

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	23-1606
Introduction Date	8/9/23
Enactment Number	23-1387
Enactment Date	8/9/2023 os



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School

**Ask of the Board** Approval by the Board of Education of the 2023-2024 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)**

- 2023-2024 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School



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

## **2023-2024 School Plan for Student Achievement (SPSA)**

**School:** Greenleaf Elementary School  
**CDS Code:** 1612590115618  
**Principal:** Annika Rudback  
**Date of this revision:** 4/26/20

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:** Annika Rudback  
**Address:** 6328 East 17th Street  
Oakland, CA 94621  
**Position:** Principal  
**Telephone:** 510-636-1400  
**Email:** annika.rudback@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/26/2023*

*The District Governing Board approved this revision of the SPSA on: 8/9/2023*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Mike Hutchinson, Board President**

## 2023-2024 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 (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant     |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program          | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant  | <input type="checkbox"/> Early Literacy Support Block Grant      |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                          |  |

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 § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control 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:** 4/18/2023

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

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|--|--|

**Signatures:**

Annika Rudback <hr/> <i>Principal</i>	<i>Annika Rudback</i> <hr/> Signature	4/18/2023 <hr/> Date
Janeth Lara <hr/> <i>SSC Chairperson</i>	<i>Janeth Lara</i> <hr/> Signature	4/26/23 <hr/> Date
Monica Thomas <hr/> <i>Network Superintendent</i>	<i>Monica Thomas</i> <hr/> Signature	5/1/23 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	5/1/2023 <hr/> Date

## 2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
1/3/2023	Staff	Review 2022/2023 expenditures thus far
1/10/2023	SSC	Needs assessment and prioritization
1/3/2023	ILT	Discussion of site funds
1/	Parent Academy	Discussion of site prioritization summarizing feedback from staff.
1/17/2023	ILT	Discussion and input on site priority from parent leaders
1/24/2023	Dual Language Team	Discussion of LCAP goals and priorities and input
1/13 & 2/14	ILT	Discussion of priorities from Dual Language lens
2/28/2023	ILT	Discussion of Stages of ELD for ELL review data
2/21/2023	SSC	Teacher and leadership strategies
3/13/2023	Parents	ELL review

## 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. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### 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.

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$229,600.00
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	\$972,768.94

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$210,000	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$39,855	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$5,600	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$468,645	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$14,000	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$103,423	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$229,600</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$743,169</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$972,769</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Greenleaf Elementary School

**School ID:** 112

**School Description**

Greenleaf, a TK-8 school in the heart of East Oakland, opened in 2007 as a K-5 school after a design team of educators, parents, and community members spent a year re-envisioning the school's mission. Over the years our parents' desire for a middle school, led us to expand from a K-5, to a TK-8 program. In the 22/23 School year, the Dual Language Program will reach up to 5th grade. Our Middle School program is currently English Only.

Our current student population is 85% Latino and 6% African American, and a growing number of students from Southeast Asian and the Middle East, as well as a small white population. Within our population of English Language Learners we have two sub groups: first generation students whose first language is Spanish, and students who are fluent in Spanish and English, with Spanish as their first language. 5% of our population has Mam as a first language. 95% of our students identify as low income. Our students have significant social and emotional needs, stemming from indirect and direct trauma they have experienced.

Annika Rudback , our current principal, started at Greenleaf a teacher, then Literacy Coach, and AP in the 2019/20 school year. This is her second year as Principal. There is a strong team of 3 TSAs who support the instructional work as well as culture. We have a growing family engagement team comprised of our Family Engagement Coordinator, our Culture Coach and our VISTA Volunteers from Safe Passages.

**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.

Overarching Long Term Goal:

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

Mission:

In order to reach our vision we will:

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

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

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

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



### School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
52.5%	47.5%	66.8%	6.8%	1.8%	0.2%	91.7%	10.8%
% Black/African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
5.8%	1.2%	88.0%	1.2%	0.5%	0.7%	0.2%	0.7%

### 1B: STUDENT GOALS & TARGETS

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

**School Goal for College, Career & Community Readiness:** 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,

#### Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	n/a	n/a	<i>not available until Fall 2023</i>	80.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	n/a	8.7%	<i>not available until Fall 2023</i>	80.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	7.5%	13.6%	<i>not available until Fall 2023</i>	50.0%

#### English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-43.8	n/a	-77.3	<i>not available until Fall 2023</i>	-30.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	4.8%	7.2%	<i>not available until Fall 2023</i>	40.0%

<b>Mathematics/Science Measures &amp; Annual Targets</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Outcome</b>	<b>2023-24 Target</b>
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-69.7	n/a	-94.7	<i>not available until Fall 2023</i>	-50.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	6.4%	<i>not available until Fall 2023</i>	40.0%
CAST (Science) at or above Standard	All Students	16.1%	n/a	10.2%	<i>not available until Fall 2023</i>	30.0%

<b>LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>						
<b>School Goal for Targeted Supports for Greenleaf</b> will improve the achievement of focal student groups (students <b>Focal Student Groups:</b> with disabilities, AA students, and ELLs) in all literacy and math as measured by SBAC,iReady, and reclassification.						
<b>Academic Measures &amp; Annual Targets for Focal Student Groups</b>						
<b>Measure</b>	<b>Target Student Group</b>	<b>2019-20 Baseline</b>	<b>2020-21 Outcome</b>	<b>2021-22 Outcome</b>	<b>2022-23 Outcome</b>	<b>2023-24 Target</b>
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-106.1	n/a	-136.2	<i>not available until Fall 2023</i>	-80.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	English Learners	-82.1	n/a	Choose a group at left.	<i>not available until Fall 2023</i>	-60.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	5.9%	0.0%	<i>not available until Fall 2023</i>	20.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-135.7	n/a	-158.4	<i>not available until Fall 2023</i>	-100.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-110.9	n/a	-136.7	<i>not available until Fall 2023</i>	-80.0

Reclassification Measures & Annual Targets		<i>*Complete <a href="#">Part 1 of ELD Reflection</a></i>				
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	4.4%	0.9%	16.8%	<i>not available until Fall 2023</i>	10.0%
LTEL Reclassification	Long-Term English Learners	4.2%	0.0%	23.1%	<i>not available until Fall 2023</i>	10.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>						
<b>School Goal for Student &amp; Family</b> Increase Student Connectedness to School by 20% for all students, and <b>Engagement:</b> reduce chronic absenteeism by 10%, to 9%						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	58.2%	66.5%	57.5%	<i>not available until Fall 2023</i>	75.0%
Out-of-School Suspensions	All Students	0.5%	n/a	0.6%	<i>not available until Fall 2023</i>	50.0%
Out-of-School Suspensions	African American Students	1.8%	n/a	0.6%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	Special Education Students	1.5%	n/a	0.6%	<i>not available until Fall 2023</i>	1.0%
Chronic Absenteeism	All Students	11.3%	14.0%	52.2%	<i>not available until Fall 2023</i>	9.0%
Chronic Absenteeism	African American Students	30.8%	21.4%	70.6%	<i>not available until Fall 2023</i>	15.0%

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>						
<b>School Goal for High-Quality Staff:</b> Increase retention of teachers to 85%						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	77.8%	70.6%	71.4%	<i>not available until Fall 2023</i>	85.0%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<p><i>LCAP Goal 1: College, Career &amp; Community Readiness</i></p>	<p><b>K2 Literacy Achievement</b>                      - K &amp; 1st grade data shows growth and is meeting end of year performance from 21/22 by MOY</p> <p><b>Increased reclassification</b>                      Increase of students reclassifying from previous school year</p>	<p><b>K-2 Literacy Achievement</b>                      -Strong implementation of Heggerty, RAN, Fluency practices in K2 and adherence to district pacing for phonics                      - Early Literacy Tutors use of Bookshop Fonetica and SIPPS with regular review of data to change groups</p> <p><b>Increased reclassification</b>                      -Targeting students on the cusp of reclassification                      - Back up from pandemic distance learning year</p>
<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p><b>Referral of students for support based on data</b>                      - Students are referred to COST and receive appropriate follow up supports</p> <p><b>K1 Literacy Achievement</b>                      - Huge growth for Black students in K1 literacy achievement. In Kinder, 100% on grade level in Spanish , compared to 50% in previous year</p> <p><b>Progress in math</b>                      Major progress among AA students looking at 2018-2019 to 2021-2022. Improvement among 5th graders (AA students).                      The DFAS among Sp Ed 7th graders has closed by around 40 points</p> <p><b>SPED Students</b>                      - Evidence</p>	<p><b>Referral of students for support based on data</b>                      COST team meets regularly to discuss referrals and students are referred to intervention and support prior to referral for special education</p> <p><b>K1 Literacy Achievement -</b>                      -Increased fidelity of Tier 1                      - Step into Spanish program implementation, beginning of year survival Spanish skills for Spanish learners</p> <p><b>Progress in Math</b>                      Implementation of Eureka Squared curriculum across K-5                      Retention of 7/8 Math teacher and use of Desmos curriculum                      Increased SPED resource support (3 SPED + 2 para) and coordination with teachers</p> <p><b>SPED supports</b>                      -Addition of MS RSP ELD and MS RSP during the Study Hall / ELD block to reduce amount of time pulled out from core classes</p>

<p><i>LCAP Goal 3: Student &amp; Family Engagement</i></p>	<p><b>Family Engagement Team &amp; Parent Volunteers</b>          -Increased number of families engaged in events, and regularly volunteering</p> <p>- Biweekly food distribution, and new food pantry to support food security for all families</p> <p><b>Attendance Team</b>          -Reduction of chronic absence (from 52% to 30% Middle of Year)</p> <p><b>Increased Choice for MS Students</b>          - MS students who opt in receiving music          - Options for advisory: leadership, music, advanced art, yearbook</p>	<p><b>Strengthened Family Engagement Team</b>          -Weekly meetings and calendared year plan for          - Parent retreat held to set priorities and plan for the coming year          - Partnership with Safe Passages with VISTA volunteers</p> <p><b>Attendance Team</b>          - Regular identification of SART/SARB students          - Communication with families early on in order to encourage attendance          - Some Tier I celebrations to celebrate perfect attendance</p> <p><b>Increased Choice for MS Students</b>          - Master schedule supportive of ELD, RSP and choice for students to have access to arts</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p><b>Cycles of Inquiry</b>          -Increased consistency of PLCs holding Cycles of Inquiry</p> <p><b>Teacher Professional Learning</b>          Teachers receive coaching and feedback from coaches with content and student expertise</p>	<p><b>Cycles of Inquiry</b>          -All Cycles connected to the PD cycle and COIs meet on Wednesdays during minimum day PDs.          - Cycles of Inquiry supported by coaches and Admin</p> <p><b>Teacher Coaching</b>          All teachers have a primary coach, though due to caseloads and other duties, focus is on newer career teachers</p>

Focus Area:	Priority Challenges	Root Causes of Challenges
<p><i>LCAP Goal 1: College, Career &amp; Community Readiness</i></p>	<p><b>Math</b>            - Post pandemic SBAC scores lower than pre pandemic.            - A few grades showing no students at grade level on IAB</p> <p><b>Language Arts SBAC</b>            Distance from standard increased to -77, students on average are not performing at grade level</p>	<p><b>Math</b>            - First time using new math curriculum            - Several new teachers in the departmentalized math            - In Middle School, need for additional supports in Math intervention as rigor of math increases to prepare for high school.</p> <p><b>Language Arts SBAC</b>            In 20/21 School year a great deal of TSA coaching support was used to mitigate impacts of the pandemic, vs. on instructional coaching.</p> <p>Impacts of pandemic with students virtually learning, and high level of absences.</p> <p>Many new teachers requiring a more intensive level of coaching support.</p> <p>Need for students to receive small group intervention in Middle School to provide acceleration support from pandemic.</p>

*LCAP Goal 2: Focal Student Group Supports*

**Language Supports in Spanish for Spanish Learners**

- Black students in 2nd - 5th grade are performing at a lower level in Spanish compared to students who enter speaking Spanish

2nd AA- 100% below, Mam- 50% below  
3rd AA- 66% below, Mam- 20% below  
4th AA- 50% below, Mam- 100% below  
5th AA- 100% below, Mam- 77% below

**Reclassification of English Learners**

-While we increased our reclassification significantly (from 0.9 to 16.8%), we still have a significant number of students who are not reclassifying prior to high school

**Language Supports in Spanish for Spanish Learners**

- Assessments do not all clearly reflect program (no SBAC in Spanish, only Early Literacy and iReady). Lack of clear measures for language development  
- Spanish learners in upper grades who were in distance learning during early years struggling with Spanish language

**English Learners**

- Need for strong Tier I curriculum for ELD  
- Need for coaching of teachers on implementation of ELD  
- Need for TSA for ELD in Middle School and supporting LTELS  
- Need for Literacy Intervention in English for upper grades in order to support acceleration of student literacy skills.

<p><i>LCAP Goal 3: Student &amp; Family Engagement</i></p>	<p><b>Disproportionality in referrals</b>  - Disproportionate referrals of African American students</p> <p><b>Increase in referrals</b>  Increase in number of student referrals</p> <p><b>Decrease in African American student population</b>  Mam Speaking students underperforming in Literacy and Math in both languages</p> <p><b>Family Engagement</b>  - Low attendance at in person family events  - Limited capacity for our Safe Passages VISTAs to run workshops (supplies, tech resources)</p>	<p><b>Increase in referrals</b>  - Increased documentation of referrals and entries in Aeries  - Training whole group on Tier I, but lack of coaching and follow up for supporting Tier I practices.  - Large group of new teachers who need support with management and relationship building</p> <p><b>Decrease in African American student population</b>  - Roll out of Dual Language and difficulty of accepting students who do not speak Spanish above first grade  - Lack of feeling of inclusion of Black families in DL</p> <p><b>Family Engagement</b>  - NEed for childcare as well as food offerings to attend events (higher turnout for events with food offered)  - Need for supplies for workshops as well as projector to be able to run workshops</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p><b>Staff increase turnover after 3 years high</b></p>	<p><b>Staff turnover after 3 years high</b>  - cost of living increasing in Oakland  - High stress during Covid years  - Transition to Dual Language - job category changes</p>



**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

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

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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

## 2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** Greenleaf Elementary School

**SPSA Year Reviewed:** 2022-23

**SPSA Link:** [2022-23 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.**

#### **-Math Curriculum Implementation:**

- \*PD that connects to the district PD around math for our departmentalized math teachers, as well as K1 teachers who teach math.
- \*Walk throughs using the district rubric for Eureka Squared implementation, including teachers having an opportunity to observe best practice.
- \*Coaching cycles supporting focal areas in Math implementation
- \*Cycles of inquiry in departments focused on elements of math implementation.
- \*Math Blueprint Fellows for MS math intervention

#### **Advance/Adelante : Complex texts and Foundational Skills**

- \*Coaching for new teachers on signature practices in Early Literacy
- \* Alignment with intervention/small group based on diagnostic decision making (iReady -->ORF --> DIBELS)
- \*PD focused on Before/During/After reading practices for complex texts
- \*Walk throughs for observation

#### **RJ in all Spaces**

- \*PD at the beginning of the year, and three times throughout, to support building teacher capacity around holding circles
- \*Family Events and workshops around Restorative Justice
- \*Implementation of Sown to Grow for Advisory in MS
- \*PE teacher as recess coach

#### **High quality PLC and Cycles of Inquiry**

- \*Cycles of Inquiry systematically held on Wednesdays in order to maximize coach and leadership support
- \*Use of rubric for cycles of inquiry to reflect on quality and give direction for next steps

#### **Black Students are Safe and have a Sense of Belonging**

- \*Home visits
- \*Step into Spanish program initiated for K/1 students by our Early Literacy Tutors

#### **Integrated and Designated ELD**

- \*PD on Language dives and vocabulary for teachers as (Juicy Sentences) - January/February 2023
- \*MS ELD PD held at the beginning of the year
- \*Scheduling of MS ELD in master calendar
- \*EL Ed curriculum for MS teachers (district created)

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

### **Math Curriculum Implementation:**

- Departmentalization of teachers in 2nd - 8th grade has supported a math track to allow for targeted weekly PD and
- Walk throughs have shown an increase in levels of implementation of the Eureka Squared curriculum
- Still additional support needed for new teachers to the EL ED curriculum to increase student achievement

### **Adelante/Advance:**

- PD and planning time both at the beginning of the year and throughout the year at several points in order for teachers to backwards plan from Adelante/Advance to take into consideration two languages. More time would be useful, ie teacher in service days for planning (1/2 day covered by STIP with coach support)
- Foundational skills for K-2 implemented with increased fidelity - mostly through coaching by Literacy Coach and through PLCs. This is showing an increase compared to last year in our Early Literacy Data
- Interventionist PLC meeting with Literacy Coach to decide groupings of students based on data backed by science of reading.
- All classes have library time

### **RJ in All Spaces:**

- PD at the beginning of the year and three times throughout the year for teachers focused on circles
- Rated not as effective by teachers and not seeing increase in community building in classrooms because of lack of on site support from partner organization.
- Increased rate of referrals - this is more related to increased Documentation of referrals/time out of classroom, from previous years.
- PE teacher present at all midday recesses - due to highest case load and limited time between PE classes, this has improved, but still need other solutions for managing safe recesses.
- Staff who are on recess duty - some participated in beginning of year RJ training, but it was not as applicable to the yard space. Need for specific training and support for staff on recess duty.

### **High quality PLC and Cycles of Inquiry**

- Cycles of Inquiry rubric created by ILT in previous school year used as a reflection tool, and gives a site wide understanding of what is a high quality data analysis cycle.
- Cycles of Inquiry all held during Wednesday minimum day scheduling allowed for increased coaching and admin support for the cycle groups --> higher quality cycles more consistently than previous years.
- Cycles of Inquiry in departments from 2- 8 have led to more content alignment, and alignment across the school.

### **Black Students are Safe and have a Sense of Belonging**

- Launch of the Step into Spanish program at the beginning of the school year for Spanish language learners, predominantly Black students, led to increased connectedness. 100% of Black students in Kinder are on grade level in Spanish. Plans to replicate and increase the program in the 23/24 school year.
- Expectations around translation of homework, or offering homework help, outlined to staff at the beginning of the year.
- Back to School Night framing included opportunities for families to connect across culture, though additional support needed in making this true across all spaces.
- Increase in number of events for families for cross cultural engagement (PIQE, Zymbolic, RJ family night)

### **Integrated and Designated ELD**

- PD on Designated ELD around language dives (2nd - 8 grade) for ALL teachers, including departmentalized math teachers

**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.**

**Math Curriculum Implementation & Adelante /Advance**

**Instructional priorities:**

- added teacher peer observation walk throughs for both Literacy (Spanish & English) and Math to our PD cycles in order to give teachers a chance to observe each other during a cycle of inquiry.

Changes for next year strategies:

\*Focus on quality math instruction, going beyond curriculum fidelity

\* Literacy instruction with an eye towards focal students (Mam speaking students, Black students, English Learners & SPED students)

\*Adding Spanish Literacy Intervention TSA to support students struggling with Spanish language and literacy in upper grades.

**RJ in All Spaces**

\*INcreasing amount of support from partner SEEDS to do more intensive coaching with teachers who need support. (starting Feb 23)

\*New partnership with Zymbolic to support SEL for Middle School. This is more hands on, the group led by a Zymbolic staff member, with the teacher being able to participate in the sessions focused on communication, listening and building relationships across culture.

For the 23/24 School year, we will be shifting to:

- **Recess coach:** to support SEL outside while kids are playing

- Expand partnership with Zymbolic, move away from SEEDS to provide more impactful training for teachers.

**Integrated & Designated ELD**

\*Focus on language extended to more than one mini cycle, largely because did not have sufficient time to dive into the language. With Benchmark, the ELD resources are insufficient, and there are no Spanish Language Development curriculum, so significant teacher time is required to develop lessons.

**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/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
11-Month Teacher on Special Assignment (TSA)	SBAC ELA Distance from Standard Met	<p>Runs weekly professional development for teachers on Literacy Focus areas: Complex texts, Writing, Foundational Skills (TK-2)</p> <p>Coaches teachers on improving classroom instruction Weekly coaching meetings Modeling in classrooms</p> <p>Supports teachers in analyzing data to improve instruction (Cycle of Inquiry) Organizes Learning Walks for teachers to observe and learn from each other (Three Literacy Learning Walks so far this year) Runs Dual Language team meeting - Focus this year planning for Middle School Dual Language</p>	<p>- Coaching teachers - Increase in all metrics of Early Literacy success mid year (DIBELS, iReady), compared to previous year.</p> <p>Mid Year Data: - Kinder Letter Name: 95% know letter name - 1st grade DIBELS/IDEL: 13% higher than end of year 22/23 - SBAC IABs - All grade levels except 1 met growth goal</p> <p>Teachers report satisfaction with site level PDs. Feedback from ILT includes: - Structure of PDs effective, with including Cycle of Inquiry into the PD</p>	<p>- Continue - Highly impactful position to support student learning</p>
Conferences	Student Connectedness to School	-Planned for parents attending CABE or other conference	-Not working at the moment. Do not think will continue	Discontinue
Extended Contract	Student Connectedness to School	-Parent workshops for families run by teachers	-This year, many new teachers, there has been limited capacity for running family workshops. We have held a few Kinder workshops	Continue, but a smaller amount of funding and repurpose

Extended Contract	LTEL Reclassification	(Middle School teachers extending day for: Study Hall, English Language Development, Special Education Study Hall, Math Intervention) New this year: Music, Special Education Study Hall, Math Intervention	-This has given an opportunity for students to receive specialized intervention in ELD, including even more target supported for our students in Special Education. This has also supported our newcomer ELD intervention in small group.	Continue. Effective to have students have targeted academic supports during a time they are not getting pulled from core classes or electives
Refreshments	Student Connectedness to School	Refreshments for parent meetings and retreats	-Increases sense of community and belonging with families  - Increase in participation in Parent Events because refreshments offered - about 20 regularly attending coffee with the Principal, increase in attendance in parent retreat in 2022 compared to 2023 (from 12 parents to 20 parents)	Continue
Substitute Teacher Incentive Plan (STIP) Teacher	College/Career Readiness	Teaches in classrooms when the teacher is out Supports when we have a Learning Walk Supports covering teachers to plan with a coach Supports teachers to observe other teachers	- Increase in number of walk throughs with teachers able to observe each other (8 Site based walk throughs for teachers to observe each other in this school year, as compared to 0 in the 21/22 school year) -Reduction in number of days we need to split students between classes due to no sub.	Continue - now funded centrally

**2023-24 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 Priority:** High Quality math instruction

**School Theory of Change:**

If we backwards plan from curriculum and standards based assessments, provide teacher professional learning around the math conceptual development including vertical progression, then we will see all students continuously grow towards meeting or exceeding standards.

**Students to be served by these actions:**

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Cycles of Inquiry with Math Department teacher	Provide teachers support with how to backwards map the units in the designated curriculum.	- Progress monitoring of all students, especially focal students, in key math standards and skills.	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.	Tier 1

1-2	Using the UBD to map out the standards and units for the year.	PD on vertical alignment of mathematical modeling, including conceptual development understanding for teachers.	Teachers participating in co-observations to ensure alignment of academic language and math models used in Eureka (ex: tape diagrams, place value charts, area models, etc).	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).	Tier 1
1-3	Being strategic about when and/or how often grade levels use and revise the Backwards Mapping Tool.	PD on application - how to support student application within lessons as well as across a unit.	Growth in formative assessments (ex: Exit Tickets, quizzes, End of Unit Assessments).		Tier 1
1-4	Teachers participate in regular walkthroughs and co-observations of math instruction to ensure alignment in strategies, use of vocabulary, and sharing best practices.	School provides opportunities and coverage for walkthroughs and observations.	Walkthrough schedule. Co-observation schedule.		Tier 1



1-5	Nurture positive math identities & mathematical agency and provide culturally sustaining strategies with mathematical rigor. Teachers will provide rich mathematical experiences aligned to grade-level standards that build conceptual understanding, procedural fluency, and application in equal intensity.	Provide regular collaboration time to integrate culturally sustaining strategies in instruction.	Teachers will adapt lessons and incorporate students' background knowledge and experiences.		Tier 1
1-6	Planning lessons that are aligned to end of unit and benchmark assessments.	PD around language in math, and understanding the tools in Eureka	Increase in math-centered talk, whether it's whole group discussion, peer to peer discussion, or students explaining their thinking.		
1-7	Provide students as many opportunities to struggle through high rigorous, multi-step problems and make sure students are exposed to a variety of question types.	Providing teachers time to backwards map and align lessons to high stakes tests (ie: IABs and SBAC).	Student work Improved i-Ready proficiency Classroom observation		Tier 1

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<b>LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>					
<b>School Priority:</b>		Cycles of Inquiry with equity focus on focal students in literacy			
<b>School Theory of Change:</b>		If all teachers implement research based literacy instructional norms in tier 1 whole group instruction, tier 2 small group instruction, and tier 3 intervention spaces, then we'll see an increase of proficient readers.			
<b>Students to be served by these actions:</b>		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Backwards planning of units with implementation of explicit instruction of academic language	<ul style="list-style-type: none"> <li>- Scheduling pull out planning time for teachers to create UBDs with coaching support.</li> <li>- Training of new teachers around backwards planning.</li> </ul>	Grade-levels adapting and modifying Adelante/Advance using tool and predetermined norms to support consistency		
2-2	Using GLAD strategies to make complex texts accessible to language learners	<ul style="list-style-type: none"> <li>-Making sure teachers are GLAD trained.</li> <li>-Including an indicator for GLAD strategies for observations.</li> <li>-Teachers observe other teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of GLAD anchor charts on teachers' walls during observations.</li> <li>- Increase in reclassification rates.</li> </ul>	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.	

2-3	Teachers ensure that there is daily time for small group instruction using the diagnostic decision making tree.	<ul style="list-style-type: none"> <li>-Creating schedules for interventionists to pull out groups during small group time.</li> <li>-Academic conferences with grade level teams to create small groups.</li> <li>-SIPPs training for new teachers.</li> <li>-Collaboration time for interventionists and classroom teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer 3rd-8th grade students testing into SIPPs</li> <li>- Increase in iReady English and Spanish scores</li> </ul>	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.	
2-4	K-2 Teachers emphasize foundational skills, but also ensure that students are receiving standards based literacy instruction.	<ul style="list-style-type: none"> <li>- Organizing professional learning and planning time around what that would look like in K-2.</li> <li>- Increased standards based observations in K-2.</li> </ul>	<ul style="list-style-type: none"> <li>- Improved iReady English and iReady Spanish scores for K-2 students in the comprehension domain</li> <li>- Increased tracking of unit assessment scores.</li> </ul>	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).	
2-5	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	<p>Leadership supports data analysis and progress monitoring by including time during minimum days or PLCs/COIs for grade-levels to reflect on data and determine next steps</p> <p>Coaches support instructional changes determined by data</p>	Improvement in IAB data over time and Early Literacy metrics, including progress by subgroups, particularly language learners		

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
<b>School Priority:</b>		<b>Authentic family partnerships reflective of Greenleaf's rich diversity</b>			
<b>School Theory of Change:</b>		If we provide a variety of opportunities for family involvement, and conduct structured outreach for focal groups then our family engagement will be more representative of our diverse population.			
<b>Students to be served by these actions:</b>		<i>All Students</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>WHICH SCHOOL GOAL DOES THIS ADDRESS?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>
3-1	Two way communication between teachers and families including: positive communication > negative communication, opportunities for input from families in the classroom	Venues for input from families: - Coffee with the Principal - Community Meetings  Message system for input from families: - Message to the Principal System  Monthly Calendar and Weekly newsletter to families  Paper flyers for monthly calendar and upcoming events	-Increase of family participation in school events  - Increase satisfaction of families with level of communication from school (CHKS)	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Tier 1
3-2	Home visits with families, whether virtual or in person	Time in calendar for home visits.  Training for new teachers on home visits	CHKS - increase of connectedness		
3-3	Share with families information about affinity groups	Organize affinity groups for families - specifically Black, Mam speaking and Arabic speaking families	CHKS - increase of connectedness for focal family groups		Tier 2

3-4	-Invite families in to participate in multi cultural events  - Let families know what culture is being celebrated at the beginning of the month and what students will be working on	Invite families to and involve them in multicultural celebrations  Organize multicultural celebrations that include student performance and work.	CHKS - increase of connectedness for focal family groups	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Tier 1
3-5	- Reach out to families to invite to events, encourage participation	Outreach to focal family groups for regular school events  Translation for Mam and Arabic speaking families  Simiultaneous translation on school events held on Zoom	CHKS - increase of connectedness for focal family groups		Tier 1
3-6	-Hold workshops related to navigating school systems as well as academic achievement	- Partner with organizations/district staff to design workshops around academic measures	-Families have increased awareness of grade level benchmark on path college, career, community readiness		Tier 1
3-7	-Hold workshops related to social needs (ie: vaping, bullying, SEL)	-Partnering with organizations to provide workshops based on needs in the community			Tier 1

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

<b>School Priority:</b>	Whole School Community Wellness
<b>School Theory of Change:</b>	If we provide space in our professional learning structure to plan and collaborate, as well as opportunities for job embedded professional learning on social emotional learning and restorative justice, we will increase teacher and student connectedness.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Implement weekly SEL lessons and Community Circles	- Teacher coaching and professional learning for Restorative Justice and Professional learning by Zymbolic		Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Tier 1
4-2	Plan out units in advance	-In service planning days for collaborative planning, with focus on cross curricular planning (planning time provided within the teacher work day)	- Increased student performance on benchmarks - INcreased teacher satisfaction and retention	Increase retention of teachers to 85%	Tier 1
4-3	Regularly engage in student data around social emotional learning (RJ suvey, Sown to Grow, CHKS), to better understand and plan for students' SEL needs	Provide space in staff meeting for monthly SEL inquiry cycle as well as opportunities for staff connection and wellness	- Increased student connectedness	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Tier 1

4-4	Teachers participate in weekly cycles of inquiry based on student data	Structure PDs and Cycles of inquiry so there is connection between PD and the Cycle and it is embedded in the Wednesday PD planning. Build in systems of accountability so that all team members bring materials for the cycle		Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Tier 1
4-5	Recess Coach to support structured opportunities for play, and conflict resolution strategies	Training the recess coach to provide support for conflict resolution and scheduling	-Reduction in referrals from the play area - Reduction in incident reports from the playground - Decreased number of referrals to admin, focus on repeat/severe case	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Tier 1
4-6	After school program merger of Elementary and MS for more coordinated programming	-BACR to take on MS to improve ADA and student engagement in afterschool programming. Goal of 190 students in afterschool	-Increased connectedness to school	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Tier 1
4-6	Field trips to support student engagement and connectedness to school	-Teachers organize field trips for students	Increase connectedness at school	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Tier 1

CONDITIONS FOR BLACK STUDENTS ( <a href="#">instructions &amp; resources</a> )					
<b>School Priority:</b>		Safe and Sense of Belonging			
<b>School Theory of Change:</b>		Black well-being should be defined to include social, emotional and intellectual support through honoring and valuing our Black students and families. This indicator measures Black students and families engagement at the classroom, school site and central office level that intentionally incorporates Black student/family voice and is made visible through school and community connections.			
<b>Related Goals:</b>		Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
<b>Students to be served by these actions:</b>		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Designated SLD in 6th grade and implementation of Spanish Language Dives to support Spanish Language growth	- Continued PD around Language Dives - Fund Spanish Interventionist for grades 3-6	Increase in iReady Spanish scores for our Spanish Language Learners	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).	Tier 1



5-2	<p>Create regular opportunities for oral language production, particularly in Dual Language program to support language development for Spanish Learning</p> <ul style="list-style-type: none"> <li>- Small group work in role play/real life situations to use Spanish skills</li> <li>- Kinder - Step up to Spanish (real life language)</li> </ul>	<p>PD around Speaking domain of ELD /SLD</p> <p>Planning time for tasks that integrate oral language</p> <p>Interventionist at beginning of the year supporting the Step up to Spanish</p>	<p>-Increased participation of Spanish Language Learners</p> <ul style="list-style-type: none"> <li>- More Spanish Language Learners performing on grade level</li> </ul>	<p>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.</p>	Tier 2
5-3	<p>Host parent workshops with all parents that facilitate cross cultural communication - activities that can engage across language barriers.</p>	<ul style="list-style-type: none"> <li>-Build in Minimum day time to plan meaningful Family workshops.</li> <li>- Set expectations around purpose of family workshops - cross cultural engagement vs. informing/presentations about school</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in diversity of family engagement at Greenleaf</li> </ul>	<p>Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%</p>	Tier 1
5-4	<p>Integrate stories of Black people throughout the curriculum during the year. Bring in role models in the community to the class</p> <p>Celebrate the growth and progress of Spanish learners</p>	<ul style="list-style-type: none"> <li>- Provide books for culturally relevant curriculum</li> <li>- Awards assemblies that acknowledge Spanish learners</li> <li>- Provide in service unit planning time for teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Increased engagement of Black students during site walkthroughs</li> </ul>	<p>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.</p>	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS					
Reference your required pre-work: <a href="#">Stages of ELD Implementation Self-Assessment</a>					
<b>School Priority:</b>		Implementation of Language Dives and Explicit Vocabulary Instruction			
<b>School Theory of Change:</b>		If we implement language dives and explicit vocabulary instruction in all grade levels then we will see an improvement in reclassification rates for our ELLs and growth in individual student proficiency levels and growth on iReady Spanish for our Spanish Language Learners.			
<b>Related Goals:</b>		Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
<b>Students to be served by these actions:</b>		<i>English Language Learners and Spanish Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Implementation of Language Dives	Continued PD and feedback around Language Dives.	Increased reclassification rates as well as Spanish iReady scores	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.	Tier 1

6-2	All teachers utilize vocabulary routines for explicit vocabulary instruction.	PD to develop school wide vocabulary routines	Increased scores in vocabulary and comprehension domain of iReady	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).	Tier 1
6-3	Increased use of GLAD strategies in all grade levels.	<ul style="list-style-type: none"> <li>- Adding GLAD strategy feedback to walkthrough indicators</li> <li>- Highlighting a focal GLAD strategy of the month in the Leaf Leader as well coaching feedback.</li> <li>- Making sure all new teachers are GLAD trained.</li> </ul>	<ul style="list-style-type: none"> <li>- Evidence of GLAD anchor charts on teachers' walls during observations.</li> <li>- Increase in reclassification rates.</li> </ul>	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.	Tier 1
6-4	Support parents of English Learners and Spanish learners with workshops and resources for their students	<ul style="list-style-type: none"> <li>- Partner with Safe Passages for VISTA volunteer to support family engagement.</li> <li>- Increase information around reclassification during family workshops.</li> </ul>	Parents report being better able to support their children academically and socio-emotionally	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Tier 1
6-5	Kinder and First grade teachers will use FOSS units for ELD.	<ul style="list-style-type: none"> <li>- Designated time for ELD planning as a grade level.</li> <li>- More coaching feedback in regards to ELD.</li> </ul>	Increase in student talk in English during ELD time		

**ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)**

<b>School Priority:</b>	Increased access to Middle School Art, Music and World Language
<b>School Theory of Change:</b>	If students have the opportunity to engage in world languages through the Dual Language program, and have access to art and music, then they will feel more connected to school.
<b>Related Goal:</b>	Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	6th grade Dual language program implementation	Provide scheduling for language allocation including Spanish Language Arts, Science in Spanish and Art in Spanish	-iReady Spanish growth	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Tier 1
7-2	Hold a middle school music class	Scheduling Art and Music (opt in for students who want)	Increase student connectedness	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Tier 1

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 112

School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL	RELATED SPSA ACTION	BUDGET ACTION
consultant	\$131,246	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	- Reach out to families to invite to events, encourage participation	112-1
Summer Planning Extended Contracts, Home Visit,	\$27,370	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC ELA Distance from Standard Met	Using the UBD to map out the standards and units for the year.	112-2
School Enrichment Recess Coach	\$63,069	California Community Schools Partnership Program	2205	Classified Support Salaries	New	School Enrichment Recess Coach	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement weekly SEL lessons and Community Circles	112-3
Outreach Consultant	\$29,470	California Community Schools Partnership Program	2405	Clerical Salaries	1245	Outreach Consultant	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Two way communication between teachers and families including: positive communication > negative communication, opportunities for input from families in the classroom	112-4
Noon Supervisor	\$17,796	California Community Schools Partnership Program	2905	Other Classified Salaries	9012	Noon Supervisor	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement weekly SEL lessons and Community Circles	112-5
Noon Supervisor	\$23,840	California Community Schools Partnership Program	2905	Other Classified Salaries	9517	Noon Supervisor	0.80	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement weekly SEL lessons and Community Circles	112-6
academic mentor x 2	\$32,000	California Community Schools Partnership Program	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Math at or above Mid-Grade	PD around language in math, and understanding the tools in Eureka	112-7
supplies	\$5,000	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	-Hold workshops related to social needs (ie: vaping, bullying, SEL)	112-8

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 112

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL	RELATED SPSA ACTION	BUDGET ACTION
refreshments	\$2,000	California Community Schools Partnership Program	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	-Hold workshops related to navigating school systems as well as academic achievement	112-9
equipment	\$5,000	California Community Schools Partnership Program	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement weekly SEL lessons and Community Circles	112-10
consultant contracts	\$130,955	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	Implement weekly SEL lessons and Community Circles	112-11
transportation (field trips)	\$30,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	- Reach out to families to invite to events, encourage participation	112-12
assemblies	\$15,000	California Community Schools Partnership Program	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	-Invite families in to participate in multi cultural events - Let families know what culture is being celebrated at the beginning of the month and what students will be working on	112-13
admission fees	\$10,000	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	- Reach out to families to invite to events, encourage participation	112-14
extended contracts	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Participation in Foundational Professional Learning	Using the UBD to map out the standards and units for the year.	112-15
STIP Teacher	\$86,968	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	4015	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers participate in regular walkthroughs and co-observations of math instruction to ensure alignment in strategies, use of vocabulary, and sharing best practices.	112-16

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 112

School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL	RELATED SPSA ACTION	BUDGET ACTION
STIP Teacher	\$86,968	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	8382	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers participate in regular walkthroughs and co-observations of math instruction to ensure alignment in strategies, use of vocabulary, and sharing best practices.	112-17
Early Literacy Tutor	\$32,313	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	3782	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	-Creating schedules for interventionists to pull out groups during small group time. -Academic conferences with grade level teams to create small groups. -SIPPs training for new teachers. -Collaboration time for interventionists and classroom teachers.	112-18
Early Literacy Tutor	\$54,725	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	6698	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers ensure that there is daily time for small group instruction using the diagnostic decision making tree.	112-19
Early Literacy Tutor	\$54,785	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	3476	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	112-20
OT classified - translation	\$2,000	LCFF Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Two way communication between teachers and families including: positive communication > negative communication, opportunities for input from families in the classroom	112-21
supplies	\$13,840	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	- Reach out to families to invite to events, encourage participation	112-22

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 112

School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL	RELATED SPSA ACTION	BUDGET ACTION
refreshments	\$3,015	LCFF Discretionary	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	- Scheduling pull out planning time for teachers to create UBDs with coaching support. - Training of new teachers around backwards planning.	112-23
uniforms	\$2,000	LCFF Discretionary	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	- Reach out to families to invite to events, encourage participation	112-24
equipment	\$10,000	LCFF Discretionary	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	- Reach out to families to invite to events, encourage participation	112-25
maintenance	\$9,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	- Reach out to families to invite to events, encourage participation	112-26
10-Month Classroom Teacher on Special Assignment (TSA)	\$6,973	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2383	10-Month Classroom Teacher on Special Assignment (TSA)	0.05	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	112-27
10-Month Teacher on Special Assignment (TSA)	\$87,848	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Teacher on Special Assignment (TSA)	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	- Continued PD around Language Dives - Fund Spanish Interventionist for grades 3-6	112-28
11-Month Classroom Teacher on Special Assignment (TSA)	\$130,344	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7715	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	PD on vertical alignment of mathematical modeling, including conceptual development understanding for teachers.	112-29



PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 112

School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL	RELATED SPSA ACTION	BUDGET ACTION
extended contracts	\$42,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	112-30
substitutes, certificated	\$20,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Provide regular collaboration time to integrate culturally sustaining strategies in instruction.	112-31
Outreach Consultant	\$88,411	LCFF Supplemental	2405	Clerical Salaries	1245	Outreach Consultant	0.75	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	Two way communication between teachers and families including: positive communication > negative communication, opportunities for input from families in the classroom	112-32
classified OT - translation & family support and registration support	\$17,000	LCFF Supplemental	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Two way communication between teachers and families including: positive communication > negative communication, opportunities for input from families in the classroom	112-33
noon supervision ET	\$10,000	LCFF Supplemental	2922	Other Classified Salaries: Extra Compensation	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Out-of-School Suspensions	Two way communication between teachers and families including: positive communication > negative communication, opportunities for input from families in the classroom	112-34
textbooks	\$15,465	LCFF Supplemental	4100	Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	6th grade Dual language program implementation	112-35
books other than texts	\$10,000	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Being strategic about when and/or how often grade levels use and revise the Backwards Mapping Tool.	112-36

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 112

School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL	RELATED SPSA ACTION	BUDGET ACTION
instructional supplies	\$25,000	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Planning lessons that are aligned to end of unit and benchmark assessments.	112-37
instructional supplies	\$5,605	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	- Provide books for culturally relevant curriculum - Awards assemblies that acknowledge Spanish learners - Provide in service unit planning time for teachers	112-38
uniforms	\$10,000	LCFF Supplemental	4380	Uniforms	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	- Reach out to families to invite to events, encourage participation	112-39
Library Technician	\$96,158	Measure G, Library Support	2205	Classified Support Salaries	7469	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	- Provide books for culturally relevant curriculum - Awards assemblies that acknowledge Spanish learners - Provide in service unit planning time for teachers	112-40
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$77,324	Measure G1	1105	Certificated Teachers' Salaries	3372	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Planning lessons that are aligned to end of unit and benchmark assessments.	112-41
extended contract	\$10,563	Measure G1	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Scheduling Art and Music (opt in for students who want)	112-42
supplies	\$19,535	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Scheduling Art and Music (opt in for students who want)	112-43

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 112

School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL	RELATED SPSA ACTION	BUDGET ACTION
consultant contract	\$12,000	Measure G1	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Regularly engage in student data around social emotional learning (RJ survey, Sown to Grow, CHKS), to better understand and plan for students' SEL needs	112-44
transportation	\$9,000	Measure G1	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	-Invite families in to participate in multi cultural events  - Let families know what culture is being celebrated at the beginning of the month and what students will be working on	112-45
Early Literacy Tutor	\$4,616	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	3782	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers ensure that there is daily time for small group instruction using the diagnostic decision making tree.	112-46
Early Literacy Tutor	\$7,818	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	6698	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	-Creating schedules for interventionists to pull out groups during small group time. -Academic conferences with grade level teams to create small groups. -SIPPs training for new teachers. -Collaboration time for interventionists and classroom teachers.	112-47
Early Literacy Tutor	\$7,826	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	3476	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	-Creating schedules for interventionists to pull out groups during small group time. -Academic conferences with grade level teams to create small groups. -SIPPs training for new teachers. -Collaboration time for interventionists and classroom teachers.	112-48

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Site Number: 112

School: Greenleaf Elementary School

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Early Literacy Tutor	\$18,605	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	4909	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	-Creating schedules for interventionists to pull out groups during small group time. -Academic conferences with grade level teams to create small groups. -SIPPs training for new teachers. -Collaboration time for interventionists and classroom teachers.	112-49
10-Month Teacher on Special Assignment (TSA)	\$37,649	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Teacher on Special Assignment (TSA)	0.30	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	- Continued PD around Language Dives - Fund Spanish Interventionist for grades 3-6	112-50
consultant contract	\$62,351	Salesforce Principal Innovation Fund	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Implement weekly SEL lessons and Community Circles	112-51
OT for translation , clerical	\$1,500	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Share with families information about affinity groups	112-52
clerical OT	\$740	Title I, Part A Parent & Family Engagement	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	-Hold workshops related to social needs (ie: vaping, bullying, SEL)	112-53

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supplies	\$210	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	- Reach out to families to invite to events, encourage participation	112-54
refreshments	\$2,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	-Hold workshops related to navigating school systems as well as academic achievement	112-55
equipment	\$550	Title I, Part A Parent & Family Engagement	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	-Invite families in to participate in multi cultural events  - Let families know what culture is being celebrated at the beginning of the month and what students will be working on	112-56
fingerprinting	\$600	Title I, Part A Parent & Family Engagement	5838	Fingerprinting	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	- Reach out to families to invite to events, encourage participation	112-57
10-Month Classroom Teacher on Special Assignment (TSA)	\$76,699	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	2383	10-Month Classroom Teacher on Special Assignment (TSA)	0.55	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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	Analyze language and literacy data in regular intervals and focus on subgroups (particularly language learners) to determine intervention and instructional plans	112-58

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11-Month Classroom Teacher on Special Assignment (TSA)	\$130,344	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	3035	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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).	Structure PDs and Cycles of inquiry so there is connection between PD and the Cycle and it is embedded in the Wednesday PD planning. Build in systems of accountability so that all team members bring materials for the cycle	112-59
Extended Contracts for MS intervention	\$2,957	Title I, Part A Schoolwide Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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).	Teachers ensure that there is daily time for small group instruction using the diagnostic decision making tree.	112-60
supplies	\$525	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Scheduling Art and Music (opt in for students who want)	112-61

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL	RELATED SPSA ACTION	BUDGET ACTION
contracts	\$13,475	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase Student Connectedness to School by 20% for all students, and reduce chronic absenteeism by 10%, to 9%	Implement weekly SEL lessons and Community Circles	112-62
Early Literacy Tutor	\$18,605	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	4909	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	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).	Teachers ensure that there is daily time for small group instruction using the diagnostic decision making tree.	112-63



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Greenleaf TK-8**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

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

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

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

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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



- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements, 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 18th and will be in effect for the period of August 18th, 2022 through May 25, 2023.

**The school will distribute this policy to all parents on or before September 30, 2022.**

Annika Rudback

Name of Principal

*Annika Rudback*

Signature of Principal



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

## **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 18 de agosto y estará vigente durante el período del 12 de agosto de 2022 al 25 de mayo de 2022.

**La escuela distribuirá esta política a todos los padres el 30 de septiembre de 2022 o antes.**

**Annika Rudback**

*Annika Rudback*

**Nombre del director**

**Firma de la directora**





## **School-Parent Compact**

### **Greenleaf Tk-8**

### **2022 - 2023**

*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 2022-2023 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.**

#### 2022-2023 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 18th, 2022 and will be in effect for the period of August 9, 2021 to May 28th, 2023.

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, 2022,

*Annika Rudbach*      8/31/2022

**Signature of Principal**      **Date**



## **Pacto Escuela-Padres Greenleaf Tk-8 2022 - 2023**

*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 2022 2023.*

### **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.**

#### 22-23 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 23/24

- 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 9 de septiembre de 2021 y tendrá vigencia durante el período del 12 de agosto de 2021 al 28 de mayo de 2022.

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 2022.

**Firma del director**

**Fecha**



## Greenleaf ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2022- 2023**

### SSC - Officers

<b>Chairperson:</b>	Janeth Lara
<b>Vice Chairperson:</b>	Jacqueline Perez
<b>Secretary:</b>	Robert Laguna

### 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?)
Annika Rudback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marcela Garcia Castanon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Jordan Barram	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Rodolfo Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Katherine Gibson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Paola Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Jaqueline Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Janeth Lara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
Katya Caballero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Robert Laguna	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	3rd Tuesdays, 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