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

Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Greenleaf Elementary School
CDS Code: 1612590115618
Principal: Lorilei Aguinaldo
Date of this revision: 4/29/2025

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: Lorilei Aguinaldo

Position: Principal

Address: 6328 East 17th Street
Oakland, CA 94621

Telephone: 510-636-1400

Email: lorilei.aguinaldo@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/29/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Greenleaf Elementary School

Site Number: 112

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☐ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/29/2025

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

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

Signatures:

<u>Lorilei Aguinaldo</u> Principal	<u>Lorilei Aguinaldo</u> Signature	<u>4/29/2025</u> Date
<u>Marcela Garcia Castanon</u> SSC Chairperson	<u>Marcela Garcia-Castanon</u> Signature	<u>5/13/2025</u> Date
<u>SELLS Representative (optional)</u>	<u>Signature</u>	<u>Date</u>
<u>Monica Thomas</u> Network Superintendent	<u>Monica Thomas</u> Signature	<u>5/14/25</u> Date
<u>Lisa Spielman</u> Director, Strategic Resource Planning	<u>Lisa Spielman</u> Signature	<u>5/14/25</u> Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/21/2025	SSC/SELLS	Generate, review and vote on budget priority funding for Title I and Title I parent funds for budget
1/6/2025	All Parents	Parents fill out culture survey to inform budget for Community School funds
1/7/2025	ILT	Prioritize funding areas for 25/26 school year
1/20/2025	ILT	Needs Assessment - Priority Strengths and Challenges
2/3/2025	ILT	Priorities
2/18/2025	SSC/SELLS	Review and get input on priorities for the 25/26 school year
2/3/2025	ILT	Reviewed data and planned out engagement timeline for Conditions for Black Students priority

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$418,134.98
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,289,552.20

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$213,120
Title I, Part A Parent & Family Engagement (#3010)	\$5,920
21st Century Community Learning Centers (Title IV, Part B #4124)	\$199,095
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$418,135

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,289,552.20

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$60,100
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$300,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$270,000
Proposition 28 (Arts & Music in Schools #6770)	\$108,284
SUBTOTAL OF STATE & LOCAL FUNDING:	\$871,417

1A: ABOUT THE SCHOOL**School Name: Greenleaf Elementary School****School ID: 112****CDS Code: 1612590115618****SSC Approval Date:****Board Approval Date:****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.

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

School Demographics, 2023-24								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.8%	4.5%	90.1%	0.3%	1.6%	10.5%	97.1%	71.4%	14.7%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.2%	0.5%	1.0%	0.2%	0.2%	0.2%	93.0%	5.5%	90.0%

1B: GOALS & IDENTIFIED NEEDS	
LCAP Goal 1: All students graduate college, career, and community ready.	
School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas.

Early Literacy Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students			not available until fall 2025	N/A
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students		0.0%	not available until fall 2025	N/A

Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	56.3%	50.0%	not available until fall 2025	55.0%
English Language Arts Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-74.8	-75.4	not available until fall 2025	-35
SBAC ELA Participation	All Students	99.2%	98.1%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	62.1%	46.3%	not available until fall 2025	80.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-90.8	-91.1	not available until fall 2025	-70
SBAC Math Participation	All Students	94.9%	94.9%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	5.4%	9.4%	not available until fall 2025	25.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	14.4%	15.5%	not available until fall 2025	25.0%
California Science Test (CAST) Participation	All Students	100.0%	98.5%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY				
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly				
Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-121.6	-134.6	not available until fall 2025	-35
SBAC ELA Distance from Standard Met	English Learners	-112.4	-120.3	not available until fall 2025	-70.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	60.0%	72.7%	not available until fall 2025	50.0%
SBAC Math Distance from Standard Met	Special Education Students	-140.8	-140.3	not available until fall 2025	-70
SBAC Math Distance from Standard Met	English Learners	-114.9	-123.4	not available until fall 2025	-70.0
Reclassification Measures & Targets		*Reference Stages of ELD Data slides			
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	12.8%	9.3%	not available until fall 2025	18.0%
LTEL Reclassification	Long-Term English Learners	29.2%	0.0%	not available until fall 2025	33.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	60.7%	54.1%	not available until fall 2025	80.0%
Out-of-School Suspensions	All Students	0.5%	0.4%	not available until fall 2025	0.5%
Out-of-School Suspensions	African American Students	0.0%	6.7%	not available until fall 2025	4.0%
Out-of-School Suspensions	Special Education Students	0.0%	2.9%	not available until fall 2025	2.5%
Chronic Absenteeism	All Students	55.6%	22.8%	not available until fall 2025	4.0%
Chronic Absenteeism	African American Students	72.0%	44.4%	not available until fall 2025	6.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	
School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need:	Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	72.3%	72.6%	not available until fall 2025	85.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i> <i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i> <i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i> 	<p><i>To increase student performance we have worked closely with our Coaching Leadership team to ensure that all teachers are supported in their practice and are teaching to grade level standards. Our leadership team has held weekly walkthroughs and created a tight feedback loop with teachers ensuring that we debrief afterwards and when necessary model for teachers what is expected. Having 3 instructional coaches has made it so that every teacher has a primary coach on campus that they can check in with. Additionally, this year our teachers have been piloting SEAL curriculum and strategies which has given them the just right tools to support language learners in the classroom.</i></p> <ul style="list-style-type: none"> <i>- 6th grade and 3rd grade are half way to our EOY ELA on grade level goals, however all grade levels are more than half way to their goals when looking at mid/above and early on.</i> <i>- 61% of students are more than 40% of the way to their annual growth goal. This is an increase of 3% from last year.</i> <i>- In Math students on grade level has not increased from last year, however students on grade level below has increased by 7%</i> <i>- 70% of students are more than 40% of the way to their annual growth goal in Math. This is a 9% increase from last year.</i>

<p>LCAP Goal 2:</p>	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>Our COST team has worked hard this year to ensure that students are receiving the appropriate supports. Literacy coaches have worked with our early reading tutors to make sure that small groups and SIPPS interventions are improving outcomes for students. Coaches have led teachers and interventionists through data dives to ensure that instruction is rooted in data.</p> <ul style="list-style-type: none"> - Black students are outperforming school average with 29% of students on grade level. This is a 15% increase. - Increased Black students early on grade level in Math by 12.5% and decreased the red by 20%
<p>LCAP Goal 3:</p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>Attendance Team meets weekly to review attendance data. Attendance SSTs, SART and SARB meetings are scheduled for students who are chronically absent. Attendance trackers were made for students who are "At-Risk" in attendance.</p> <ul style="list-style-type: none"> - Due to childcare, translation, workshop materials and meeting refreshments we have been able to increase attendance at our monthly Coffee with the Principal by 50% as well as parent workshops. Parents report an increased amount of connectedness and are also providing targeted out reach to focal groups of families. Parent connectedness has lead to positive behaviors and a low suspension rate at just 0.9%.

<p>LCAP Goal 4:</p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>All teachers were paired with a primary coach and received differentiated support based on teacher needs. All PLCs were supported by a coach and ILT meetings have worked to build teacher leadership capacity. Additionally, we have made sure that there were opportunities to build community with staff members throughout. Based on the current Intent to Return, we are projected to only lose 2 teachers this year which would equal a 92% retention rate which is higher than any retention rate Greenleaf has had post pandemic.</i></p>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<ul style="list-style-type: none"> - Although we are seeing a lot of growth in ELA in the one year below grouping as well as the early on grade level, it does not quite reach our growth goals for Mid/Above grade level - Students are meeting and exceeding growth goals during the year, but they are not catching up to where they are supposed to be. - In Math the multiple years below grade level is shrinking considerably across the year, but there is quite a bit of slide over the summer
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>Growth in our Mam and Sped population has remained stagnant over the past 3 years in ELA. Growth in our Mam population has also remained stagnant in Math.</p>

<p><i>LCAP Goal 3:</i></p>	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i> <i>2. An annual suspension rate below 2%</i></p>	<p><i>Kindergarten has the worst overall attendance. However, the positive attendance increases for each subsequent grade. We need to inform and educate incoming families and those struggling with attendance about the effects of missing school has on academic achievement.</i></p> <p><i>Independent studies and extended independent studies that go beyond the maximum 15 days has also impacted our daily positive rate.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>We currently have a high number of teachers holding an emergency credential, who are either unsure of enrolling in a credential program or need support in meeting the requirements to move into an intern credential. In partnership with the Credentialing department, we need to track these teachers early in the year and monitor their progress towards meeting all the necessary requirements.</i></p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Greenleaf Elementary School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Overall, we have been able to carry out all of the intended actions outline in the SPSA. The following is a description of all strategies and actions that weere carried out in 2024-2025.

Middle School Literacy TSA: This position has been effective in supporting the professional development of middle school teachers to deliver core instruction and required assessments. We have a high number of new teachers and teachers with emergency credentials who have benefited from receiving direct coaching and support with instruction, planning, and data analysis. This position has also supported in strengthening the middle school culture through the planning of community events and SEL curriculum planning and implementation.

Math TSA: This position has been effective in supporting the professional development of K through 8th grade teachers to deliver core instruction and required assessments. This position has supported facilitating professional development and vertical alignment in standards and instruction.

Literacy Strategy: We have carried out all the intended strategies and actions with an extended focus on language development and professional learning. We participated in the first year of the Sobrato Early Academic Literacy (SEAL) partnership to strengthen language development and biliteracy instruction. Through this partnership, we are working to improve the learning outcomes for multilingual learner students by equipping teachers with research-based practices and strategies that drive student success.

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

Strengthen Instructional Coaching and 6-8 Achievement: We have invested in two instructional coaches this year. The addition of the Math TSA and the Middle School Literacy TSA have ensured that we have content expertise and grade span expertise at all levels. The instructional coaching team will ensure that there is a dedicated coach for every teacher, support for collaborative planning at least once a week for all grade level teams, and will monitor the relationship between instructional growth and student outcomes. As the middle school instructional program changes to include the DLI program, we will need to have a dedicated support to ensure that this program develops in alignment with the 50/50 language goals and the pillars of bi-literacy.

Investment in 6-8 Advisory to Develop Social Emotional Skills and Student Culture: We revised our master schedule to allow for more sections of advisory, which reduced the advisory rosters to be about 18 students per section, allowing more connection and depth. Additionally, 6-8 grade teachers received training in the EL Education Crew program, and the middle school TSA supported teachers to develop Advisory units that build a culture of inclusion, excellence, and care among our middle school students. We have also introduced Clubs in the Middle School schedule, which allows students to meet weekly and participate in extracurricular activities.

Expand Art and Music Program: As a result of Prop 28, we expanded the Art and Music programs for Middle School students. We used these funds to add a middle school music teacher, which provided more opportunities for students to broaden their musical interests during the elective block. We also purchased the Art in Action curriculum to supplement and expand the scope of experiences for the

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.

Expand Newcomer Services and Language Development for All Language Learners: Greenleaf has had a significant increase in Newcomer students. The district provides a 0.5 Newcomer Teacher Leader for every 50+ students at a school, and we have accepted this position for the 2024-25 school year. Although the 0.5 position is not directly paid for from our SPSA, we will use additional funds to increase the position to full-time so that we can provide more targeted interventions for our newcomer students, as well as provide our teachers more instructional coaching in English language instruction.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
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Teacher Salaries Stipends	College/Career Readiness	Teachers provide intervention to middle school SPED students outside of their contracted hours.	56% of Middle School SPED students receiving intervention already met their yearlong iReady growth goals. This is higher than the growth of non-sped students in Middle School.	Continue
11-Month Teacher on Special Assignment (TSA)	Staff Satisfaction with Professional Development	This position is focused on supporting the overall professional learning system of Middle School, which includes coaching, leading PD, and monitoring curriculum/assessment delivery. The work has been critical as the	This position has been effective in supporting the professional development of teacher to deliver core instruction and required assessments. We have had a high number of new teachers and teachers with emergency credentials. DATA: 8/8 MS Teachers have reported feeling supported by this position. MS iReady data shows that we have increased the amount of students on grade level by 5% from December of last year.	We will continue this position for next year, since it has become an essential part of our system of professional learning.
11-Month Teacher on Special Assignment (TSA)	Staff Satisfaction with Professional Development	This position is focused on supporting the overall professional learning system of Elementary School Literacy, which includes coaching, leading PD, and monitoring curriculum/assessment delivery. The work has been critical as the	This position has been effective in supporting the professional development of teacher to deliver core instruction and required assessments. We have had a high number of new teachers and teachers with emergency credentials. DATA: 14/14 literacy teachers have reported feeling supported by this position. 100% of teachers have meeting Curriculum Embedded Assessment completion goals, which shows that even new teachers are using core curriculum materials. We have also seen an average of 6% growth of students on grade level from the BOY.	This position will be modified and we will fund 1 11 mos TSA instead of 2
10-Month Classroom Teacher on Special Assignment (TSA)	Reading Inventory (RI) Multiple Years Below Grade Level	This position is focused on providing intervention in English to students that are far below grade level and have been referred to the support group through COST and teacher recommendations. Additionally this position supports newcomer ELD for our 6-8th grade students.	This position has been effective in serving the needs of students. We have strong results in our i-ready growth and our SIPP's data for students in this intervention group. Additionally, ELD students in middle school that are served by this position have been able to improve their academic grades.	We will continue this position for next year, since it has become an essential part of our MTSS structure at Greenleaf.

Materials and Supplies	Staff Satisfaction with Professional Development	This resource was provided to ensure that all classroom has necessary supplies for instruction, projects, and creating engaging learning environments.	This is a basic need that our discretionary dollars don't fully cover. DATA: This resource has been expended each year and staff report that supplies are necessary.	Yes, and it has been a regular part of our annual budgeting.
Equipment	Staff Participation in Foundational Professional Learning	This fund was used to pay for a projector that would be dedicated to the family resource center.	A projector was previously purchased and parents shared that there is not a need for more equipment.	Discontinue
Fingerprinting	Student Connectedness to School	Provide money to support families in being able to pay for fingerprinting to be able to volunteer.	0 parents have used these funds and this has not either encouraged or discouraged parents from volunteering.	Discontinue
Meeting Refreshments	Student Connectedness to School	Provide refreshments during parent meetings to encourage attendance.	Our attendance in our Coffee with the Principal meetings has doubled this year, more parents have chosen to attend extracurricular activities and events and expressed gratitude for being able to have refreshments during that time.	Continue
OT for translation, clerical	Student Connectedness to School	Provide translation for family and school communication in meetings, events, or other communication tools.	There is a need to provide support during parent conferences, SSTs, SSC, and other community events. DATA: 13 of 32 office and classroom staff are not bilingual.	We will no longer budget money for overtime for our clerical staff, but will be budgeting money to pay for translation from OUSD translation services to support our Mam families.
Clerical Overtime	Student Connectedness to School	Provide childcare during parent meetings so more parents can be involved.	More parents are able to attend meetings and be able to fully concentrate if they know their children are being cared for at the time.	Continue

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Greenleaf Elementary School	SCHOOL ID:	112
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3: SCHOOL STRATEGIES & ACTIVITIES

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

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-2	All teachers will implement SEAL strategies and curriculum in their classroom to support strong instruction for all students, but particularly language learners.	Language Learner Students	Academic	Tier 1 - Universal
1-3	Create a culture of exploratory learning through field trips that are aligned to curriculum and partnering with the afterschool program with academic and enrichment opportunities.	All students	Academic	Tier 1- Universal
1-4	Ensure High quality Instruction with high quality instructional materials, class set of books, and technology.	All students	Academic	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Language learners will receive targeted intervention in literacy and math (Tutors and Interventionists).	English Learner Students	Academic	Tier 2: Supplement
2-2	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Students with Disabilities	All	Tier 3 - Intensified
2-3	Review behavioral, discipline, and attendance data for students with disabilities to inform collaborative behavioral and social-emotional intervention planning.	Students with Disabilities	Behavioral	Tier 2: Supplement
2-4	Case manager and CSM will organize parent workshops and SSTs to support families in target groups, such as our African American and Mam families with translation and childcare.	Focal Students	Academic	Tier 2: Supplement

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

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Student Connectedness: Organize affinity groups for families, specifically Black and Mam families with childcare for parents with translation.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Chronic Absenteeism: Implement a system where students receive recognition or small rewards for consistent attendance. This will be done through Spirit Weeks, Attendance Challenges, and monthly recognition in school assemblies.	All Students	SEL	Tier 1: Universal
3-2	Chronic Absenteeism: Engage parents through regular communication (including 1:1 meetings and Home Visits), establishing foundational relationships, and partnership for student learning. We will offer parent workshops to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home with childcare and translation.	All Students	Academic	Tier 1: Universal
3-3	Continue to develop our PTSA that plans school wide cultural events as well as provides student voice into the culture of the school.	All Students	SEL	Tier 1: Universal

3-4	Provide opportunities that support the whole child such as art, music, field trips.	All Students	SEL	Tier 1: Universal
3-5	Ensure safe, structured, and joyful recess, lunch, and other school activities.	All Students	SEL	Tier 1: Universal
3-6	Provide support services for students such as mental health to support the whole child.	All Students	SEL/Mental Health	Tier 2

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

School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
Identified Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Structure Professional Development and Cycles of Inquiry so that there is a connection between PD and the COIs and that it is embedded in the Wednesday PD planning. Teachers will participate in weekly Cycles of Inquiry and PLCs to analyze data and reflect on student growth.	All Students	Academic	Tier 1 - Universal
4-2	Principal and TSA's will Conduct regular observation and feedback walkthroughs, particularly in the first 6 weeks of the school year, with a focus on classroom culture building. Integrate a focus on new teachers into the learning walks.	All Students	Academic	Tier 1 - Universal
4-3	Coordinate with Credentials and New Teacher Support to ensure that every teacher who is working with an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching an support throughout the year.	All students	Academic	Tier 1-Universal
4-4	Provide structured pull out time with a coach and TSA to unpack and prepare SEAL unit plans.	All students	Academic	Tier 1-Universal
4-5	Build Teacher capacity and efficacy through a strong instructional leadership team that support the mission and vision of the school.	All students	Academic	Tier 1- Universal

CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Create regular opportunities for oral language production, particularly in the Dual Language program, to support language development for Spanish learning.	African American	Academic	Tier 1 - Universal
5-2	Host parent workshops with all families that facilitate cross-cultural communication activities that can engage across language barriers, including technology to support delivery of content and refreshments.	African American	SEL / Mental Health	Tier 1 - Universal
5-3	Host culture nights with food that allows students and families to feel school connectedness.	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	TSA will provide Professional Learning cycles on language development across content areas, with a focus on trans-languaging between Spanish and English	English Learner Students	Academic	Tier 1 - Universal
6-2	Partnership with SEAL to revisit and improve Benchmark/FOSS units to include integrated and designated ELD.	English Learner Students	Academic	Tier 2 - Supplemental
6-3	All grade levels will have a scheduled time for designated ELD and our ENTL will pull newcomers during this time for D-ELD.	English Learner Students	Academic	Tier 1 - Universal
6-4	Within the partnership with SEAL ensure access to high quality books, materials and supplies that are culturally rich and connected to OUSD core curriculum.	English Learner Students	Academic	Tier 1 - Universal
6-5	TSA will provide Tier 2 support, coaching, and teaching for target students.	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 112
School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5100- Subagreements for Services This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	\$152,302	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Create a culture of exploratory learning through field trips that are aligned to curriculum and partnering with the afterschool program with academic and enrichment opportunities.	112-1
5825-Consultants This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Create a culture of exploratory learning through field trips that are aligned to curriculum and partnering with the afterschool program with academic and enrichment opportunities.	112-2
5825-Consultants This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	\$21,793	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Create a culture of exploratory learning through field trips that are aligned to curriculum and partnering with the afterschool program with academic and enrichment opportunities.	112-3
5100- Subagreements for Services This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			Create a culture of exploratory learning through field trips that are aligned to curriculum and partnering with the afterschool program with academic and enrichment opportunities.	112-4

PROPOSED 2025-26 SCHOOL SITE BUDGET
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5825-Consultants This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			Create a culture of exploratory learning through field trips that are aligned to curriculum and partnering with the afterschool program with academic and enrichment opportunities.	112-5
1105- Certified Teachers' Salaries This is to extend the FTE of our enrichment teacher. This will allow more students to receive a variety of enrichment opportunities in the school day and will improve student outcomes by providing a well-rounded education.	\$23,117	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10050	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			Provide opportunities that support the whole child such as art, music, field trips.	112-6
1105- Certified Teachers' Salaries This is to extend the FTE of our enrichment teacher. This will allow more students to receive a variety of enrichment opportunities in the school day and will improve student outcomes by providing a well-rounded education.	\$39,807	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10150	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.5			Provide opportunities that support the whole child such as art, music, field trips.	112-7
1120-Certified Teachers; Salaries Stipends This funding will pay for stipends for staff to plan, organize, and host afterschool events centered arts, music and family engagement. This will student outcomes by providing more opportunities for students to participate in extracurricular activities and provide students a well-rounded education.	\$23,568	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Provide opportunities that support the whole child such as art, music, field trips.	112-8
4310-Materials and supplies This funding will pay for supplies and materials that will support enrichment classes, such as art and music. This will improve student outcomes by enhancing student engagement, creativity, and well-being. By providing the necessary resources, students will have access to a well-rounded education that impacts both their academic and social growth.	\$21,791	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Provide opportunities that support the whole child such as art, music, field trips.	112-9

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 112

School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1120-Certified Teachers; Salaries Stipends This funding will pay for extended contracts to build instructional leadership among teachers and promote the mission and vision of the school and improve student outcomes. This will improve student outcomes by directly impacting the teaching and learning across the school. When teachers are given time and support to lead professional development, collaborate on curriculum, analyze student data, and mentor peers, it strengthens instructional practices school-wide.	\$23,334	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Build Teacher capacity and efficacy through a strong instructional leadership team that support the mission and vision of the school.	112-10
2905-Other Classified Salaries This funding will pay for the Noon Supervisor position to ensure safe play outside. This will improve student outcomes by reducing incidents and URFs. This will benefit students by creating a safe and joyful environment during recess.	\$21,538	California Community Schools Partnership Program	2905	Other Classified Salaries	4898	Noon Supervisor	0.5			Ensure safe, structured, and joyful recess, lunch, and other school activities.	112-11
2905-Other Classified Salaries This funding will pay for the Noon Supervisor position to ensure safe play outside. This will improve student outcomes by reducing incidents and URFs. This will benefit students by creating a safe and joyful environment during recess.	\$4,482	California Community Schools Partnership Program	2905	Other Classified Salaries	9517	Noon Supervisor	0.1			Ensure safe, structured, and joyful recess, lunch, and other school activities.	112-12
2105-Classified Instructional Aide Salaries This funding will pay an Early Literacy Tutor, which will provide targeted intervention in literacy. It will improve student outcomes by providing small group intervention for our language learners and will increase student growth in reading.	\$24,446	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	New Position 06	Early Literacy Tutor	0.5			Language learners will receive targeted intervention in literacy and math (Tutors and Interventionists).	112-13

PROPOSED 2025-26 SCHOOL SITE BUDGET
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<p>2205-Classified Support Salaries</p> <p>This funding will pay for the Recess Coach position, which will help to create a safe, structured, and inclusive environment during recess. A Recess Coach teaches and reinforces positive behavior, conflict resolution, teamwork, and play-based social skills, which help reduce behavioral incidents and improve school culture and climate. When students return to class from a well-managed, engaging recess they are more focused, regulated, and ready to learn. In addition, fewer behavioral issues during recess lead to fewer disruptions to instructional time and a more positive school experience for all students.</p>	\$51,188	California Community Schools Partnership Program	2205	Classified Support Salaries	New Position 07	School Enrichment Recess Coach	1.0			Ensure safe, structured, and joyful recess, lunch, and other school activities.	112-14
<p>2305-Community School manager</p> <p>This funding will pay for the CSM position, which plays a vital role in coordinating academic and non-academic supports to meet the whole-child needs of students and families. By addressing barriers to learning, such as chronic absenteeism, food insecurity, or unmet behavioral needs, the CSM ensures that students are better positioned to focus, participate, and succeed in the classroom. The CSM also fosters strong school-community partnerships and promotes family involvement, which have a positive impact on student engagement, attendance, and academic achievement. Investing in the CSM role creates a more supportive, responsive school environment that directly contributes to improved student well-being and learning outcomes.</p>	\$43,494	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 08	11-Month Community School Manager	0.25			Case manager and CSM will organize parent workshops and SSTs to support families in target groups, such as our African American and Mam families with translation and childcare.	112-15

PROPOSED 2025-26 SCHOOL SITE BUDGET
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2405-Clerical Salaries This funding will pay to extend the FTE of the Case Manager position, which supports and monitors student attendance. Regular attendance is one of the strongest predictors of academic success, and the Case Manager plays a critical role in identifying and addressign the underlying causes of chronic absenteeism. Improved attendance leads to increased instructional time, stronger connections to the school community and better academic outcomes and student success.	\$49,967	California Community Schools Partnership Program	2405	Clerical Salaries	New Position 01	Case Manager	0.4			Case manager and CSM will organize parent workshops and SSTs to support families in target groups, such as our African American and Mam families with translation and childcare.	112-16
5825-Consultants This funding will pay for the contract with East Bay Agency for Children, which provides students and families with access to mental health and wellness services. When students have access to counseling, behavioral health support, and trauma-informed care, we will see an impact in emotional well-being, reduce absenteeism, and improve focus and academic performance.	\$51,551	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Provide support services for students such as mental health to support the whole child.	112-17
5100- Subagreements for Services This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	\$275,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			Create a culture of exploratory learning through field trips that are aligned to curriculum and partnering with the afterschool program with academic and enrichment opportunities.	112-18
5825-Consultants This funding source will pay for the Afterschool Program (BACR) to create enrichment and intervention opportunities for our students after the school day. It will improve student connectedness and student achievement. It will benefit student academic achievement and social emotional learning.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Create a culture of exploratory learning through field trips that are aligned to curriculum and partnering with the afterschool program with academic and enrichment opportunities.	112-19

PROPOSED 2025-26 SCHOOL SITE BUDGET
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1120-Certified Teachers; Salaries Stipends This funding will pay for extended contracts to build instructional leadership among teachers and promote the mission and vision of the school and improve student outcomes. This will improve student outcomes by directly impacting the teaching and learning across the school. When teachers are given time and support to lead professional development, collaborate on curriculum, analyze student data, and mentor peers, it strengthens instructional practices school-wide.	\$20,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Structure Professional Development and Cycles of Inquiry so that there is a connection between PD and the COIs and that it is embedded in the Wednesday PD planning. Teachers will participate in weekly Cycles of Inquiry and PLCs to analyze data and reflect on student growth.	112-20
1150-Certified Teachers' Substitutes This funding will pay for substitutes that will allow teachers to be released for coaching, planning, and peer observations. These professional learning opportunities are essential for continuous improvement in teaching practice. By investing in teacher development, the school ensures that instructional quality improves, leading to more effective lessons, better student engagement, and higher academic achievement.	\$20,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	112-21
4304-Classroom supplies This funding will pay for learning materials that will supplement core curriculum, such as manipulatives, visual aids, and culturally relevant texts. These materials will make learning more engaging and accessible, especially for students with varying learning styles and needs. By enriching the core curriculum, these materials allow teachers to differentiate instruction, reinforce key concepts, and provide targeted support, ultimately helping students master grade-level standards and experience greater academic success.	\$20,100	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a			Within the partnership with SEAL ensure access to high quality books, materials and supplies that are culturally rich and connected to OUSD core curriculum.	112-22

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School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1119-Certified Teachers on Special Assignment (TSA) This funding will extend the FTE of our reading interventionist, who provides targeted literacy support for students who are reading below grade level. By delivering small-group intervention, the interventionist can different strategies of support to meet individual student learning needs, close learning gaps, and accelerate progress. Investing in a reading interventionist helps ensure that all students, especially those most at risk, receive the support they need to become confident, capable readers, which directly leads to stronger academic achievement and long-term educational success.	\$37,192	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 11	10-Month Teacher on Special Assignment (TSA)	0.3			Build Teacher capacity and efficacy through a strong instructional leadership team that support the mission and vision of the school.	112-23
1119-Certified Teachers on Special Assignment (TSA) This funding will pay for the Literacy TSA position, which plays a critical role in improving the quality of literacy instruction school-wide. The Literacy TSA supports teachers by providing coaching, professional development, and instructional resources aligned to best practices in reading and writing instruction. By strengthening teacher capacity and consistency in literacy instruction, the Literacy TSA helps ensure that all students receive high-quality, engaging instruction that promotes reading growth.	\$108,205	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 12	11-Month Teacher on Special Assignment (TSA)	0.7			Principal and TSA's will Conduct regular observation and feedback walkthroughs, particularly in the first 6 weeks of the school year, with a focus on classroom culture building. Integrate a focus on new teachers into the learning walks.	112-24
4200-Books other than textbooks This funding will pay for classroom books that will supplement the core curriculum. By enriching the core curriculum, these materials allow teachers to differentiate instruction, reinforce key concepts, and provide targeted support, ultimately helping students master grade-level standards and experience greater academic success.	\$508	Literacy Coaches & Reading Specialists Grant	4200	Books other than Textbooks	n/a	n/a	n/a			Within the partnership with SEAL ensure access to high quality books, materials and supplies that are culturally rich and connected to OUSD core curriculum.	112-25

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 112

School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
7310-Interprogram Support/costs This funding will pay for learning materials that will supplement core curriculum, such as manipulatives, visual aids, and culturally relevant texts. These materials will make learning more engaging and accessible, especially for students with varying learning styles and needs. By enriching the core curriculum, these materials allow teachers to differentiate instruction, reinforce key concepts, and provide targeted support, ultimately helping students master grade-level standards and experience greater academic success.	\$5,048	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			Ensure High quality Instruction with high quality instructional materials, class set of books, and technology.	112-26
1105- Certified Teachers' Salaries This is to extend the FTE of our enrichment teacher. This will allow more students to receive a variety of enrichment opportunities in the school day and will improve student outcomes by providing a well-rounded education.	\$27,743	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	3356	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.2			Provide opportunities that support the whole child such as art, music, field trips.	112-27
1119-Certified Teachers on Special Assignment (TSA)	\$29,030	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1119	Certificated Teachers on Special Assignment Salaries	New Position 10	10-Month Teacher on Special Assignment (TSA)	0.2			TSA will provide Tier 2 support, coaching, and teaching for target students.	112-28
2105-Classified Instructional Aide Salaries	\$16,460	Measure G1: Districtwide Teacher Retention & Middle School Improvement	2105	Classified Instructional Aide Salaries	New Position 06	Early Literacy Tutor	0.3			Language learners will receive targeted intervention in literacy and math (Tutors and Interventionists).	112-29
4310-Materials and supplies This funding will pay for learning materials that will supplement core curriculum, such as manipulatives, visual aids, and culturally relevant texts. These materials will make learning more engaging and accessible, especially for students with varying learning styles and needs. By enriching the core curriculum, these materials allow teachers to differentiate instruction, reinforce key concepts, and provide targeted support, ultimately helping students master grade-level standards and experience greater academic success.	\$6,911	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies	n/a	n/a	n/a			Within the partnership with SEAL ensure access to high quality books, materials and supplies that are culturally rich and connected to OUSD core curriculum.	112-30

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 112
School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
5826-External contracts This funding will pay for field trips	\$10,000	Measure G1: Districtwide Teacher Retention & Middle School Improvement	5826	External Work Order Services	n/a	n/a	n/a			Provide opportunities that support the whole child such as art, music, field trips.	112-31
2422-Clerical Salaries extra compensation This funding will pay for childcare so that families can connect, share experiences, and engage in meaningful dialogue about their children's education and school experiences. By offering childcare, we remove common barriers to participation, allowing more families to be involved. Increased family engagement is strongly linked to improved student outcomes, including better attendance, higher achievement, and stronger social-emotional development.	\$740	Title I, Part A Parent & Family Engagement	2422	Clerical Salaries: Extra Compensation	n/a	n/a	n/a		Student Connectedness to School	Student Connectedness: Organize affinity groups for families, specifically Black and Mam families with childcare for parents with translation.	112-32
2425-Clerical Salaries overtime This funding will pay for translation so that families can connect, share experiences, and engage in meaningful dialogue about their children's education and school experiences. By offering language access through translation, the school removes common barriers to participation, allowing more families to be involved. Increased family engagement is strongly linked to improved student outcomes, including better attendance, higher achievement, and stronger social-emotional development.	\$1,500	Title I, Part A Parent & Family Engagement	2425	Clerical Salaries Overtime	n/a	n/a	n/a		Student Connectedness to School	Case manager and CSM will organize parent workshops and SSTs to support families in target groups, such as our African American and Mam families with translation and childcare.	112-33
4310-Materials and supplies This funding will pay for materials and supplies that will increase parent engagement in workshops and community events. Parents are requesting a computer to support with parent workshops. Parents are requesting a speaker and microphone to utilize during workshops about literacy. Meeting Refreshments will be used to increase engagement during parent workshops.	\$1,180	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a		College/Career Readiness	Host parent workshops will all families that facilitate cross-cultural communication activities that can engage across language barriers, including technology to support delivery of content and refreshments.	112-34

PROPOSED 2025-26 SCHOOL SITE BUDGET
Site Number: 112

School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4311-Meeting Refreshments These funds will pay for refreshments for family engagement events, which will help to create a welcoming and inclusive environment that encourages higher family participation. Stronger family-school partnerships are directly linked to improved student outcomes, including better attendance, higher academic achievement, and increased motivation. Boosting family participation can contribute to a more engaged and supportive learning environment for all students.	\$2,500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		Student Connectedness to School	Host culture nights with food that allows students and families to feel school connectedness.	112-35
1119-Certified Teachers on Special Assignment (TSA) This funding will pay for the Reading Interventionist position, who provides targeted literacy support for students who are reading below grade level. By delivering small-group intervention, the interventionist can different strategies of support to meet individual student learning needs, close learning gaps, and accelerate progress. Investing in a reading interventionist helps ensure that all students, especially those most at risk, receive the support they need to become confident, capable readers, which directly leads to stronger academic achievement and long-term educational success.	\$116,122	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 10	10-Month Teacher on Special Assignment (TSA)	0.8		College/Career Readiness	TSA will provide Professional Learning cycles on language development across content areas, with a focus on trans-linguaging between Spanish and English	112-36
1119-Certified Teachers on Special Assignment (TSA) This funding will pay for the Reading Interventionist position, who provides targeted literacy support for students who are reading below grade level. By delivering small-group intervention, the interventionist can different strategies of support to meet individual student learning needs, close learning gaps, and accelerate progress. Investing in a reading interventionist helps ensure that all students, especially those most at risk, receive the support they need to become confident, capable readers, which directly leads to stronger academic achievement and long-term educational success.	\$86,782	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 11	10-Month Teacher on Special Assignment (TSA)	0.7		College/Career Readiness	TSA will provide Professional Learning cycles on language development across content areas, with a focus on trans-linguaging between Spanish and English	112-37

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 112

School: Greenleaf Elementary School

[illegible]



**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 22nd and will be in effect for the period of August 22, 2024 through May 27, 2025.

The school will distribute this policy to all parents on or before September 30, 2024.

Lorilei Aguinaldo

● Name of Principal

Lorilei Aguinaldo

Signature of Principal



School-Parent Compact

Greenleaf Tk-8

2024 - 2025

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 2024-2025 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.**

2024-2025 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 iReady), 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 Parent Square 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 22, 2024 and will be in effect for the period of August 12, 2024 to May 27, 2025.

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, 2024,

Lorilei Aguinaldo 8/30/2024

Signature of Principal **Date**

Strategic Resource Planning (SRP)



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

Template ELEMENTARY SCHOOL**School Site Council Membership Roster****2024-2025****SSC - Officers**

Chairperson:	Marcela Garcia-Castanon
Vice Chairperson:	Lorilei Aguinaldo
Secretary:	Joyce Hum

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Lorilei Aguinaldo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Martha Rosas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Janeca Jones	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Hatem Adell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Joyce Hum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
Marcela Garcia Castanon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Katya Caballero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Keona Stanley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Adelaida Cruz-Ramos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Yazmin Villalba	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:
(Day/Month/Time)

3rd Tuesday of the Month, 4-5pm (Zoom)

SSC Legal Requirements (EC Sections 65000-65001):

- Members MUST be selected/elected by peer groups
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
- Parents/community members cannot be OUSD employees at the site.

