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/12/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

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

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Greenleaf Elementary School

Site Number: 112

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

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

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

Date(s) plan was approved: Tuesday, May 12th, 2020

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

<input checked="" type="checkbox"/> Flyers in students' home languages	<input type="checkbox"/> Announcement at a public meeting	<input type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Romy Trigg-Smith

Romy Trigg-Smith

Tuesday, May 12th, 2020

Principal

Signature

Date

5/30/2020

Carmen Lopez

Carmen Lopez

Signature

Date

SSC Chairperson

Monica Thomas

Monica Thomas

Signature

June 4, 2020

Date

6/4/2020

Network Superintendent

Lisa Spielman

Signature

Date

Director, Strategic Resource Planning

Jody London

Kyla Johnson-Trammell

8/27/2020

8/27/2020

Jody London
President, Board of Education

Kyla Johnson-Trammell
Superintendent and
Secretary, Board of Education

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/22/2019	SSC & SELLS combined	Shared data from 18-19 school year and conducted a needs assessment for 20-21 planning
1/28/2020	SSC & SELLS combined	Used needs assessment to discuss priorities for 20-21 aligned to district priorities
2/18/2020	ILT	Review the currently funded program with ILT to receive feedback on strengths and areas of need
2/25/2020	SSC & SELLS combined	Discuss SPSA priorities for 20-21 based on data; discuss current budget landscape and currently funded program for scenarios and preparation of receiving budget one-pager
3/2/2020	All Staff	Sent out program prioritization survey to all staff to collect input on our funded program aligned to our priorities
3/3/2020	ILT	Reviewed two of the SPSA priorities to gather input and direction around teacher, and leadership actions
3/10/2020	SSC & SELLS combined	Reviewed SPSA priorities, teacher, and leadership actions; Reviewed site budget brainstorm; Approved Title I and Title IV funding for 20-21
4/7/2020	ILT	Review the final three priorities for the key teacher and leadership actions that align

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$552,044.00
Total Federal Funds Provided to the School from the LEA for CSI	\$222,600.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,391,433.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$207,204.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$40,377.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,456.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$516,800.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$117,784.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$85,120.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$222,600.00	TBD	After School Education and Safety Program (ASES #6010)	\$114,449.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$82,643.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$552,044.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$839,389.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,391,433.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Greenleaf Elementary School

School ID: 112

School Description

Greenleaf, a TK-8 school in the heart of East Oakland, opened in 2007 as a K-5 school after a design team of educators, parents, and community members spent a year re-envisioning the school's mission. Over the years our parents' desire for a middle school, led us to expand from a K-5, to a TK-8 program. In 17-18, we also started our Dual Language Program in Kinder, and this current year in 1st grade, it will grow one grade level a year.

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

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

Our current student population is 82% Latino and 15% African American and a growing number of students from Southeast Asian and the Middle East. Within our population of English Language Learners we have two sub groups: first generation students whose first language is Spanish, and students who are fluent in Spanish and English, with Spanish as their first language. 97% of our students identify as low income. Our students have significant social and emotional needs, stemming from indirect and direct trauma they have experienced.

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

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

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

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

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

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

School Mission and Vision

Vision: At Greenleaf, academic excellence is our goal. We will use bilingualism and biliteracy as a vehicle to achieve educational equity for all students. We set high goals, and hold high expectations for all students and adults.
 With a caring community as our foundation, we build deep relationships based on cross-cultural competency--the ability to interact with a variety of people, across cultural and linguistic boundaries, and collaborate successfully.
 Together, we work and live by the Greenleaf Principles of Learning: Pride, Inquiry, Integrity, and Determination and Greenleaf Principles of Being: Be Safe, Be Respectful, Be Responsible, and Be a Team Player.

Overarching Long Term Goal:

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

Mission:

In order to reach our vision we will:

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

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

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

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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<p><i>College/Career Readiness</i></p>	<p>Our elementary students 3-5 increased math proficiency from the year prior (However, our other grade-levels did not improve proficiency in math or ELA) Our Early Literacy Data reflects achievement and progress: This year we saw steady increase in our Kinder literacy metrics for segmentation and blending nonsense words, as well as 89% of students by March fluent in letter naming. Additionally, we had 91% of 1st graders showing proficiency in march on their oral reading fluency with words correct per minute. All of 3rd-5th grade teachers were able to pilot our ELA/SLA curriculum for future years</p>	<p>3-5th grade teachers piloted a more standards based curriculum (Eureka) to support math instruction K-2 has been engaged in the Early Literacy Cohort work, which has improved the inclusion of research best practices in literacy instruction in whole class, small group, and intervention spaces. Our focus on structured literacy and research based best practices and progress monitoring around core foundational skills and ORF strengthened our MTSS for students in both Spanish and English and supported students building literacy proficiency. In previous years, we have launched the Dual Language curriculum - Adelante/Advance, in the year DL was rolling out to a grade level. This year, we piloted Advance with 3rd grade, and then did one cycle with 4th and 5th grade, so that teachers could familiarize with the curriculum, prior to moving into Dual Language.</p>
<p><i>Focal Student Supports</i></p>	<p>Reclassification had consistently improved until last year, when it dropped, largely due to changes in standards on what is considered a passing grade We have allocated resource towards having a Newcomer/ELL interventionist this year and have seen progress in students growing levels on ADEPT testing.</p>	<p>Dedicated PD and time in PLCs to focus on students eligible for reclassification before the standard on ELPAC moved higher and reclassification became harder and the cut off for reclassification increased after pilot year Analysis and acknowledgment that we need to do more to support our ELLs/Newcomers Incorporating language development strategies by providing PD for supports (e.g. making complex text accessible, refining ELD lessons with clear links to ELD standards)</p>

<i>Student/Family Supports</i>	<p>Implemented Advisory for middle school students</p> <p>Provided enrichment opportunities for middle school students</p> <ul style="list-style-type: none"> - Clubs for MS students including Black Student Union, Student Council and GSA as well as sports teams <p>Integrating Restorative Practices as a whole school</p> <p>PBIS strategies provide a foundation for setting expectations in spaces</p> <p>Students are exposed to Principles of Being and Principles of Learning</p>	<p>Dedicated time with leadership and teachers to design advisory</p> <p>Funding allocated towards enrichment opportunities for MS</p> <p>Schoolwide commitment to RJ and a RJ coordinator to support efforts for past five years</p> <p>Culture Coach to support PBIS and school wide systems</p> <p>Fourth year building on PBIS work</p> <p>Principles are understood by staff and school wide systems (e.g. BeLeaf tickets and assemblies) highlight principles</p> <p>Community Outreach Manager has strong relationships with families.</p>
<i>Staff Supports</i>	<p>Staff have been provided with personal and professional supports to strengthen their practice</p> <ul style="list-style-type: none"> -Increased engagement in PD cycles with walkthroughs, particularly with our cross site collaboration with ELLMA focused on integrated ELD <p>Staff retention has strengthened since 15-16</p> <p>PLC structure provides teachers with opportunities to collaborate and plan as well as analyze data</p> <p>Positive staff culture from social committee</p> <p>Staff voice including union</p>	<p>Teaching Well partner has provided strong wellness PD for staff as well as mindful mentoring to provide teacher support</p> <p>Coaching staff provide professional supports, thought partners, and development for staff</p> <p>Partnership with ELLMA office for cross site collaboration in designing PD cycles.</p> <p>PLC/COI systems maintained from previous years and additional space provided in ILT for PLC leaders to plan and create agendas</p> <p>Institutional practices to support staff culture continued from past years</p>
Focus Area:	Priority Challenges	Root Causes of Challenges

<p><i>College/Career Readiness</i></p>	<p>-We had experienced consistent growth in ELA SBAC over the three years prior to 18-19; however, in 18-19 we decreased in ELA proficiency and 6-8 math proficiency.</p> <p>-We have adopted the Adelante/Advance curriculum for the Dual Language program, but the scaffolds for English Learners, and the ELD curriculum need adjustment.</p> <p>-Data from MOY IABs from 18-19 to 19-20 shows 4th grade increasing achievement while 3rd and 5th struggling in both ELA and MATH IABs</p>	<p>ELA/MATH in MS - Teacher turnover (completely new Middle School math department) and maternity leaves create some disruption in learning continuity in certain classes and grade-levels</p> <p>Use of new curriculum in MS Math - from Open UP to Eureka this year. Multiple changes in curriculum and teacher turnover impacted quality math instruction.</p> <p>Middle School is small enough that a new cohort of students (6th) and their proficiency impacts the overall proficiency (our current 7th cohort has experienced lost learning over the years)</p> <p>3rd-5th in ELA and Math - Lack of alignment in curriculum both vertically and horizontally, inconsistent adaptation of curricular materials (Eureka, Advance, etc.), level of rigor, and implementation of instructional norms (e.g. close reading of complex text w/ text dependent questions, progress monitoring/formative assessment)</p> <p>3rd-5th in ELA - Lack of common grounding in a standards-based curriculum and lack of backwards planning happening with given standards-based curriculum</p>
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<p><i>Focal Student Supports</i></p>	<p>Supporting newcomers access curriculum and classroom spaces Supporting our Spanish Language learners thrive with appropriate Tier 1, Tier 2, and Tier 3 language and literacy supports LTELs/ELLs struggle on standardized assessments and achievement in ELA/Math SBAC AA achievement in mathematics disproportionately low Students with IEPs often struggle with grade-level materials and curriculum MTSS system transition away from using F&P as a grade level indicator, no mastery tests as in SIPPS in Spanish program</p>	<p>Continued need for teacher growth in language development strategies in both integrated and designated spaces, therefore the need to differentiate and support with PD Continued need to refine our tier 1 literacy/language practices in our DL program for consistency across spaces (vertical and horizontal alignment), therefore need to align on instructional norms through PD Need to develop strong assessment/progress monitoring beyond IDEL measures that mirrors SIPPS mastery tests in Spanish Need to continue to refine our tier I math instruction and ensure horizontal and vertical alignment in strong pedagogy Additionally were not able to implement math intervention for AA students We weren't able to fully implement early literacy intervention plan as funding shifts prevented us from funding early literacy interventionists and our data shows the need for additional intervention for early literacy and language in Tk-2nd, especially with our Spanish Language Learners Teachers have different levels of experience for differentiating and supporting students with IEPs</p>
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<i>Student/Family Supports</i>	<p>Lack of SEL skills deveoped inside and outside of class consistently</p> <p>Lack of Structured Recess to support stronger relationships and conduct (e.g. Playworks)</p> <p>Need stronger alignment in Middle School advisory spaces for building strong community and relationships</p> <p>African American, Pacific Islander, and Arabic Speaking parent partnership needs to be stronger and differentiated, including providing translation at events and meetings</p>	<p>Playworks didn't have anymore recess coaches; need more SEL pd and training for support staff</p> <p>More alignment with teachers in SEL learning Time to align with advisory curriculum is limited and teacher absence is an issue as well</p> <p>Attempts to engage our AA parents in the past have not hit the mark; Need Arabic speaking translator; differentiate approaches for different</p> <p>Parents/Families lack resources at home (such as computers/internet) to research support for their families and students</p> <p>Disconnect between school and families in terms of understanding RJ, as well as school systems of support for behavior.</p>
<i>Staff Supports</i>	<p>Coaches expertise and ability to develop staff practice is inconsistent</p> <p>Recruit/Retain Bilingual educators and continue to consider the needs for our Dual Language Expansion and the additional time required for building out each grade-level</p> <p>PLCs differ in effectiveness based on team dynamic</p> <p>Variance in intentionality and strength of PD strands and PD execution with follow through (Learn it, Expect it, Support it, Monitor it)</p>	<p>Coaches have different levels of training as instructional leaders and different experience pushing teacher practice</p> <p>Need to continue refine New Teacher professional development and support structures</p> <p>Bilingual educators are hard to find and then also recruit to OUSD</p> <p>Our PLC leaders (ILT members) have different capacities as leaders of their PLCs</p> <p>Pre-planning of PD cycle not thorough or deliberate enough and considering the differentiation for</p> <p>Increase in walk throughs with teacher involvement along with not enough pre planning led to overlaps that reduced teacher buy in.</p>

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:		Students in all grade-levels will show progress towards readiness for the next grade-level by making a year or more growth in SRI and attaining mastery on grade-level standards (as measured by SBAC, CAST, ORF, and Early literacy metrics).			
Instructional Focus Goal: All students experience success in the early years.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	74.0%	n/a	85.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	45.3%	n/a	85.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-44.3	n/a	-5.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	47.8%	n/a	75.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-69.7	n/a	-15.0
CAST (Science)	All Students	TBD	16.1%	n/a	TBD

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)					
School Goal for May 2023:		Greenleaf will improve the achievement of focal student groups (students with disabilities, AA students, and ELLs) in all literacy and math as measured by SBAC, SRI, and reclassification.			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-106.6	n/a	-40.0
SBAC ELA	English Learners	+20 points DF3	-82.3	n/a	-15.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	42.7%	n/a	25.0
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					

SBAC Math	Students with Disabilities	+20 points DF3	-135.7	n/a	-60.0
SBAC Math	English Learners	+20 points DF3	-91.8	n/a	-25.0
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
ELL Reclassification	English Learners	Reclassify 16%	13.1%	n/a	35.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	18.4%	n/a	50.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023:	Greenleaf will improve culture and climate across campus by improving connectedness, reducing suspensions and reducing our chronic absenteeism for our African American students.
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Instructional Focus Goal: <i>All students build relationships to feel connected and engaged in learning.</i>					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	62.7%	n/a	85.0%
Suspensions	All Students	-2pp	0.2%	n/a	0.0%
Suspensions	African-American Students	-2pp	1.7%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	22.7%	n/a	6.0%
Chronic Absence	African-American Students	-2pp	55.8%	n/a	15%

1D: IDENTIFIED NEED

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

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

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Our students in OUSD are suffering from consecutive years of budget cuts and therefore reduced resources. Even with teacher raises, our salaries are still some of the lowest in the Bay Area. Therefore, despite recruitment and retention efforts, it is still challenging to recruit and retain excellent educators, especially bilingual ones for our Dual Language program. With the cuts to the 19-20 budget and subsequent teacher raises, we were not able to fund our program in terms of a 2nd stip sub, extended contract for planning/tutoring, and interventionist time. This impacts students and their academic opportunities.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE		
School: Greenleaf Elementary School		SPSA Year Reviewed: 2019-20
SPSA Link: 19-20 SPSA		
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)		
19-20 Language & Literacy Priority:		Rigorous Academics Achieved through Small Group interventions, scaffolding and differentiation based on strong STANDARDS-BASED DDI to support Reading and Language development
Theory of Change:	If we continue a focus on strong data analysis practices, but really SHIFT TO FOCUS ON STANDARDS in this analysis, we will identify the root causes for students struggling, we will develop differentiation, scaffolds, and small group intervention plans that support the academic achievement of our subgroups. In K-2 (as students move through our Dual Language program), if we take into consideration students' language needs while analyzing data for our different language populations in order to differentiate and scaffold for language needs, students will have the supports needed for language and literacy acquisition that will support a foundation for ELA SBAC growth in the future.	
Related School Goal:	Greenleaf students will improve their literacy achievement on all claims of the SBAC ELA assessment.	
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
Focused on data analysis with teachers in grade-level groups and individual teacher conferences in order to create new actions and new instructional strategies. Data analysis is built into the PD calendar ahead of time. Focus on item analysis and standard analysis has allowed for a deeper dive into root cause. We did not change any planned staffing, but had to reduce the hours of language and literacy intervention in our Kinder-2nd grade in the Fall because the teacher raises after the strike made us unable to give the additional hours to our Spanish interventionists. Tier 1 instruction in Spanish and English has been informed by the Early Literacy Cohort, with use of Heggerty across K-1, an adapted phonics block from Adelante to be aligned to ELC standards, and assessment aligned to ELC and the science of reading.		
What evidence do you see that your practices are effective?		
Our Kinder and 1st grade current progress in early literacy and pre-reading indicators shows that strong data collection, progress monitoring, and analysis with teachers support students to make improvement in their achievement.		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
Continue to analyze the alignment of our 3-5th grade literacy curriculum to standards by building up the Dual Language curriculum Adelante/Advance into higher grade-levels. 6th-8th grade will implement Engage curriculum as a way to infuse more complex text instruction, text-based writing, and rigorous academic discussion comparable to what is done in our middle school classes.		
19-20 Standards-Based Instruction Priority:		Continue to Revise Scope & Sequence/Unit Plans, Summative, Interim, AND FORMATIVE Assessments to Support Stronger Instruction while focusing on TASK through Lesson Planning

<p>Theory of Change:</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, interim AND FORMATIVE ASSESSMENT, we will improve the academic achievement of all of our students and our subgroups</p> <p>By exposing students to rigorous TASKS that push them to engage in TALK (strong academic discussion) and provide exposure to rich TEXT, students learning experiences improve and their mastery of skills and standards follows.</p> <p>By applying strong formative assessment and Data-driven instructional practices, teachers closely monitor students' progress and standards' mastery and are able to revise instruction to support student improvement.</p> <p>By teachers defining Instructional Norms, and 3 to 5 CORE Instructional levers to focus on developing, teachers build agency around improving their own practices and providing stronger learning experiences.</p>
<p>Related School Goal:</p>	<p>Greenleaf students will improve their math achievement on the Math SBAC assessment.</p>
<p>Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>	
<p>We have been fortunate to be able to devote resources to having coaches on campus to support teachers building out their curriculum and implementing it. Our coaches have continued to spend time with teachers revising their plans and assessments as well as building tasks. We were able to spend time in our first PD cycle to have teachers build out formative assessments based on the IABs and ensure that their assessment question mirrored the rigor in IABs/SBAC. This allowed teachers to gather standards based data during the module/unit to analyze. This year, we focused the first two cycles on math, including standards based instruction in math and creating formative assessments, as well as doing aggressive monitoring towards the standard.</p> <p>We have also focused our language cycle on adopting the new Advance curriculum in 4th and 5th grade, which includes rigorous complex texts, and are working in Cycle 3 on exploring how to use the curriculum while keeping alignment to standards.</p>	
<p>What evidence do you see that your practices are effective?</p>	
<p>Analyzing IAB and SBAC for the level of rigor and the difficulty of question stems, has enabled our teachers to create formative assessments and tasks that build towards these types of questions. We saw growth in our 3-5th grade math SBAC scores in 18-19 which also shows that having a standards-based curriculum as a base that addresses the three concepts of rigor (application, procedural fluency, and conceptual understanding) supports teachers.</p>	
<p>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</p>	

One of our big priorities in terms of changes to the strategies is to provide teachers with a standards-based curriculum that they can iterate on which provides stronger tasks and complex texts. For a few years our 3-5th grade teachers were using self-created curriculum that they generated by building UbD units and backwards mapping from standards while also referencing Calkins units of study. However, we need to move to using a foundation of standards based curriculum. I thought that it might be best to vertically align with EL but due to our Dual Language expansion we will be moving to expand implementation of Adelante/Advance. This will then provide teachers with a base of materials to analyze and use so they can still develop rich TASKS and TALK opportunities. For our Dual Language program to be successful we need to continue to analyze the Adelante/Advance curriculum for strengths and areas of weakness and supplement with other language development and literacy strategies based on best practice. For our mathematics instruction, we need to move to vertically align the use of Eureka curriculum from Kinder through 5th grade so that students conceptual understanding builds from the same strategies and mathematical language (currently our Kinder and 1st grades were not part of our curriculum waiver).

19-20 Conditions for Student & Adult Learning Priority:	Enhance Tier 1 Culture and Climate by developing SEL scope and sequence by grade-level bands (based on RJ, PBIS, and SEL resources) and increasing Middle Schooler investment through leadership and extracurricular opportunities.
Theory of Change:	<p>By continuing a focus on building out our SEL curriculum by further incorporating Restorative Justice, our PBIS principles, and our MS advisory practices, we will increase the number of students who feel supported and deeply committed to our community.</p> <p>By training and supporting teachers to implement strong SEL practices, we will support the social and emotional development of our students, especially low-income students and Foster youth, and further develop trust in each other.</p> <p>Cultural flexibility, empathy, and a strong sense of identity are essential in the success of Dual Language program. If students all internalize these principles they will be developing SEL skills that help them build relationships, develop empathy, invest in their community, and embrace each other's differences.</p> <p>In launching a Dual Language program, retaining teachers becomes even more critical as strong bilingual teachers are more challenging to hire. In addition, if we have a stronger retention rate we will be able to achieve our goals in student gains and climate and culture because we aren't retraining teachers each year. We can build on teacher expertise.</p> <p>By having parents volunteer more on campus, they will better understand how they can provide additional support to their students and feel invested in the community. By being on campus more frequently, families have additional opportunities to learn about our achievement and cultural goals and reinforce our Principles of Learning and Principles of Being. If parents are on campus they can stay and participate in Workshops</p>
Related School Goal:	Greenleaf will improve culture and climate across campus by improving connectedness, reducing suspensions and reducing our chronic absenteeism for our African American students.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	

We have developed and SEL scope and sequence in our advisory that supports our Middle School students build SEL skills, form relationships, and build community. We have continued our PBIS practices and reinforced our Principles whole school to support SEL development and strong learning culture. We have developed our sports program and enrichment offering so that middle schoolers have a preferred activity to engage in on campus. We have implemented clubs in Middle School to support culture including Black Student Union, the GSA, and Student Council. We have also had one optional PD opportunities focused on Restorative Justice. In addition, our culture coach has implemented Check in / Check out with students to support Tier 2 student behaviors.

What evidence do you see that your practices are effective?

Middle school connectedness has improved as measured by our internal RJ/Culture survey that asks students to report if they feel part of the community and have a trusted adult on campus who they can go to if they have a problem. This has resulted in fewer middle school referrals. Additionally, students are able to solve problems with the language of the principles as they have internalized them over years. We have specifically had more African American Middle School students say that they have an adult on campus that they can trust on our RJ culture survey, in comparison to previous years.

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

We need to be more deliberate in our use of SEL curriculum. Caring Schools Community is inconsistently implemented in our elementary school and therefore community meetings are happening inconsistently. We practice Restorative Justice as a part of our discipline system; however, if we aren't having the opportunity for relationship and community to be built explicitly during class then we don't have the relationship to restore. When thinking through our student support for 20-21, we need to consider how to align our SEL implementation across classroom spaces and create norms that we support and monitor. We have also not explicitly taught into what is Restorative Justice to students. In the previous school year we had a section for SEL at all Staff meetings that ensured that SEL was living across the year, which we didn't do this year. This helped support SEL beyond the first culture cycle.

19-20 Conditions for English Language Learners Priority:	Refine Designated and Integrated ELD by developing ELD scope and sequence for grade-level bands and understanding standards more deeply and consider an embedded year-long focus (e.g. ACADEMIC DISCUSSION)
Theory of Change:	<p>By focusing on teachers deeply understanding the coherence and structure of ELD standards, we can support stronger planning in designated and integrated ELD spaces to support stronger ELD and therefore support additional students becoming reclassified.</p> <p>By maintaining the rigor of the standards-aligned curriculum to the Dual Language program with clear language allocation for each subject, we will provide strong Tier 1 instruction in our Dual Language program.</p> <p>We will also expand our current support for English Language Learners to include support for our Spanish learners.</p> <p>We will have clear language allocation for each subject and each unit across grade levels.</p> <p>Content taught in Spanish will include Spanish as a Second Language differentiation, and content taught in English will include English Language Development differentiation.</p>
Related School Goal:	Greenleaf will increase our reclassification rates to support English Language Learner achievement.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We intended to have more Spanish language and literacy support through interventionist time, but we could not afford the additional hours from interventionists in the fall due to the teacher raises that consumed additional funds. Therefore, we have not provided the intervention in Spanish language and literacy that we intended to when we wrote our SPSA and funded programming last January/February of 2019. This led to less intervention support in our K-2 band, a time when we know development of early literacy skills is critical in order to prepare for transfer. Our current PD Cycle in K-5 is focused on language, in partnership with the ELLMA office, focused on either ELD (K-2) or integrated ELD including CLO (3-5) within the Adelante/Advance curriculum.

What evidence do you see that your practices are effective?

Our students that get additional Spanish Language support through differentiated classroom tier 1 instruction or with an interventionist have made progress with their Spanish language and literacy, as demonstrated by our 2nd grade ORF in Spanish.

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

We have made progress in unpacking the language standards with our teachers to understand the "what" in terms of language development. Now we need to focus on supporting them in the implementation of standards through being critical consumers of curriculum. Our Adelante curriculum has ELD lessons, but we need to adapt them based on our students' needs. Given that we are a 90/10 dual language school, we need to revise the lessons to support more oral production as some students' English development is a bit slower. We also need to make sure that we can execute on our tier 2/3 language supports with our interventionists.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

We made changes because of the teacher raises after the strike. We could no longer fund the program that we had intended to fund. We were not able to fund an additional Stip Sub who would support us with coverage for planning and help maintain the rigor/expectations of learning spaces. We also were not able to fund the additional time that we wanted our interventionists to spend conducting intervention on campus for Kinder-2nd grade language and literacy support. We also were unable to fund extended contract for Tutoring/Planning.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Greenleaf Elementary School			School ID: 112	
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices	
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Strong SEL Instruction [Develop strong learning spaces to build SEL skills in class and students' understanding of Restorative Justice practices.]			
School Theory of Change:	T1.2 Multi-tiered Systems of Support: If teachers build safe and predictable learning environments by promoting culturally responsive, school-wide expectations for behavior/academics and explicitly teach students SEL skills, then all students will feel connected and engaged in learning.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	All teachers launch RJ with classes for BOY culture module	Develop RJ beginning of the year modules for each grade level band	-Teachers holding Tier 1 community circles/meetings in class -All classes complete BOY modules to understand what RJ practices are and why we used them -Students leading RJ conversations and peaceful conflict resolution -Increase in students reporting	SEL supports inside and outside of class and Structured Recess to support stronger relationships and conduct (e.g. Playworks) Need stronger alignment in Middle School advisory spaces for building strong community and relationships African American, Pacific Islander, and Arabic Speaking parent partnership needs to be stronger and differentiated, including providing translation at events and meetings

1-2	All teachers implement class meetings and use Caring School Communities as a supportive tool.	Staff meeting space to plan SEL monthly, instructional norms for SEL learning in classes. Culture Coach pushes into classrooms to demo class meetings and support analysis/internalizing of CSC plans. Administrators explicitly endorse SEL teaching as part of the instructional minutes. ILT work with teachers to develop SEL/Culture theory of action and instructional norms.	-Teachers holding Tier 1 community circles/meetings in class -CSC lessons observed in classrooms -Staff meeting agendas include time for analyzing CSC and aligning across classes/grade-levels	SEL supports inside and outside of class and Structured Recess to support stronger relationships and conduct (e.g. Playworks) Need stronger alignment in Middle School advisory spaces for building strong community and relationships African American, Pacific Islander, and Arabic Speaking parent partnership needs to be stronger and differentiated, including providing translation at events and meetings
1-3	Playworks Site coach 1 X per month to support safe recess spaces	Plan and provide support spaces for Playworks to provide training for recess supervision staff monthly Build space for leaders and staff to align on practices (e.g. language for conflict resolution, celebrations/appreciations, recess rules, spaces for activities, etc.)	-Increase in peaceful conflict resolution on the yard -Decrease in number of referrals from conflicts at recess	SEL supports inside and outside of class and Structured Recess to support stronger relationships and conduct (e.g. Playworks) Need stronger alignment in Middle School advisory spaces for building strong community and relationships African American, Pacific Islander, and Arabic Speaking parent partnership needs to be stronger and differentiated, including providing translation at events and meetings

1-4	Implement Advisory curriculum with fidelity across advisory spaces	Culture/SEL coach supports design of Culturally-Relevant and responsive advisory curriculum Leadership provides space for ILT/Middle School team to analyze lessons and internalize Allow for Advisory Peer observations to make the SEL learning in advisory space more visible and develop shared practice	-Students report advisory provides a space for them to connect to a trusted adult -Walk-throughs/Observation reveal more alignment across advisory spaces in terms of SEL instruction/learning	Lack of SEL skills developed inside and outside of class consistently Lack of Structured Recess to support stronger relationships and conduct (e.g. Playworks) Need stronger alignment in Middle School advisory spaces for building strong community and relationships African American, Pacific Islander, and Arabic Speaking parent partnership needs to be stronger and differentiated, including providing translation at events and meetings
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION				
School Priority ("Big Rock"):	Horizontal and vertical curriculuar alignment			
School Theory of Change:	If we are critical consumers of curriculum, create tasks that are standards-aligned, rigorous, and culturally relevant (according to common core shifts and NGSS), and align curriculum implementation across classes (within a grade-level) and across grade-levels, then we will see all students continuously grow towards meeting or exceeding standards.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2-1	Revise Adelante/Advance lessons with a lens of rigor, cultural relevance, and alignment to standards.	Collaborate to create/find a tool for curriculum revision to evaluate cultural relevance of curriculum Provide feedback to grade-levels and PLCs on their revision decisions	Grade-levels adapting and modifying Adelante/Advance using tool and predetermined norms to support consistency	-We had experienced consistent growth in ELA SBAC over the three years prior to 18-19; however, in 18-19 we decreased in ELA proficiency and 6-8 math proficiency. -We have adopted the Adelante/Advance curriculum for the Dual Language program, but the scaffolds for English Learners, and the ELD curriculum need adjustment. -Data from MOY 18-19 to 19-20 shows 4th grade increasing achievement while 3rd and 5th struggling in both ELA and MATH IABs
2-2	Backwards plan units and long term calendars to standards based assessment including the IABs for 3rd - 8th grade.	Provide BOY planning and in between cycle planning time. Provide release time and coach support for backwards planning	Standards mapped across the year and unit plans modified to align to standards based assessments Plans reflect intentional revision to link lessons to standards based assessments with a meaningful progression and scope of lessons	

2-3	Analyze curriculum tasks with lens of alignment to standards and assessments (SBAC/IAB/CAST/ELPAC) with PLC	ILT and Coaches support analysis of curriculum tasks in PLCs and ILT meetings to refine protocols for modifying tasks ILT and Coaches support teachers unpacking Assessment tasks to align instruction to assessment	Observations and walk-throughs reveal tasks aligned to standards and assessments Plans reveal tasks modified to be more strongly aligned to standards and assessments	-We had experienced consistent growth in ELA SBAC over the three years prior to 18-19; however, in 18-19 we decreased in ELA proficiency and 6-8 math proficiency. -We have adopted the Adelante/Advance curriculum for the Dual Language program, but the scaffolds for English Learners, and the ELD curriculum need adjustment. -Data from MOY 18-19 to 19-20 shows 4th grade increasing achievement while 3rd and 5th struggling in both ELA and MATH IABs
2-4	Teachers backwards plan NGSS science units using iChecks or for K-2 formative assessments	Science teacher leaders provide PD around using the iCheck as a backwards planning tool, and selecting FOSS lessons that will directly support iCheck mastery.	Grade level PLCs /Science teacher in grade level submit UBD plans that have exemplars from the iCheck. - Increase in scores on 5th and 8th grade CAST assessments and FOSS Map	

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum

School Priority ("Big Rock"):	Implementing research based literacy instructional Norms
School Theory of Change:	If all teachers implement research based literacy instructional norms in tier 1 whole group instruction, tier 2 small group instruction, and tier 3 intervention spaces, then we'll see an increase of proficient readers.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

Students to be served by these actions:		All Students		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	<p>TK - 2: Explicit phonics and phonemic awareness instruction whole class, fluency practice. Alignment in K/1 classes of the phonemic awareness and phonics routines.</p> <p>Phonological Awareness (quick)</p> <p>New phonics skills (adelante materials)</p> <p>Review phonic skills</p> <p>Read a mixed list of decodable words with phonics skills taught</p> <p>Read with applied text</p> <p>Dictation to encode phonics skills taught</p>	<p>PD and training for staff and regular coaching for teachers.</p> <p>Creation of video library bank for each phonics/phonemic awareness best practice.</p>	<p>Walkthroughs demonstrate alignment between grade level teachers and classes.</p> <p>Data shows consistent progress made towards Early Literacy metrics across classes/teachers</p>	
3-2	<p>Small group instruction across grade-levels TK-8th based on Shelfelbine's framework</p>	<p>Messaging & PD: Clear Instructional Norms for grade level bands aligned to Shelfelbine's framework, and moving away from Balanced Literacy concepts</p>	<p>- Instructional Norms tied to minutes for each grade level band about Tier 1 & Tier 2 instruction based on Structured Literacy w/in Dual Language Framework</p> <p>- PD Cycle based on framework</p>	<p>Have lacked intervention for specific subgroups (language/newcomer) and math intervention for AA students and weren't able to fully implement early literacy intervention</p> <p>Students with IEPs often struggle with grade-level materials and curriculum</p> <p>MTSS system transition away from using F&P as a grade level indicator, no mastery tests as in SIPPS in Spanish program</p>

3-3	3 - 8: Small group SIPPs/Spanish phonics (in 3rd), Oral Reading Fluency, Small group targeted comprehension and meaning making lessons.	Assessment Plan and use for intervention aligned to ELC diagnostic decision making tree for all grades to inform small group work in classrooms and literacy intervention support. - English : Use of SRI, ORF DIBELS, Core Phonics Survey, SIPPS assessment. - Spanish : Use of FLO, IDEL, Core Phonics Survey in Spanish, and Bookshop Fonetica mastery assessments in Spanish	Clear MTSS framework in place, and identification of students needing intervention. Clarity between role of the classroom teacher and intervention teachers in terms of focus for Tier 2 small group instruction	Have lacked intervention for specific subgroups (language/newcomer) and math intervention for AA students and weren't able to fully implement early literacy intervention. Students with IEPs often struggle with grade-level materials and curriculum. MTSS system transition away from using F&P as a grade level indicator, no mastery tests as in SIPPS in Spanish program
3-4	Small group intervention in Spanish based on best practices	TSAs Create mastery checks in Spanish using Bookshop Fonetica materials. Leadership support the creation of clear phonics/phonological awareness instructional routines for Spanish literacy intervention	Student progress through Spanish Phonics and where they are struggling is better understood based on what is taught in intervention. Increase in early literacy Spanish metrics (Segmentation, Blending, Sound Identification, Nonsense word reading, Oral reading Fluency)	Have lacked intervention for specific subgroups (language/newcomer) and math intervention for AA students and weren't able to fully implement early literacy intervention. Students with IEPs often struggle with grade-level materials and curriculum. MTSS system transition away from using F&P as a grade level indicator, no mastery tests as in SIPPS in Spanish program

3-5	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	Leadership supports data analysis and progress monitoring by including time during minimum days or PLCs/COIs for grade-levels to reflect on data and determine next steps Coaches support instructional changes determined by data	Improvement in IAB data over time and Early Literacy metrics, including progress by subgroups, particularly language learners	Have lacked intervention for specific subgroups (language/newcomer) and math intervention for AA students and weren't able to fully implement early literacy intervention Students with IEPs often struggle with grade-level materials and curriculum MTSS system transition away from using F&P as a grade level indicator, no mastery tests as in SIPPS in Spanish program
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District Strategy: Building CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):		Leverage current Professional Learning cycles [enhance quality]		
School Theory of Change:		If we leverage teacher areas of strength, expertise, and voice in collaborative spaces and have clear backwards planned cycles of Professional learning, then we will strengthen and differentiate our Professional Development for teachers to learn better and faster.		
Related Goal(s):		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers provide critical review of PD plans and input around progression/scope and sequence as well as lead PD sessions	Provide space for teachers/ILT to review PD plan and give input into progression and ability to lead sessions Co-plan with teacher leaders for input sessions and agenda creation	ILT/staff agendas with time to review PD scope and sequence Sessions designed and facilitated by teachers	

4-2	Teachers join walk-throughs to use baseline data and observation as a lens for adjusting PD scope and sequence	<p>Provide coverage and space for teachers to join initial walk-throughs, norm on observation tools, and analyze observational data</p> <p>Walkthroughs are planned at least two weeks in advance.</p>	<p>Walkthrough agendas include at least 2 teacher leaders. Walkthrough plan is included in beginning of year plan, and sent out two weeks in advance.</p>	
4-3	Teachers facilitate PD sessions and cycles of inquiry/PLC conversations that align with the PD arc and scope and sequence	<p>ILT provides space for teachers to develop their COI/PLC agendas and reflect on grade-level needs</p> <p>Coaches support teachers developing PD sessions using Greenleaf's PD rubric and give feedback</p>	<p>PLC/COI agendas reflect connection and alignment to determined PD arc</p> <p>ILT members share of collaborative work that builds on PD scope and sequence</p>	<p>Coaches expertise and ability to develop staff practice is inconsistent</p> <p>Recruit/Retain Bilingual educators and continue to consider the needs for our Dual Language Expansion and the additional time required for building out each grade-level</p> <p>PLCs differ in effectiveness based on team dynamic</p> <p>Variance in intentionality and strength of PD strands and PD execution with follow through (Learn it, Expect it, Support it, Monitor it)</p>

4-4	Teachers provide feedback on PD sessions using Greenleaf's PD rubric	Leadership provides space for teachers to review rubric and determine foci for sessions Coaches/Leadership uses PD feedback to support the creation of relevant and impactful learning spaces for teachers	-Feedback on PD shows improvement in impact of PD and learning that is directly relevant to teaching	Coaches expertise and ability to develop staff practice is inconsistent Recruit/Retain Bilingual educators and continue to consider the needs for our Dual Language Expansion and the additional time required for building out each grade-level PLCs differ in effectiveness based on team dynamic Variance in intentionality and strength of PD strands and PD execution with follow through (Learn it, Expect it, Support it, Monitor it)
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	Implement Designated and Integrated Language Development Strategies			
School Theory of Change:	If all teachers provide explicit designated ELD/SLD block that builds understanding of vocabulary and language structures as well as integrated language development strategies, then language learners will be able to access grade level complex texts and tasks.			
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

5-1	Use of before/during/after reading template created by ELLMA to adapt ELD lessons provided by Advance.	Fund and support a team of teachers to work on adjusting ELD lessons from Adelante/Advance and creating a scope and sequence for grade level teams.	-All grade level teams have a year long scope and sequence plan for ELD	-We had experienced consistent growth in ELA SBAC over the three years prior to 18-19; however, in 18-19 we decreased in ELA proficiency and 6-8 math proficiency. -We have adopted the Adelante/Advance curriculum for the Dual Language program, but the scaffolds for English Learners, and the ELD curriculum need adjustment. -Data from MOY 18-19 to 19-20 shows 4th grade increasing achievement while 3rd and 5th struggling in both ELA and MATH IABs
5-2	Clear expectations for Academic discussion in all classrooms. Expectation that SLLs and ELLs communicate in the target language and teachers provide scaffolds and supports in order for them to do so.	Observation and feedback on the inclusion of academic talk in all subject area blocks Peer observations focused on developing academic conversation Differentiated PD for new teachers to support protocols and developing academic discussion	-Students have multiple opportunities for talk and discussion each period of the day -Teachers include questions for talk/academic discussion and scaffolds (frames or prompts) to support discussion in plans -Ratings on ELL framework/walk-through tool for academic discussion improve over the course of the year	

5-3	LTELs receive small group intervention targeted to language needs both inside of class and through intervention	TSA for supporting LTELs with academic language and literacy in Middle School.	- Increase of reclassification of LTELs in 5th - 8th grade.	Have lacked intervention for specific subgroups (language/newcomer) and math intervention for AA students and weren't able to fully implement early literacy intervention. Students with IEPs often struggle with grade-level materials and curriculum. MTSS system transition away from using F&P as a grade level indicator, no mastery tests as in SIPPS in Spanish program.
5-4	Explicit sentence breaking strategies to tackle complex sentences to make and infer meaning - le Juicy Sentences strategy	PD and Cycle of Inquiry for all ELA/SLA teachers K-8 on Juicy Sentences, including Learning Walks and pre/post walk throughs		We had experienced consistent growth in ELA SBAC over the three years prior to 18-19; however, in 18-19 we decreased in ELA proficiency and 6-8 math proficiency. -We have adopted the Adelante/Advance curriculum for the Dual Language program, but the scaffolds for English Learners, and the ELD curriculum need adjustment.
5-5	Attend GLAD training and adjust lessons to integrate GLAD practices.	Providing time for integrating and aligning GLAD strategies and selecting strategies to implement (IE Exploration Reports to start a unit, Unit Vocabulary of the Day/Week, introductory Big Books, etc.)	Teachers integrate key GLAD strategies to support language learning instruction, including use of pictorials, color coding, sentence patterning charts, etc. (evidence in plans as well as evidence in classroom environment)	

5-6	Teachers monitor the progress of language learners using regular data collection on formative and summative assessments, including observational protocols on focal students	ILT and Coaches support teachers conduct cycles of inquiry focused on the improvement of focal students chosen by language needs Progress monitoring is noted in assessment calendar Leadership support teachers norming on observational protocols	Language learners make notable progress given supports structured to target their improvement Teacher plans reflect a focus on instruction/intervention to support language learners	
5-7	Designated ELD and SLD takes place daily in classrooms, with scaffolds for language learners.	Partnership with ELLMA on cross site collaboration focused on designated ELD and planning to address language standards		

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 112

School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Provide after school programming for our middle school students with Citizen Schools Programming.	\$117,784	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Clear expectations for Academic discussion in all classrooms. Expectation that SLLs and ELLs communicate in the target language and teachers provide scaffolds and supports in order for them to do so.	112-1
Provide after school programming for our elementary school students with BACR Programming	\$114,449	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Small group instruction across grade-levels TK-8th based on Shefelbine's framework	112-2
Teacher leader (TSA) will support the implementation of SEL strategies in classrooms by modeling community circles and RJ circles and supporting teachers planning for SEL lessons.	\$28,728	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	6553	11-Month Classroom TSA	0.20	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	All teachers implement class meetings and use Caring School Communities as a supportive tool.	112-3
Teacher leader will support intervention for students based on demonstrated need to support acceleration of growth and achievement. The TSA will also support communication with parents and families, in English and Spanish, during SSTs and conferences to ensure they understand how to support their students.	\$48,688	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7713	10-Month Classroom TSA	0.50	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Small group instruction across grade-levels TK-8th based on Shefelbine's framework	112-4
TSA will provide small group intervention in mathematics to students demonstrating lack of progress.	\$84,943	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	7715	11-Month Classroom TSA	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Analyze curriculum tasks with lens of alignment to standards and assessments (SBAC/IAB/CAST/ELPAC) with PLC	112-5
Playworks TeamUp coach to support safe and supportive recess and students developing SEL skills.	\$20,171	Comprehensive Support & Improvement (CSI) Grant	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Playworks Site coach 1 X per month to support safe recess spaces	112-6
Funds for teachers to join the SSC committee.	\$1,889	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	112-7

Overtime funds to support our Outreach coordinator working after school hours to support families and students.	\$8,498	General Purpose Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Staff meeting space to plan SEL monthly, instructional norms for SEL learning in classes. Culture Coach pushes into classrooms to demo class meetings and support analysis/internalizing of CSC plans. Administrators explicitly endorse SEL teaching as part of the instructional minutes. ILT work with teachers to develop SEL/Culture theory of action and instructional norms.	112-8
Funds to provide students and teachers with necessary supplies.	\$20,147	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Backwards plan units and long term calendars to standards based assessment including the IABs for 3rd - 8th grade.	112-9
Funds to provide maintenance to our site copiers.	\$9,072	General Purpose Discretionary	4320	Copier/Duplication Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Backwards plan units and long term calendars to standards based assessment including the IABs for 3rd - 8th grade.	112-10
To be allocated in Fall 2020	\$772	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	112-11
Provide extended contract for teachers to participate in our ILT, Dual Language Committee, and provide extra instruction to Middle School students.	\$42,806	LCFF Concentration	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Backwards plan units and long term calendars to standards based assessment including the IABs for 3rd - 8th grade.	112-12
Pay for additional .5 FTE of Library Tech to have her supporting Greenleaf students with Library class and development of library collection full time	\$32,798	LCFF Concentration	2205	Classified Support Salaries	7469	Library Technician	0.50	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	112-13
Purchase Eureka math materials in Spanish for students	\$9,294	LCFF Concentration	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Backwards plan units and long term calendars to standards based assessment including the IABs for 3rd - 8th grade.	112-14
Fund .3 of a 4th-8th literacy interventionist to support literacy progress and achievement.	\$33,717	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2383	10-Month Classroom TSA	0.30	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	3 - 8: Small group SIPP/ Spanish phonics (in 3rd), Oral Reading Fluency, Small group targeted comprehension and meaning making lessons.	112-15

Purchase of an additional teacher to support smaller class sizes for our Dual Language program.	\$73,685	LCFF Supplemental	1105	Certificated Teachers' Salaries	3017	Teacher, Structured English Immersion	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	3 - 8: Small group SIPP/ Spanish phonics (in 3rd), Oral Reading Fluency, Small group targeted comprehension and meaning making lessons.	112-16
Purchase additional Enrichmen/Prep teacher allocation to support enrichment opportunities for student engagement.	\$9,198	LCFF Supplemental	1105	Certificated Teachers' Salaries	3356	Teacher Education Enhancement	0.10	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Collaborate to create/find a tool for curriculum revision to evaluate cultural relevance of curriculum Provide feedback to grade-levels and PLCs on their revision decisions	112-17
Purchase additional Enrichmen/Prep teacher allocation to support enrichment opportunities for student engagement.	\$86,862	LCFF Supplemental	1105	Certificated Teachers' Salaries	3372	Teacher Education Enhancement	0.90	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Collaborate to create/find a tool for curriculum revision to evaluate cultural relevance of curriculum Provide feedback to grade-levels and PLCs on their revision decisions	112-18
Funds for an RJ coordinator to support the continuation and development of RJ practices on campus and support the conditions for student learning.	\$105,782	LCFF Supplemental	2205	Classified Support Salaries	3747	Restorative Justice Facilitator	1.00	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	All teachers launch RJ with classes for BOY culture module	112-19
Funds for a Stip Sub to cover classes so teachers can collaborate and conduct peer observations.	\$58,971	LCFF Supplemental	1105	Certificated Teachers' Salaries	4015	STIP Teacher	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Analyze curriculum tasks with lens of alignment to standards and assessments (SBAC/IAB/CAST/ELPAC) with PLC	112-20
Funds for additional allocation of noon supervision to ensure safe and supportive recess.	\$7,578	LCFF Supplemental	2905	Other Classified Salaries	4898	Noon Supervisor	0.10	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Plan and provide support spaces for Playworks to provide training for recess supervision staff monthly Build space for leaders and staff to align on practices (e.g. language for conflict resolution, celebrations/appreciations, recess rules, spaces for activities, etc.)	112-21
Provide extended contract for teachers to participate in our ILT, Dual Language Committee, and provide extra instruction to Middle School students.	\$16,682	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Analyze curriculum tasks with lens of alignment to standards and assessments (SBAC/IAB/CAST/ELPAC) with PLC	112-22

Funds for an early literacy coach to ensure research-based best practices occur in our classes and students reach early literacy proficiency goals.	\$125,119	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7505	11-Month Classroom TSA	1.00	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	TK - 2: Explicit phonics and phonemic awareness instruction whole class, fluency practice. Alignment in K/1 classes of the phonemic awareness and phonics routines. Phonological Awareness (quick) New phonics skills (adelante materials) Review phonic skills Read a mixed list of decodable words with phonics skills taught Read with applied text Dictation to encode phonics skills taught	112-23
Additional funds to allocate for our early literacy tutors to work additional hours pulling small groups and providing literacy intervention.	\$6,295	LCFF Supplemental	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	TK - 2: Explicit phonics and phonemic awareness instruction whole class, fluency practice. Alignment in K/1 classes of the phonemic awareness and phonics routines. Phonological Awareness (quick) New phonics skills (adelante materials) Review phonic skills Read a mixed list of decodable words with phonics skills taught Read with applied text Dictation to encode phonics skills taught	112-24
To be allocated in Fall 2020	\$50	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	112-25
Funds for .5 of a library technician to support expanding our collection of Spanish and English texts for students and offering support for language and literacy development.	\$32,798	Measure G: Library	2205	Classified Support Salaries	7469	Library Technician	0.50	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	112-26
Purchase art teacher FTE to support giving Middle School students access to art	\$9,651	Measure G1	1105	Certificated Teachers' Salaries	3372	Teacher Education Enhancement	0.10	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Clear expectations for Academic discussion in all classrooms. Expectation that SLLs and ELLs communicate in the target language and teachers provide scaffolds and supports in order for them to do so.	112-27
Funds for art supplies for Middle School students to access art	\$5,310	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Clear expectations for Academic discussion in all classrooms. Expectation that SLLs and ELLs communicate in the target language and teachers provide scaffolds and supports in order for them to do so.	112-28
To be allocated in Fall 2020	\$67,707	Measure G1	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	112-29

.5 of a TSA to support intervention for LTELs and Newcomers in Middle School.	\$48,688	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	7713	10-Month Classroom TSA	0.50	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	TSA for supporting LTELs with academic language and literacy in Middle School.	112-30
Funds for .8 of a Culture Coach to support MTSS for students to have the behavioral/social/emotional supports necessary to thrive at school and access their learning spaces.	\$114,913	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	6553	11-Month Classroom TSA	0.80	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	All teachers implement class meetings and use Caring School Communities as a supportive tool.	112-31
Funds for teachers to develop capstone projects.	\$3,777	Salesforce Principal Innovation Fund	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Clear expectations for Academic discussion in all classrooms. Expectation that SLLs and ELLs communicate in the target language and teachers provide scaffolds and supports in order for them to do so.	112-32
Additional funds for overtime for our librarian to support students after school hours with finding texts of interest and developing research skills.	\$24,802	Salesforce Principal Innovation Fund	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	112-33
To be allocated in Fall 2020	\$3	Salesforce Principal Innovation Fund	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	112-34
Fund .7 of a 4th-8th literacy interventionist to support literacy progress and achievement of focal students.	\$78,673	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	2383	10-Month Classroom TSA	0.70	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	3 - 8: Small group SIPP/ Spanish phonics (in 3rd), Oral Reading Fluency, Small group targeted comprehension and meaning making lessons.	112-35
Fund 1.0 of a TSA to support literacy instructional development of teachers through coaching, PD, and support.	\$123,041	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	3035	11-Month Classroom TSA	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Analyze curriculum tasks with lens of alignment to standards and assessments (SBAC/IAB/CAST/ELPAC) with PLC	112-36
To be allocated in Fall 2020	\$3,677	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	112-37
To be allocated in Fall 2020	\$4,456	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	112-38

Allocation towards overtime funds for our Early literacy tutors to support additional hours of intervention.	\$13,849	Title IV: Student Support & Academic Enrichment	2222	Classified Support Salaries: Extra Compensation	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Small group intervention in Spanish based on best practices	112-39
To be allocated in Fall 2020	\$76	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	112-40



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools. Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Greenleaf Tk-8

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights.
- We support all our parents through regular meetings that encompass all the data and curricular needs of our students. The meetings go from the whole school level to the one on one level depending on what our families need.
- Parent leader meetings with leadership.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights.
- Parent leader meetings with leadership.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

Greenleaf will convene an annual Title I meeting to perform the following:

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

The school communicates to families about the school's Title I, Part A programs by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights.
- Parent leader meetings with leadership.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Sending home report cards in home language, sending talking points text messages in home languages
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.
- Parent leader meetings with leadership that have TRANSLATION for Spanish speaking families.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Greenleaf has a parent room leader structure in which each class nominates and has a parent room leader who helps reach out to other parents to support with workshops, field trips, other volunteer opportunities.
- Greenleaf has a parent leader meeting once a month on Fridays to also discuss volunteer opportunities.
- Greenleaf has a parent leader room where Parents gather to discuss other volunteer opportunities.

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Greenleaf holds parent workshops at least 2-3 times a year, some grade-levels monthly, to support parents learning at-home strategies and materials to support learning.
- Teachers send home materials for parents to use such as online portal access (like RAZ kids), books, flashcards, etc. to support learning.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Greenleaf holds trainings for parents at a needs-basis when needs are lifted up.
- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- We hold SSC at a regular time in the afternoons monthly and parent leader meeting at a regular time in the mornings to give parents an opportunity to choose a time that works better for them.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Sharing the policy at Back to School Night for Feedback.
- Asking for other engagement ideas or opportunities.

- Asking Parent leaders for feedback at parent leader meeting.
- Asking SSC for feedback at SSC meeting.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- We make sure all students have flyers in multiple languages that advertise the SSC meetings and all school events. We also hold our SSC meetings at the same time and place regularly.
- We hold meetings in handicap accessible locations.
- We have translation for meetings.

The school provides support for parent and family engagement activities requested by parents by:

- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Greenleaf has a parent leader meeting once a month on Fridays to also discuss volunteer opportunities.
- Greenleaf has a parent leader room where Parents gather to discuss other volunteer opportunities.

Adoption

This policy was adopted by Greenleaf Tk-8 on Monday, September 9th and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Name of Principal

9/24/19

Romy Trigg-Smith
Carmen J. Pizar

Signature of Principal

Romy Trigg-Smith

9/24/19



School-Parent Compact

Greenleaf Tk-8

2019-20

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

19-20 Focus High Leverage Instructional Strategies

- Incorporating Strong Instruction around Complex Text including Access to Complex Text for Language Learners
 - Building out rigorous STANDARDS-BASED formative and interim assessment practices
 - Refining Differentiation and Tiered intervention for early literacy and language skills
 - Incorporating hands-on science investigations for students weekly
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.
 - 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

- Greenleaf Middle School teachers send home mid-marking period progress reports for students as well as Marking Period Report cards to share progress.
- Parents and Families participate in conferences to review elementary and middle school report cards and understand students' pr

4) Provide parents reasonable access to staff.

- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights.
- Parent leader meetings with leadership.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- Greenleaf has a parent room leader structure in which each class nominates and has a parent room leader who helps reach out to other parents to support with workshops, field trips, other volunteer opportunities.
- Greenleaf has a parent leader meeting once a month on Fridays to also discuss volunteer opportunities.
- Greenleaf has a parent leader room where Parents gather to discuss other volunteer opportunities.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

- Greenleaf holds parent workshops at least 2-3 times a year, some grade-levels monthly, to support parents learning at-home strategies and materials to support learning.
- Teachers send home materials for parents to use such as online portal access (like RAZ kids), books, flashcards, etc. to support learning.
- Parent-teacher conferences to outline goals and action plans.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

- Engaging parents/families in the planning process for parent/family workshops.
- Asking parents and parent leaders to share needs/requests and parent leader meeting.

- 8) **Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- Sending talking points text messages in home languages to which parents can respond
 - Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.
 - Parent leader meetings and SSC meetings with leadership that have TRANSLATION for Spanish speaking families.

Teacher Responsibilities

- Communicate clear expectations for performance to both students and parents.
- Reinforce expectations and policies communicated in the Handbook.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment
- Contact parents/families with students' progress and needs.

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time by supporting homework completion and structuring their after school time.
- Read the Greenleaf handbook and sign the contract for supporting students.
- Support strong attendance at school.
- Send child to school everyday in a clean uniform
- I will provide a quiet place where my child will complete his/her homework. We will check to see that our child completes his/her homework every night.
- I will actively participate in the school community voicing my opinion and working together with other families and school community members to create the best learning environment for my child

This Compact was adopted by Greenleaf Tk-8 on September 9th, 2019 and will be in effect for the period of August 12, 2019 to May 28th, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2019.

Signature of Principal

Date

9/24/19

Tommy Frick

Cameo Poir

9/24/19

**2019-2020****School Site Council Membership Roster – Elementary**

School Name: _____

Chairperson :

Vice Chairperson:

Secretary:

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule
(day/month/time)**SSC Legal Requirements (EC Sections 65000-65001):**

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

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