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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School

Ask of the Board Approval by the Board of Education of the 2024-2025 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2024-2025 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School



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

2024-25 School Plan for Student Achievement (SPSA)

School: Greenleaf Elementary School
CDS Code: 1612590115618
Principal: Abbey Kerins
Date of this revision: 5/21/2024

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: Abbey Kerins	Position: Principal
Address: 6328 East 17th Street Oakland, CA 94621	Telephone: 510-636-1400 Email: abbey.kerins@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/21/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 EDC § 6500.
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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/21/2024

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

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

Signatures:

Abbey Kerins <hr/> <i>Principal</i>	 <hr/> Signature	 Benjamin Davis 8/15/2024 President, Board of Education	<hr/> 5/21/2024 <hr/> Date
Marcela Garcia Castanon <hr/> <i>SSC Chairperson</i>	 <hr/> Signature	 Kyla Johnson Trammell 8/15/2024 Secretary, Board of Education	<hr/> 5/23/2024 <hr/> Date
Monica Thomas <hr/> <i>Network Superintendent</i>	Monica Thomas <hr/> Signature		<hr/> 5/23/24 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	 <hr/> Signature		<hr/> 5/23/24 <hr/> Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/11/2024	Instructional Leadership Team	Reviewed timeline for SPSA development and began budget prioritization.
1/16/2024	SSC & SELLS combined	Reviewed the mid year data results and the timeline for community engagement and SPSA development.
2/2/2024	Parent Engagement (Sped Parents Represented)	Held focus group to review the SPSA funds and process. Facilitated parent discussion on improvement topics aligned to the LCAP goal areas.
2/8/2024	Instructional Leadership Team	Facilitated budget prioritization with teacher leaders.
2/12/2024	SSC & SELLS combined	Reviewed the Title funds remaining for 23-24 and the budget for 24-25.
2/13/2024	Parent Engagement (Mum parents represented)	Held focus group to review the SPSA funds and process. Facilitated parent discussion on improvement topics aligned to the LCAP goal areas.
3/19/2024	SSC & SELLS combined	Review and Approved Remaining Budget Part 1 of 2
4/16/2024	SSC & SELLS combined	Review and Approved Remaining Budget Part 2 of 2

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

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$426,976.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,587,511.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$208,440	LCFF Discretionary (General Purpose Discretionary #0000)	\$33,400
Title I, Part A Parent & Family Engagement (Title I #3010)	\$5,790	LCFF Supplemental (LCFF Supplemental #0002)	\$401,625
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$198,271	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$14,475	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$480,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$113,027
		Measure H (Measure H #9339)	\$0
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$426,976		\$1,160,535

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$1,587,511.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Greenleaf Elementary School		School ID: 112
CDS Code: 1612590115618	SSC Approval Date: 5/21/2024	Board Approval Date: 8/14/2024

School Mission and Vision

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

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Black/African American Students

The purpose of this schoolwide plan is to improve outcomes for consistently undperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.8%	4.5%	90.1%	0.3%	1.6%	10.5%	97.1%	71.4%	14.7%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.2%	0.5%	1.0%	0.2%	0.2%	0.2%	93.0%	5.5%	90.0%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Students in all grade-levels will show progress towards readiness for the next grade-level by making a year or more growth in iReady math and ELA and attaining mastery on grade-level standards (as measured by SBAC, CAST, ORF, and Early literacy metrics).
Identified School Need:	<p>In order to move toward our college, career, and community readiness, goals we will need to address the following identified needs:</p> <p>1) Language development in both Spanish and English is an area of need. We notice that not all student are meeting growth targets, and we believe that further professional learning on language development will support student success. Language development in our school will mean more dedicated resources for ELD and SLD, as well as planning for translanguaging between Spanish and English.</p> <p>2) There is a need for supporting our teaching staff to maintain an appropriate pace with core curriculum. We have a significant number of staff members that are either new to the profession or new to the curriculum. Our strategy is to do this through more dedicated and content specific coaches in elementary and middle school.</p> <p>3) Increase connections between academic content and the real world. There is a need to increase student engagement and application of learning, especially for our upper elementary and middle school students.</p>

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students		not available until fall 2024	not available until fall 2025	N/A
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students		not available until fall 2024	not available until fall 2025	N/A
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	56.3%	not available until fall 2024	not available until fall 2025	55.0%

English Language Arts Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-74.8	not available until fall 2024	not available until fall 2025	-35.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	62.1%	not available until fall 2024	not available until fall 2025	80.0%
Mathematics/Science Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-90.8	not available until fall 2024	not available until fall 2025	-70.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	5.4%	not available until fall 2024	not available until fall 2025	25.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	14.4%	not available until fall 2024	not available until fall 2025	25.0%

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

School Goal:	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,iReady, and reclassification.
Identified School Need:	<p>In order to move our focal group student achievement forward for our English Learners and students with IEPs, we need to do the following:</p> <p>1) We continue to need to accelerate student achievement in literacy in both Spanish and English, because students continue to have significant gaps in foundational and comprehension skill development. While we have seen students in pull out interventions make remarkable improvement, many more students need to make similar growth through small group, in-class interventions and differentiated instruction. In service of this outcome, we need to invest in professional learning and cycles of inquiry that develop planning and delivery of instruction that targets and accelerates student literacy development.</p> <p>2) Greenleaf has an increase in the number of newcomer students that attend throughout the year and there is a need to strengthen core instruction, interventions, and wrap-around resources for students between 3-8th grade and are new to the country.</p> <p>3) School-wide there is a need to improve the delivery of integrated and designated language development in the target language. This will require dedicated professional learning, coaching, instructional planning, and school leader commitment to maintaining the focus on language learning.</p>

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-121.6	not available until fall 2024	not available until fall 2025	-80.0
SBAC ELA Distance from Standard Met	English Learners	-112.4	not available until fall 2024	not available until fall 2025	-70.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	60.0%	not available until fall 2024	not available until fall 2025	50.0%
SBAC Math Distance from Standard Met	Special Education Students	-140.8	not available until fall 2024	not available until fall 2025	-120.0
SBAC Math Distance from Standard Met	English Learners	-114.9	not available until fall 2024	not available until fall 2025	-70.0

Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	12.8%	not available until fall 2024	not available until fall 2025	18.0%
LTEL Reclassification	Long-Term English Learners	29.2%	not available until fall 2024	not available until fall 2025	33.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	
School Goal:	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism to <5%
Identified School Need:	<p>In order to improve the health, wellness, and connectedness in our school community, we must do the following:</p> <ol style="list-style-type: none"> 1) We need to address ongoing experience of families and community who do not always feel welcome at the school and/or don't know how to access needed resources. Investment re-design of front office and lobby space to develop clear resources and tools available to families that communicate our values as a Spanish-immersion, community-based school. 2) There is a need to increase community learning for our families with a focus on their personal development, as well as our development as a school community. The focus on this investment in 24-25 will be family learning about cultural and linguistic identity, basic technology skills, and early childhood parenting. 3) There is a need to increase student leadership at multiple levels. We plan to continue and improve student-led conferences and grow our middle school leadership opportunities through restorative justice and culter keeper programs. 4) We will continue to suport our African American families to lower the rate of chronic absenteeism through communication about impact of attendance, information about when to send students to school and when to keep them home, and to make sure families know about the change in our COVID-19 protocols. We will also reveiw our in school suspension data for African American students (12.5%) and discuss this with our African American Parents Leadership Group.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	60.7%	not available until fall 2024	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.5%	not available until fall 2024	not available until fall 2025	0.50%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	4.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	2.5%
Chronic Absenteeism	All Students	55.6%	not available until fall 2024	not available until fall 2025	4.0%
Chronic Absenteeism	African American Students	72.0%	not available until fall 2024	not available until fall 2025	6.0%

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

School Goal:	Increase retention of teachers to 85%
Identified School Need:	<p>In order to improve toward our staff retention and diversity goals, we need to do the following:</p> <p>1) We have had an increase in new teachers and teachers that have not yet received their credential. These teachers need extensive support to develop instructional and content expertise needed to lead excellent learning for all students. For this reason, we have decided to invest in additional coaches for elementary and secondary teachers.</p> <p>2) Additional work needs to be done to engage staff in leading our school-wide culture and climate. We have determined to do this by establishing a Culture and Climate leadership team to provide vision and action planning.</p>

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	72.3%	not available until fall 2024	not available until fall 2025	85.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>Students in all grade-levels will show progress towards readiness for the next grade-level by making a year or more growth in iReady math and ELA and attaining mastery on grade-level standards (as measured by SBAC, CAST, ORF, and Early literacy metrics).</i></p>	<p><i>K-1 Lectura: Only 10 students (12%) in Kinder do not know all their letter sounds Phoneme Segmentation Fluency dropped from 49% of kids well below to only 17% well below. Only 2 students below for FSF Huge improvement in decoding- 59% well below to 33% well below</i></p> <p><i>SIPPS: Large majority of 2nd graders are passing their MTs Most 3rd graders that in English intervention are passing MTs</i></p> <p><i>i-Ready Reading: 8th grade student made the greatest gains</i></p>
LCAP Goal 2:	<p><i>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, iReady, and reclassification.</i></p>	<p><i>75% of our Black students in K/1 are on or above grade level in mClass, 25% are Below Mam speakers are performing on par in Spanish mClass with Spanish Dominant students.</i></p>
LCAP Goal 3:	<p><i>Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism to <5%</i></p>	<p><i>Set specific goals in January and Feb. We also had a T1, T2, and T3 approach. T1 was a whole school attendance challenge. T2 was at the classroom level and all students “At Risk” and above completed attendance trackers with incentives at the end of the month. T3 was an increase in the Attendance based SSTs.</i></p>
LCAP Goal 4:	<p><i>Increase retention of teachers to 85%</i></p>	<p><i>So far ITR suggests that we will meet this goal.</i></p>

Goal Area:	School Goal:	Priority Challenges
<p>LCAP Goal 1:</p>	<p><i>Students in all grade-levels will show progress towards readiness for the next grade-level by making a year or more growth in iReady math and ELA and attaining mastery on grade-level standards (as measured by SBAC, CAST, ORF, and Early literacy metrics).</i></p>	<p><i>K-2: In K/1 there needs to be more focus on decoding text both whole group and in small groups with shared reading and decodable texts. 2nd grade needs to increase time with reading fluency. Although this happens in small groups, the time can be maximized with whole group practice as well with choral reading.</i></p> <p><i>K-2 success on CEAs is not translating to iReady success (10%, 4%, 7% prof on iReady) Pacing guides are hard to meet in upper grades, will not teach all standards before SBAC In COIs T's examining exit ticket responses, but stu success on exit tickets has not translated to unit tests.</i></p> <p><i>Overall: We have set expectations for pacing, assessment completion and data analysis in COIS, but we need to improve on monitoring completion and student progress. Additionally, more academic discussions need to take place across content areas in PLCs monitored by a Coach/Admin. Much of this discussion happens in COI, but an Admin is not always present.</i></p>
<p>LCAP Goal 2:</p>	<p><i>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,iReady, and reclassification.</i></p>	<p><i>Newcomers not as successful as other students, many have interrupted education. We need to build out our strategy for supporting newcomers in addressing incomplete learning. Strategy will be built in collaboration with new teacher leader position focused on newcomer support.</i></p>

<p><i>LCAP Goal 3:</i></p>	<p><i>Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism to <5%</i></p>	<p><i>Kindergarten has the worst overall attendance. However, the positive attendance increases for each subsequent grade. Need to do more earlier to educate incoming families regarding attendance. Also, need to tighten up the process for follow-up with attendance SSTs by scheduling a 3-4 week post check-in with families to keep pressure on.</i></p> <p><i>The school is identified for ATSI for African American students in the area of Chronic Absenteeism in 2022. We believe that we were identified because our African American community was more significantly impacted by the affects of COVID-19 during the pandemic and in our return to in-person instruction. 2022-23 school year continued to have strong protocols regarding required quarentine of 5 days for any COVID-positive student. We believe that AA students therefore had a higher rate of chronic absenteeism than other students.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Increase retention of teachers to 85%</i></p>	<p><i>PLCs in the upper grades are still working on basic curriculum alignment and PLC conversations tend to focus on problem solving specific student concerns.</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Greenleaf Elementary School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Overall, we have been able to carry out the majority of intended actions outlined in the SPSA. The following is a description of any substantive changes in the budget or actions that were carried out in 2023-24.

Math TSA: This position was never hired for in 23-24 given that we could not find a qualified person to fill this role. In December, the administration with the approval of the SSC used these funds to hire an additional STIP sub to support professional learning and release time for teachers. Additionally, we have applied these funds to support teacher conferences, additional educational technology, and culture and climate resources (e.g. uniforms, PBIS incentives, etc.). It's important to note that we have continued to support math cycles of inquiry with the support of teacher leaders and math coaching with the support of our N3 math specialist.

Literacy Strategy: We have carried out all the intended strategies and actions with an extended focus on language development professional learning. There were a couple of staffing implications that required additional support and/or a delay in services due to a staff transition and an extended leave. We leveraged our STIP sub to teach the classroom and our TSA provided curriculum support to this classroom.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

High quality math instruction: We still have more work to do to improve math instruction and math outcomes. We have some progress in completing math CEAs this year, but the success of students on these assessments has not met the targets and this is mirrored in the results on i-Ready. We also have seen improvement on math curriculum implementation in the lower grades and have some very positive results. In addition, we have had some significant growth in 8th grade, which speaks to the value of looping with an experienced teacher in the upper grades.

Equity Focused Cycles on Literacy: We have strong results in K-2 in foundational skills and our EOs are performing as good or better in Spanish literacy development when compared to our Spanish-dominant students. Additionally, we have seen tremendous growth for 7 and 8th grade students, and we are meeting goals regarding typical growth in most grades. We conducted professional learning using GLAD strategies, including language content objectives and oral language analysis. Teachers have improved the presence of language supports in the class, but there is still many opportunities to increase student talk in service of content understanding. Lastly, we have seen an improvement in SIPP's curriculum implementation in most grades. with the exception of one grade level wherein coaching services have improved delivery of this important content.

Family Partnerships: We have successfully completed most of the action in this area and are waiting to see the impact of these efforts on the CHKS survey. But early indicators, such as messages of concern to the principal, suggest that the school has improved in the area of engagement and communication. It's important to note that we were able to start building a Mum-speaking family cohort, but other than this small group (which came to 1 Coffee with the Principal meeting), we have not led any affinity groups for families this year.

Whole School Wellness: We have successfully implemented all actions within this goal area. However, we believe there is still more training and support need in the area of in-class community circle and restorative justice groups. We have noticed that these structures are not as embedded as we would like them to be and we believe that this is mostly true in our classes where teachers are new to the profession. Again, we expect to see an increase in student connectedness as measured by the CHKS survey, and we are please to see the reduction chronic absenteeism and suspensions, as well as the increase in positive attendance as early indicators of the impact of these efforts.

Sense of Safety and Belonging for Black Students: We have successfully implement most actions in this area with the exception of Family Workshops. We believe that our actions have had a moderate amount of success, but that there is more work to do. Informally Black students, especially those in the middle school, have mentioned the frequency use of discriminatory language used by peers and administration as also noticed some of the same behaviors among younger students. There needs be additional work done to discuss race, colorism, and discrimination among all our students. Mid-year the school reinvested rollover funds from G1 to host an equity group for any interested 6-8 student. There are currently 15 students in this class, which is led by a facilitator from the OUSD Office for Equity and the Greenlead Culture Keeper.

Implementation of Language Dives: We implemented some of the actions described in this goal. While some teacher did implement language dives and deep syntactical analysis in their lessons and some teachers did do explicit vocabulary instruction, this was not a focus of our whole school professional learning. Instead we have focused teachers on getting clear about what language functions students need to know at the unit level, what the grade level model of this language should look like, and then backwards mapping integrated and designate ELD to support student to produce and practice the target language. We are beginning to see language function wall with vocabulary support in some classroom, but there needs to be additional professional learning, which we hope to continue next year with our SEAL partnership.

Increase in Art, Music, and World Lang in Middle School: We have carried out all of the actions in this goal area, and feel that it has had a positive impact on student connectedness and engagement.

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

Strengthen Instructional Coaching and 6-8 Achievement: We have invested in an additional instructional coach for the 24-25 school year. The addition of this coach and successfully hiring for the math TSA position will ensure that we have content expertise and grade span expertise at all levels. This team will ensure that there is a dedicated coach for every teacher, support for collaborative planning at least 1 a week for all grade level teams, and will monitor the relationship between instructional growth and student outcomes. As the middle school instructional program changes to include the DLI program, we will need to have a dedicated support to ensure that this program develops in alignment with the 50/50 language goals and the pillars of bi-literacy.

Expand Newcomer Services and Language Development for All Language Learners: Greenleaf has had a significant increase in Newcomer students (+59 since November). The district provides a .5 Newcomer Teacher Leader for every 50+ students at a school, and we are happy to host this position next year. This role is not directly paid for from our SPSA, but there may be additional funds expended to fund materials needed to provide targeted interventions for newcomer students. Additionally, we will launch a partnership with the Sobrato Early Academic Literacy (SEAL) model next year, which will focus on the development of K-2 integrated and designated ELD units. This work is also grant funded, but we expect to need to fund associated cost for materials and sub release time.

Expand Art Program: As a result of Prop 28, we will have the opportunity to expand the program offerings in the arts. We will use these funds to add a middle school music teacher, which will provide students choice in their elective block. We hope that this will lead to a greater level of engagement and investment for students, and that these courses will broaden the scope of experiences that students have.

Shift to Push in Intervention Model: We will also shift our intervention strategy to include more push-in intervention services in reading. We have found that pull-out services may be having a negative effect on student access to core curriculum and that there is an opportunity to build a more explicit bridge between the objectives of intervention groups and the objectives of the daily or weekly lessons. We are also going to shift professional learning to include time for classroom and intervention teachers to collaborate and align their work with students.

Investment in 6-8 Advisory to Develop Social Emotion Skills and Student Culture: We have revised our master schedule to allow for more sections of advisory, which will reduce the advisory rosters to be about 18 students per section, allowing for more connection and depth. Additionally, 6-8 teachers will be trained in the EL Education Crew program, and the MS TSA will support teachers to develop Advisory units that build a culture of inclusion, excellence, and care among our middle school students.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
OT for translation , clerical	Student Connectedness to School	Provide translation for family and school communication in meetings, events, or other communication tools.	There is a need to provide support during parent conferences, SSTs, and to check translations before they are sent out on ParentSquare. DATA: 13 of 32 office and classroom staff are not bilingual	We had a minimal need for this over the course of the year, and most need for support was able to be provided within the regular work hours.
clerical OT	Chronic Absenteeism	This was provided to ensure that additional work needed to clear absences and complete required verification calls was completed.	We are currently able to complete all follow-ups with teachers and families to make sure that we are meeting attendance clerical goals and outcome goals. DATA: Overtime was not used this year.	This resource was not needed given the success of our new Attendance Clerk
supplies	Staff Satisfaction with Professional Development	This resource was provided to ensure that all classroom has necessary supplies for instruction, projects, and creating engaging learning environments.	This is a basic need that our discretionary dollars don't fully cover. DATA: This resource has been expended each year and staff report that supplies are necessary.	Yes, and it has been a regular part of our annual budgeting.
refreshments	Student Connectedness to School	The resource is for light refreshments for all parent meetings.	We need to have a more comprehensive parent workshop and meeting schedule for next year. We were underspent this year because of a lack of regular meetings and some meeting are now online. DATA: Parent report that refreshments make them feel welcome.	We will continue to resource refreshments to support welcoming parents to school events.

equipment	Staff Participation in Foundational Professional Learning	This fund was used to pay for a projector that would be dedicated to the family resource center.	This was not purchased yet this year, but will be purchased before the close of the fiscal year. DATA: In the previous year, parents reported that it was helpful to be able to purchase projectors and computers.	We will continue to dedicate a resource for equipment needs that might arise for the family resource center.
fingerprinting	Student Connectedness to School	This was used to cover the costs of any parent that was interested in volunteering.	In combination with the support of Oakland Ed Fund, we have not made use of this budget so far. DATA: Not all parent fingerprinting is covered by Oakland Ed Fund. And the cost of a single fingerprint background check is around \$90.	We do expect to need this budget next year, as we expand our volunteer pool.
10-Month Classroom Teacher on Special Assignment (TSA)	Reading Inventory (RI) Multiple Years Below Grade Level	This position is focused on providing intervention in English to students that are far below grade level and have been referred to the support group through COST and teacher recommendations. Additionally this position supports newcomer ELD for our 6-8th grade students.	This position has been effective in serving the needs of students. We have strong results in our i-ready growth and our SIPP's data for students in this intervention group. Additionally, ELD students in middle school that are served by this position have been able to improve their academic grades. DATA: 13% decrease in the % of student performing multiple years below grade level in reading. (ELPAC scores are not currently available.)	We will continue this position for next year, since it has become an essential part of our MTSS structure at Greenleaf.

11-Month Classroom Teacher on Special Assignment (TSA)	Staff Satisfaction with Professional Development	This position is focused on supporting the overall professional learning system, which includes coaching, leading PD, and monitoring curriculum/assessment delivery. The work has been critical as the	This position has been effective in supporting the professional development of teacher to deliver core instruction and required assessments. We have had a high number of new teachers and teachers with emergency credentials. DATA: Teachers have reported feeling supported by this position. Meeting Curriculum Embedded Assessment completion goals, which shows that even new teachers are using core curriculum materials.	We will continue this position for next year, since it has become an essential part of our system of professional learning.
Extended Contracts for MS intervention	College/Career Readiness	This resource provided pay for extended contracts for intervention to be provided after contractual hours.	This resource was intended to make sure that all students had access to extended instructional time in order to accelerate their reading growth. DATA: Contract change and change to start times makes this additional cost unnecessary.	This resource will not continue because it was not needed. The teacher contract now includes universal extended day support, so additional funds were not needed.
supplies	Student Connectedness to School	This resource was provided to support all family workshops to have the necessary supplies for their learning and engagement.	We believe that this resource is needed and is working. Our school partners, SafePassages, request materials to carry out baby and social-emotional parenting workshops and we are able to meet those needs. We are also able to support parent volunteers that assist in small school wide projects. DATA: 75% of Parent volunteers report that these supplies are necessary for parent learning.	This resource will continue, as will the work with SafePassages.

contracts	Reading Inventory (RI) Multiple Years Below Grade Level	This resource provided pay for extended contracts for intervention to be provided after contractual hours.	This resource was intended to make sure that all students had access to extended instructional time in order to accelerate their reading growth. DATA: Contract change and change to start times makes this additional cost unnecessary.	This resource will not continue because it was not needed. The teacher contract now includes universal extended day support, so additional funds were not needed.
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Greenleaf Elementary School

SCHOOL ID: 112

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

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

School Goal:

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

Identified Need:

In order to move toward our college, career, and community readiness, goals we will need to address the following identified needs:

- 1) Language development in both Spanish and English is an area of need. We notice that not all student are meeting growth targets, and we believe that further professional learning on language development will support student success. Language development in our school will mean more dedicated resources for ELD and SLD, as well as planning for translanguaging between Spanish ad English.
- 2) There is a need for supporting our teaching staff to maintain an appropriate pace with core curriculum. We have a significant number of staff memebers that are either new to the profession or new to the curriculum. Our stratgy is to do this through more dedicated and content specific coaches in elementary and middle school.
- 3) Increase connections between academic content and the real world. There is a need to increase student engagement and application of learning, especially for our upper elementary and middle school students.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Improvement of Core curriculum implementation with support from TSAs and other supports	All Students	Academic	Tier 1 - Universal
1-2	DLI PD - stipends	All Students	Academic	Tier 1 - Universal
1-3	Partnership with Sobrato Early Academic Literacy	English Learner Students	Academic	Tier 2 - Supplemental
1-4	Field Trips aligned to curriculum and a robust after-schoolprogram with academic and enrichment opportunities	All Students	Academic	Tier 1 - Universal

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

School Goal:	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,iReady, and reclassification.
Identified Need:	<p>In order to move our focal group student achievement forward for our English Learners and students with IEPs, we need to do the following:</p> <p>1) We continue to need to accelerate student achievement in literacy in both Spanish and English, because students continue to have significant gaps in foundational and comprehension skill development. While we have seen students in pull out interventions make remarkable improvement, many more students need to make similar growth through small group, in-class interventions and differentiated instruction. In service of this outcome, we need to invest in professional learning and cycles of inquiry that develop planning and delivery of instruction that targets and accelerates student literacy development.</p> <p>2) Greenleaf has an increase in the number of newcomer students that attend throughout the year and there is a need to strengthen core instruction, interventions, and wrap-around resources for students between 3-8th grade and are new to the country.</p> <p>3) School-wide there is a need to improve the delivery of integrated and designated language development in the target language. This will require dedicated professional learning, coaching, instructional planning, and school leader commitment to maintaining the focus on language learning.</p>

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Spanish Tutors	All Students	Academic	Tier 3 - Intensified
2-2	Reading Inventionists (Spanish and English)	All Students	Academic	Tier 3 - Intensified
2-3	Outreach Coordinator	Low Income Students	SEL / Mental Health	Tier 2 - Supplemental
2-4	Newcomer Support and Intake Strategy	English Learner Students	Academic	Tier 3 - Intensified

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

School Goal:	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism to <5%
Identified Need:	<p>In order to improve the health, wellness, and connectedness in our school community, we must do the following:</p> <p>1) We need to address ongoing experience of families and community who do not always feel welcome at the school and/or don't know how to access needed resources. Investment re-design of front office and lobby space to develop clear resources and tools available to families that communicate our values as a Spanish-immersion, community-based school.</p> <p>2) There is a need to increase community learning for our families with a focus on their personal development, as well as our development as a school community. The focus on this investment in 24-25 will be family learning about cultural and linguistic identity, basic technology skills, and early childhood parenting.</p> <p>3) There is a need to increase student leadership at multiple levels. We plan to continue and improve student-led conferences and grow our middle school leadership opportunities through restorative justice and culter keeper programs.</p> <p>4) We will continue to suport our African American families to lower the rate of chronic absenteeism through communication about impact of attendance, information about when to send students to school and when to keep them home, and to make sure families know about the change in our COVID-19 protocols. We will also reveiwe our in school suspension data for African American students (12.5%) and discuss this with our African American Parents Leadership Group.</p>

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Development of student and family culture and leadership	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Extended Contracts for staff and contracts for mental health professionals	All Students	Academic	Tier 2 - Supplemental
3-2	Expand arts and enrichment opportunies for students	All Students	Academic	Tier 2 - Supplemental
3-4	African American Parent Leadership Group	African American Students	Academic	Tier 1 - Universal

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

School Goal:	Increase retention of teachers to 85%			
Identified Need:	<p>In order to improve toward our staff retention and diversity goals, we need to do the following:</p> <p>1) We have had an increase in new teachers and teachers that have not yet received their credential. These teachers need to extensive support to develop instructional and content expertise needed to lead excellent learning for all students. For this reason, we have decided to invest in additional coaches for elementary and secondary teachers.</p> <p>2) Additional work needs to be done to engage staff in leading our school-wide culture and climate. We have determined to do this by establishing a Culture and Climate leadership team to provide vision and action planning.</p>			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Dedicated TSAs for professional learning and coaching	All Students	Academic	Tier 1 - Universal
4-2	Community Schools Manager to support school wide culture and climate initiatives	All Students	Behavioral	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS [*Instructions & resources*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Inclusion of Black leaders in the school's coaches and administrators	African American	Academic	Tier 1 - Universal
5-2	Cultural unity events to create connection between Black and Latino families	African American	SEL / Mental Health	Tier 1 - Universal
5-3	Intentional development of Black parent leaders	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS <i>Stages of ELD Implementation Self-Assessment</i>				
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Professional Learning cycles on language development across content areas, with a focus on trans-languaging between spanish and english	English Learner Students	Academic	Tier 1 - Universal
6-2	Partnership with SEAL to revisit and improve Benchmark/FOSS units to include integrated and designated ELD.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4380 - Uniforms	\$2,000	LCFF Discretionary	4380	Uniforms		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Development of student and family culture and leadership	112-1
2922 - Otherclass Salaries Extracomp	\$2,000	LCFF Discretionary	2922	Other Classified Salaries: Extra Compensation		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Extended Contracts	112-2
4311 - Meeting Refreshments	\$3,015	LCFF Discretionary	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Cultural unity events to create connection between Black and Latino families	112-3
4410 - Equipment < \$5,000	\$3,545	LCFF Discretionary	4410	Equipment < \$5,000		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Improvement of Core curriculum implementation with support from TSAs and other supports	112-4
5610 - Equip Maintenance & Repairs	\$9,000	LCFF Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Improvement of Core curriculum implementation with support from TSAs and other supports	112-5
4310 - Materials and Supplies	\$13,840	LCFF Discretionary	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Improvement of Core curriculum implementation with support from TSAs and other supports	112-6
4100 - Textbooks	\$13,000	LCFF Supplemental	4100	Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.		Improvement of Core curriculum implementation with support from TSAs and other supports	112-7

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4304 - Classroom Supplies	\$19,277	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Improvement of Core curriculum implementation with support from TSAs and other supports	112-8
Teacher Education Enhancement	\$34,113	LCFF Supplemental	1105	Certificated Teachers' Salaries	3356	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.3	Goal 1: All students graduate college, career, and community ready.		Professional Learning cycles on language development across content areas, with a focus on trans-languaging between spanish and english	112-9
1120 - Teachers Salaries Stipends	\$35,650	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		DLI PD - stipends	112-10
Teacher STIP	\$91,056	LCFF Supplemental	1105	Certificated Teachers' Salaries	4015	STIP Teacher	1.0	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Professional Learning cycles on language development across content areas, with a focus on trans-languaging between spanish and english	112-11
Teacher STIP	\$91,750	LCFF Supplemental	1105	Certificated Teachers' Salaries	8382	STIP Teacher	1.0	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Professional Learning cycles on language development across content areas, with a focus on trans-languaging between spanish and english	112-12
TSA Classroom 10Mos	\$116,779	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9625	10-Month Classroom Teacher on Special Assignment (TSA)	1.0	Goal 1: All students graduate college, career, and community ready.		Dedicated TSAs for professional learning and coaching	112-13
1120 - Teachers Salaries Stipends	\$6,661	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Extended Contracts	112-14

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 11Mos	\$20,422	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	3035	11-Month Classroom Teacher on Special Assignment (TSA)	0.1	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Dedicated TSAs for professional learning and coaching	112-15
TSA Classroom 11Mos	\$64,032	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries		11-Month Classroom Teacher on Special Assignment (TSA)	0.4	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Dedicated TSAs for professional learning and coaching	112-16
TSA Classroom 10Mos	\$117,325	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	2383	10-Month Classroom Teacher on Special Assignment (TSA)	0.8	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Dedicated TSAs for professional learning and coaching	112-17
4310 - Materials and Supplies	\$210	Title I, Part A Parent & Family Engagement	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Cultural unity events to create connection between Black and Latino families	112-18
4410 - Equipment < \$5,000	\$550	Title I, Part A Parent & Family Engagement	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Cultural unity events to create connection between Black and Latino families	112-19
5838 - Fingerprinting	\$600	Title I, Part A Parent & Family Engagement	5838	Fingerprinting		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Community Schools Manager to support school wide culture and climate initiatives	112-20
4311 - Meeting Refreshments	\$2,190	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments		n/a		Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.	Student Connectedness to School	Cultural unity events to create connection between Black and Latino families	112-21

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
2225 - Classsuppt Salaries Overtime	\$1,500	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime		n/a		Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Extended Contracts	112-22
2225 - Childcare	\$740	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Cultural unity events to create connection between Black and Latino families	112-23
5825 - Consultants	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Field Trips aligned to curriculum and a robust after-schoolprogram with academic and enrichment opportunities	112-24
5100 - Subagreements For Services	\$151,568	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Field Trips aligned to curriculum and a robust after-schoolprogram with academic and enrichment opportunities	112-25
5825 - Consultants	\$21,703	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Field Trips aligned to curriculum and a robust after-schoolprogram with academic and enrichment opportunities	112-26
4310 - Materials and Supplies	\$1,000	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.		Improvement of Core curriculum implementation with support from TSAs and other supports	112-27
5825 - Consultants	\$13,475	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.		Extended Contracts for staff and contracts for mental health professionals	112-28

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Field Trips aligned to curriculum and a robust after-school program with academic and enrichment opportunities	112-29
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Field Trips aligned to curriculum and a robust after-school program with academic and enrichment opportunities	112-30
7310 - Indirect Cost	\$5,652	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs		n/a		Goal 1: All students graduate college, career, and community ready.		Field Trips aligned to curriculum and a robust after-school program with academic and enrichment opportunities	112-31
4310 - Materials and Supplies	\$8,629	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.		Improvement of Core curriculum implementation with support from TSAs and other supports	112-32
TSA Classroom 11Mos	\$136,673	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	3035	11-Month Classroom Teacher on Special Assignment (TSA)	0.9	Goal 1: All students graduate college, career, and community ready.		Dedicated TSAs for professional learning and coaching	112-33
1150 - Teachers Substitutes	\$3,000	Educator Effectiveness Grant	1150	Certificated Teachers: Substitutes		n/a		Goal 1: All students graduate college, career, and community ready.		Professional Learning cycles on language development across content areas, with a focus on trans-languaging between spanish and english	112-34
1120 - Teachers Salaries Stipends	\$12,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.		Extended Contracts for staff and contracts for mental health professionals	112-35

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4311 - Meeting Refreshments	\$2,000	California Community Schools Partnership Program	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Cultural unity events to create connection between Black and Latino families	112-36
4410 - Equipment < \$5,000	\$4,999	California Community Schools Partnership Program	4410	Equipment < \$5,000		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Community Schools Manager to support school wide culture and climate initiatives	112-37
5826 - Prof-Services Non-Contract	\$14,000	California Community Schools Partnership Program	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Field Trips aligned to curriculum	112-38
4310 - Materials and Supplies	\$14,385	California Community Schools Partnership Program	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Community Schools Manager to support school wide culture and climate initiatives	112-39
Noon Supervisor	\$17,979	California Community Schools Partnership Program	2905	Other Classified Salaries	9517	Noon Supervisor	0.4	Goal 1: All students graduate college, career, and community ready.		Development of student and family culture and leadership	112-40
Noon Supervisor	\$18,191	California Community Schools Partnership Program	2905	Other Classified Salaries	9012	Noon Supervisor	0.4	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Development of student and family culture and leadership	112-41
1120 - Teachers Salaries Stipends	\$25,000	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Extended Contracts for staff and contracts for mental health professionals	112-42

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$106,525	California Community Schools Partnership Program	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.		Extended Contracts for staff and contracts for mental health professionals	112-43
Outreach Consultant	\$116,841	California Community Schools Partnership Program	2405	Clerical Salaries	1245	Outreach Consultant	1.0	Goal 1: All students graduate college, career, and community ready.		Outreach Coordinador	112-44
TSA Classroom 11Mos	\$160,079	California Community Schools Partnership Program	1119	Certificated Teachers on Special Assignment Salaries	7715	11-Month Classroom Teacher on Special Assignment (TSA)	1.0	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Dedicated TSAs for professional learning and coaching	112-45
4310 - Materials and Supplies	\$22,605	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Expand arts and enrichment opportunities for students	112-46
5830 Contracted Services	\$28,080	Proposition 28 (Arts & Music in Schools)	5830	Contracted Services		n/a		Goal 1: All students graduate college, career, and community ready.		Expand arts and enrichment opportunities for students	112-47
Teacher Education Enhancement	\$83,422	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	10050 3372	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	1.2	Goal 1: All students graduate college, career, and community ready.		Professional Learning cycles on language development across content areas, with a focus on trans-languaging between spanish and english	112-48
4310 Materials and supplies	\$3,809	Measure G1	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Improvement of Core curriculum implementation with support from TSAs and other supports	112-49

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4380 Uniforms	\$7,000	Measure G1	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.		Development of student and family culture and leadership	112-50
5830 Contracted Services	\$13,000	Measure G1	5830	Contracted Services		n/a		Goal 1: All students graduate college, career, and community ready.		Field Trips aligned to curriculum and a robust after-school program with academic and enrichment opportunities	112-51
Teacher Education Enhancement	\$80,188	Measure G1	1105	Certificated Teachers' Salaries	3372	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	1.0	Goal 1: All students graduate college, career, and community ready.		Professional Learning cycles on language development across content areas, with a focus on trans-languaging between spanish and english	112-52
Library Technician	\$73,061	Measure G, Library Support	2205	Classified Support Salaries	7469	Library Technician	1.0	Goal 1: All students graduate college, career, and community ready.		Expand arts and enrichment opportunities for students	112-53



School-Parent Compact

Greenleaf Tk-8

2023 - 2024

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 2023-2024 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.**

2023-2024 Focus High Leverage Instructional Strategies

- **Improving Math Instruction**
 - **Whole School Community Building and Restorative Justice /**
 - **Designated and Integrated ELD**
 - **Quality Cycles of Inquiry (COI) & Professional Learning Communities for teachers**
 - **Daily Complex Texts & Literacy Foundations (K-2)**
 - **All Black students are safe and have a sense of belonging**
 - **Dual Language Expansion to MS Planning**
- 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’ progress towards goals.

4) Provide parents reasonable access to staff.

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

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

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

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

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

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

- Engaging parents/families in the planning process for parent/family workshops.
 - Asking parents and parent leaders to share needs/requests and parent leader meeting.
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- Sending talking points text messages in home languages to which parents can respond
 - Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with TRANSLATION for Spanish speaking families.
 - Parent leader meetings and SSC meetings with leadership that have TRANSLATION for Spanish speaking families.
 - Translate documents for sending home or for meetings.
 - Reach out to the Central District for translation supports for students whose families speak languages other than Spanish.

Teacher Responsibilities

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

Parent Responsibilities

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

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

This Compact was adopted by Greenleaf Tk-8 on August 24th, 2023 and will be in effect for the period of August 7, 2023 to May 23rd, 2024.

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, 2023,

Lorilei Aguinaldo 8/30/2023

Signature of Principal **Date**



Pacto Escuela-Padres Greenleaf Tk-8 2023 - 2024

Este Pacto Escuela-Padres ha sido desarrollado conjuntamente con los padres y miembros de la familia y describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.

Este Pacto Escuela-Padres está vigente para el año escolar 2023 - 2024.

Responsabilidades de la escuela

La escuela acuerda llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- 1. Proporcionar currículo e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.**

23-24 Estrategias educativas

- Implementación del plan de estudios de matemáticas
- Justicia Restaurativa y Construcción de Comunidades Escolares Completas
- Textos complejos diarios y fundamentos de alfabetización (K-2)
- Ciclos de investigación de calidad y comunidades de aprendizaje profesional

- Todos los estudiantes afroamericanos están seguros y tienen un sentido de pertenencia.
- Desarrollo del idioma inglés designado e integrado
- Planificación para la expansión del programa de lenguaje dual a la escuela intermedia en el año escolar 24/25

- 2. Organizar conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.**

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.

- 3. Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.**

- Los maestros de la Escuela Greenleaf envían a casa informes de progreso del período de calificación media para los estudiantes, así como tarjetas de calificaciones del período de calificación para compartir el progreso.
 - Los padres y las familias participan en conferencias para revisar las boletas de calificaciones de la escuela primaria y secundaria y comprender.
- 4. Proporcionar a los padres acceso razonable al personal.**
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela.
 - Reuniones de padres líderes con administración.
- 5. Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.**
- Greenleaf tiene una estructura de líder de sala de padres en la que cada clase nombra y tiene un líder de sala de padres que ayuda a comunicarse con otros padres para apoyarlos con talleres, excursiones y otras oportunidades de voluntariado.
 - Greenleaf tiene una reunión de padres líderes una vez al mes (los viernes) para discutir también las oportunidades de voluntariado.
 - Greenleaf tiene una sala de padres líderes donde los padres se reúnen para discutir otras oportunidades de voluntariado.
- 6. Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**
- Greenleaf organiza talleres para padres al menos 2-3 veces al año, algunos niveles de grado mensualmente, para apoyar a los padres aprendiendo estrategias y materiales en el hogar para apoyar el aprendizaje.
 - Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (como RAZ), libros, tarjetas, etc. para apoyar el aprendizaje.
 - Conferencias de padres y maestros para delinear metas y planes de acción.
- 7. Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios iguales.**
- Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
 - Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.
- 8. Asegurar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**

- Enviar mensajes de texto de Talking Points en los idiomas del hogar a los que los padres pueden responder.
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.
- Reuniones de padres líderes y reuniones de SSC con liderazgo que tienen TRADUCCIÓN para familias de habla hispana.

Responsabilidades del maestro

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- Reforzar las expectativas y políticas comunicadas en el Manual.
- Esforzarse por abordar las necesidades individuales del estudiante.
- Proporcionar un ambiente de aprendizaje seguro, positivo y saludable.
- Contactar a los padres / familias con el progreso y las necesidades de los estudiantes.

Responsabilidades de los padres

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Voluntariando en el aula de mi hijo si es posible.
- Participando en decisiones relacionadas con la educación de mi hijo.
- Promoviendo el uso positivo del tiempo extracurricular de mi hijo apoyando la finalización de la tarea y estructurando su tiempo extracurricular.
- Leyendo el manual de Greenleaf y firmando el contrato para apoyar a los estudiantes.
- Apoyando la asistencia a la escuela.
- Enviando al niño a la escuela todos los días con un uniforme limpio.
- Proporcionaré un lugar tranquilo donde mi hijo completará su tarea. Verificaremos que nuestro hijo complete su tarea todas las noches.
- Participaré activamente en la comunidad escolar expresando mi opinión y trabajando junto con otras familias y miembros de la comunidad escolar para crear el mejor ambiente de aprendizaje para mi hijo

Greenleaf Tk-8 adoptó este Pacto el 24 de agosto de 2023 y tendrá vigencia durante el período del 7 de agosto de 2023 al 23 de mayo de 2024.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A, el 30 de septiembre de 2023.

Lorilei Aguinaldo

Firma del director

8/30/2023

Fecha



Title I, Part A School Parent and Family Engagement Policy

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

Greenleaf TK-8

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

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

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

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

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

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

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

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

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

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

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

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

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

- Sending home report cards in home language, sending talking points text messages in home languages
- Regular meetings between parents and teachers (at SSTs, parent-teacher conferences, etc.) and at whole school data conferences between families and teacher, grade level workshops and whole school data nights with translation for Spanish speaking families.
- Parent leader meetings with leadership that have translation for Spanish speaking families.
- Translate documents for sending home or for meetings.
- Reach out to the Central District for translation supports for students whose families speak languages other than Spanish.

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

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

OUSD Family Engagement Standard 4: Learning at Home

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

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

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

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

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

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

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

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

- Sharing the policy at Back to School Night for Feedback.
- Asking for other engagement ideas or opportunities.
- Asking Parent leaders for feedback at parent leader meetings.
- Asking SSC for feedback at SSC meetings.

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

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

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

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

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

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

Adoption

This policy was adopted by Greenleaf Tk-8 on Thursday, August 24th and will be in effect for the period of August 24th, 2023 through May 23, 2024.

The school will distribute this policy to all parents on or before September 30, 2023.

Lorilei Aguinaldo

Name of Assistant Principal

Lorilei Aguinaldo

Signature of Assistant Principal



Título I, Parte A Política de participación escolar de padres y familias

Todas las escuelas de Título I desarrollarán conjuntamente una política escrita de participación de padres y familias con aportaciones y distribución de todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de padres y familiares del Título I, Parte A

Greenleaf Tk-8

acuerda implementar las siguientes prácticas de compromiso, de acuerdo con los Estándares del Distrito Escolar Unificado de Oakland para una participación familiar significativa:

OUSD Estándar de participación familiar 1: Programa de educación para padres / cuidadores

Las familias reciben apoyo con habilidades de crianza de los hijos, comprensión del desarrollo del niño y el adolescente y establecimiento de condiciones en el hogar que apoyan a los niños como estudiantes en cada edad y nivel de grado.

La escuela brinda asistencia a los padres para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos mediante:

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de reportes de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela.
- Apoyamos a todos nuestros padres a través de reuniones periódicas que abarcan todos los datos y las necesidades curriculares de nuestros estudiantes. Las reuniones van desde el nivel de toda la escuela al nivel individual dependiendo de lo que necesiten nuestras familias.
- Reuniones de padres líderes con administración.

La escuela apoya una asociación entre el personal, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes e involucrar a los padres en interacciones significativas con la escuela al realizar:

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela.
- Reuniones de padres líderes con administración.

OUSD Family Engagement Standard 2: Comunicación con padres y cuidadores

Las familias y el personal escolar participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.

La escuela se comunica con las familias sobre la Política de participación de los padres y la familia de la escuela mediante:

- Convocar una reunión anual, en un momento conveniente, a la que todos los padres serán invitados y alentados a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.

Greenleaf convocará una reunión anual de Título I para realizar lo siguiente:

1. Informar a los padres de la participación de sus escuelas en el Programa de Título I
2. Explicar los requisitos del Programa Título I
3. Explicar los derechos de los padres a participar de manera organizada, continua y oportuna, en la revisión de la planificación y la mejora de su Programa de Título I.
4. El derecho de los padres a participar en el desarrollo del plan Título I del Distrito:

La escuela se comunica a las familias sobre el Título I, programa Parte A mediante:

- Convocar una reunión anual, en un momento conveniente, a la que todos los padres serán invitados y alentados a asistir, para informar a los padres de la participación de su escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.

La escuela se comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del alumno y los niveles de competencia que se espera que los alumnos cumplan:

- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas toda la escuela.
- Reuniones de padres líderes con administración.

La escuela distribuye información relacionada con los programas escolares y de padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entienden a través de:

- Enviar boletas de calificaciones en el idioma del hogar, enviar mensajes de texto a través de la app Talking Points en los idiomas del hogar
- Reuniones regulares entre padres y maestros (en SST, conferencias de padres y maestros, etc.) y en conferencias de datos de toda la escuela entre familias y maestros, talleres de nivel de grado y juntas para toda la escuela con TRADUCCIÓN para familias de habla hispana.
- Reuniones de padres líderes con líderes que tienen TRADUCCIÓN para familias de habla hispana.

OUSD Family Engagement Standard 3: Programa de voluntariado para padres

Las familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.

La escuela ofrece oportunidades para que las familias se ofrezcan como voluntarios en las aulas y otras actividades escolares al:

- Greenleaf tener una estructura para una junta de padres líderes en la que cada clase nombra y tiene un líder de sala de padres que ayuda a comunicarse con otros padres para apoyarlos con talleres, excursiones y otras oportunidades de voluntariado.
- Greenleaf tiene una reunión de padres líderes una vez al mes los viernes para discutir también las oportunidades de voluntariado.
- Greenleaf tiene una junta de padres líderes donde los padres se reúnen para discutir otras oportunidades de voluntariado.

OUSD Family Engagement Standard 4: Aprendizaje en el hogar

Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas tareas y otras actividades y decisiones relacionadas con el plan de estudios.

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:

- Greenleaf organiza talleres para padres al menos 2-3 veces al año, algunos niveles de grado mensualmente, para apoyar a los padres aprendiendo estrategias y materiales en el hogar para apoyar el aprendizaje.

- Los maestros envían materiales a los hogares para que los padres los usen, como acceso al portal en línea (como RAZ kids), libros, tarjetas, etc. para apoyar el aprendizaje.

OUSD Family Engagement Standard 5: Poder compartido y toma de decisiones

Las familias y el personal de la escuela son socios iguales en las decisiones que afectan a los niños y las familias, y juntos informan, influyen y crean políticas, prácticas y programas.

Con la asistencia de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios iguales mediante:

- Greenleaf ofrece capacitaciones para padres basado en las necesidades cuando las estas se encuentran.
- Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
- Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.

La escuela ofrece oportunidades para reuniones regulares con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos al:

- Celebrar el SSC en un horario regular por las tardes mensualmente y una reunión de padres y líderes en un horario regular por las mañanas para darles a los padres la oportunidad de elegir un horario que les funcione mejor.

La escuela involucra a los padres de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas de Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela mediante:

- Compartir la política en la Noche de Regreso a la Escuela para recibir comentarios.
- Solicitar otras ideas u oportunidades de compromiso.
- Pidiendo comentarios a los padres líderes en la reunión de padres líderes.
- Pidiendo comentarios al SSC en la reunión del SSC.

La escuela ofrece oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, mediante:

- Asegurarnos que todos los estudiantes tengan volantes en varios idiomas que anuncien las reuniones de SSC y todos los eventos escolares. También celebramos nuestras reuniones de SSC al mismo tiempo y lugar regularmente.

- Celebramos reuniones en lugares accesibles para discapacitados.
- Tenemos traducción para reuniones.

La escuela brinda apoyo para las actividades de participación de padres y familias solicitadas por los padres por:

- Involucrar a los padres / familias en el proceso de planificación de talleres para padres / familias.
- Pidiendo a los padres y padres líderes que compartan necesidades / solicitudes y reunión de padres líderes.

OUSD Family Engagement Standard 6: Colaboración comunitaria y recursos

Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como los centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos mediante:

- Greenleaf tiene una reunión de padres líderes una vez al mes los viernes para discutir también las oportunidades de voluntariado.
- Greenleaf tiene una junta de padres líderes donde los padres se reúnen para discutir otras oportunidades de voluntariado.

Adopción

Esta política fue adoptada por Greenleaf Tk-8 jueves 24 de agosto y estará vigente durante el período del 24 de agosto de 2023 al 23 de mayo de 2024.

La escuela distribuirá esta política a todos los padres el 30 de septiembre de 2023 o antes.

Lorilei Aguinaldo

Lorilei Aguinaldo

Nombre del director

Firma de la directora



Greenleaf ELEMENTARY SCHOOL

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Abbey Kerins
Vice Chairperson:	Marcela Garcia
Secretary:	Joyce Hum

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Abbey Kerins	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Katherine Gibson*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Janeca Jones*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Martha Rosas*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Joyce Hum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Marcela Garcia Castanon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Katya Caballero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Keona Stanley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Rafael Parada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Yazmin Villalba	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	3rd Tuesday, 3:30 pm
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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