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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Greenleaf Elementary School

2026-27 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: 4/21/2026

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.)

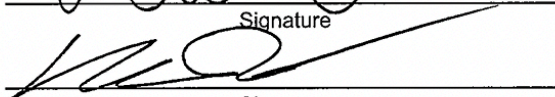
Signatures:

Lorilei Aguinaldo
Principal


Signature

4/22/2026
Date

Keona Stanley
SSC Chairperson


Signature

4/22/26
Date

SELLS Representative (optional)

Signature

Date

Monica Thomas
Network Superintendent

Monica Thomas
Signature

4/23/26
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

4/24/26
Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/16/2025	SSC & SELLS	Reviewed data and identified school needs
1/6/2026	ILT	Discussed proposed expenditures and priorities
1/27/2026	ILT	Reviewed data and identified school needs
1/20/2026	SSC & SELLS	Facilitated group feedback on SPSA sections
1/20/2026	Admin Team	Collected input for next year's SPSA draft, Reviewed SPSA goals and strategies, Discussed proposed expenditures
2/17/2026	SSC & SELLS	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$336,560
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,054,033

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 Resource 3010	\$330,550
Title I Parent & Family Engagement Resource 3010	\$6,010
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$336,560

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,054,033

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$61,300
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$247,500
Proposition 28 (Arts & Music in Schools) Resource 6770	\$124,455
SUBTOTAL OF STATE & LOCAL FUNDING:	\$717,473

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Greenleaf Elementary School

School ID: 112

CDS Code: 1612590115618

SSC Approval Date:

Board Approval Date: 6/24/2026

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, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.5%	3.9%	91.4%	0.3%	1.8%	13.4%	97.2%	61.0%	9.3%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.3%	0.7%	0.3%	0.3%	0.2%	0.0%	96.7%	12.9%	87.2%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal: By May 2027, 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	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students			N/A	N/A	N/A
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students			N/A	N/A	N/A
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	56.3%	50.0%	42.3%	55%	60%

English Language Arts Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-74.8	-75.4	-78.1	-70.00	-65.0
SBAC ELA Participation	All Students	99.2%	98.1%	100.0%	95.0%	100.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	62.1%	46.3%	51.8%	52.8%	57.8%
Mathematics/Science Measures & Targets						
Measure *SBAC & CAST data exclude participation penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-90.8	-91.1	-94.5	-85.0	-80.0
SBAC Math Participation	All Students	94.9%	94.9%	96.9%	95.0%	100.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	14.4%	15.5%	9.8%	20.0%	25%
California Science Test (CAST) Participation	All Students	100.0%	98.5%	100.0%	95.0%	100.0%

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

School Goal:	By May of 2027 - 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-121.6	-134.6	-124.6	-35.0	-25.0
SBAC ELA Distance from Standard Met	English Learners	-112.4	-120.3	-122.8	-70.0	-60.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	60.0%	72.7%	82.4%	70.4%	80.4%
SBAC Math Distance from Standard Met	Special Education Students	-140.8	-140.3	-150.8	-70.0	-60.0
SBAC Math Distance from Standard Met	English Learners	-114.9	-123.4	-125.1	-70.0	-60.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	12.8%	9.3%	12.7%	18.0%	19.0%
LTEL Reclassification	Long-Term English Learners	29.2%	0.0%	25.5%	33.0%	34.0%

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	2026-27 New Target
Student Connectedness to School	All Students	60.7%	54.1%	68.8%	80.0%	85.0%
Out-of-School Suspensions	All Students	0.5%	0.4%	1.0%	0.5%	0.5%
Out-of-School Suspensions	African American Students	0.0%	6.7%	0.0%	4.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	2.9%	2.1%	2.5%	1.8%
Chronic Absenteeism	All Students	55.6%	22.8%	20.6%	4.0%	16.0%
Chronic Absenteeism	African American Students	72.0%	44.4%	43.5%	6.0%	18.0%

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

School Goal: By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	72.3%	72.6%	75.6%	85.0%	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, 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</p>	<p>- We are on track to meet our 10% growth goal of iReady typical and stretch growth in Elementary School and Middle School Math and Middle School Reading. - We have increased students on grade level by 3% since this time last year in iReady Elementary ELA with up to a 9% increase of students on grade level in 2nd grade.</p> <p>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 2 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 are in their 2nd year of using SEAL curriculum and strategies which has given them the just right tools to support language learners in the classroom.</p>
<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027 - 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>	<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. - Black students are outperforming school average with 38% of students on grade level. This is a 10% increase. - Increased by 7% students with IEPs on grade level on iReadt Math with the help of our Math interventionist and 4% on iReady ELA</p>

<i>LCAP Goal 3:</i>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<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. We have already reduced our chronic absenteeism by 4%. We have increased Middle School positive attendance rate by 3%.</p> <p>- This is our 2nd year of having a Parent Leadership Team, which has increased 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 outreach to focal groups of families. Parent connectedness has led to positive behaviors and a low suspension rate at just 0.3%.</p>
<i>LCAP Goal 4:</i>	<p>By May 2027, 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.</p>	<p>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.</p> <p>Based on the current Intent to Return, we are projected to only lose 1 teacher this year which would equal a 97% retention rate which is higher than any retention rate Greenleaf has had post pandemic.</p>
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, 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 - Although there are a lot more students on grade level in 2nd grade, they are not making as much progress towards their iReady growth goals. - 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

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</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>Mam: From last year to this year, students have moved out of the multiple years below in proficiency by 10% in Math. However, in ELA, the number of students in multiple years below in proficiency has increased by 8%.</p> <p>SpEd: From last year to this year, the number of students in grade level has increased by 5% in Math. In ELA, we haven't seen an increase in the number of students moving proficiency bands.</p> <p>AA: From last year to this year, there hasn't been an increase in the number of students moving proficiency bands. In Math, there has been a decrease in the number of students in multiple years below by 10% and we've increased the number of students in approaching grade level by 12%. In ELA, there hasn't been an increase in the number of students moving proficiency bands.</p>
<p><i>LCAP Goal 3:</i></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>Kindergarten continues to have the worst overall attendance. We need to inform and educate incoming families and those struggling with attendance about the effects of missing school has on academic achievement.</p> <p>Independent studies and extended independent studies that go beyond the maximum 15 days has also impacted our daily positive rate.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, 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.</p>	<p>We continue to 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.</p>

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Greenleaf Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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 2025-26

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 and Intervention: 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. This position has also supported our Math tutor to build student pull out groups based on iReady Math data.

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: We have invested in two instructional coaches this year. A Math TSA and the Elementary and 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.

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 expand the FTE of our middle school music teacher, which provided more opportunities for students to broaden their musical interests during the elective block.

Targeted Intervention: We were able to provide literacy intervention in Spanish and English for all of our students as well as add Math intervention for students in grades 2-6. For students who received math intervention we saw a strong increase in iReady scores from BOY to MOY.

Expansion of SEAL: We have provided teachers extended contract and release time to create SEAL units with the support of an instructional coach. Additionally, we allocated funds to buy class sets of these books in the created units. This has led to increased language practice in the classroom and culturally relevant units tied to literacy, science and social studies standards.

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.

Due to continued growth and budget restrictions. We are not making any major changes to what we are funding this year. Instead we are continuing to refine our current strategies to continue to show success.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>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.</p>	<p>Student Connectedness to School</p>	<p>Provide childcare during parent meetings so more parents can be involved.</p>	<p>We have been able to increase parent attendance at our monthly parent meetings by 30%. We did not end up using this funding due to lack of need for childcare during afterschool events.</p>	<p>Discontinue: We did not end up using this funding due to lack of need for childcare during afterschool events.</p>

<p>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.</p>	<p>Student Connectedness to School</p>	<p>Title I, Part A Parent & Family Engagement</p>	<p>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.</p>	<p>We will continue to fund translations because parents have expressed the need for translation during meetings such as SSC and report card conferences.</p>
<p>This was to be able to buy supplies to support parent workshops and events</p>	<p>Student Connectedness to School</p>	<p>We were able to buy materials for workshops, materials to create flyers for family events, supplies for the parent room and parent organized events.</p>	<p>We have increased the number of parents involved by 30%. Parents elected lead parent volunteers and organized room parents to support other parents in classrooms. This was directly impacted by parents access to resources and materials.</p>	<p>Continue, parents already have plans around how these materials can be used for next year.</p>
<p>Refreshments for parent meetings</p>	<p>Student Connectedness to School</p>	<p>Provide refreshments during parent meetings to encourage attendance.</p>	<p>Our attendance in our Coffee with the Principal meetings has increased by 30%, more parents have chosen to attend extracurricular activities and events and expressed gratitude for being able to have refreshments during that time. Parents have shared it is easier to convince other families to come because of the refreshments.</p>	<p>Continue</p>

<p>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 deliver 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.</p>	<p>Reading Inventory (RI) Multiple Years Below Grade Level</p>	<p>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.</p>	<p>This position has been effective in serving the needs of students. 80% of students receiving intervention from this position have met their ORF growth goal for this trimester. Additionally, ELD students in middle school that are served by this position have been able to improve their academic grades.</p>	<p>We will continue this position for next year, since it has become an essential part of our MTSS structure at Greenleaf.</p>
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<p>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 deliver 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.</p>	<p>Reading Inventory (RI) Multiple Years Below Grade Level</p>	<p>This position is focused on providing intervention in Spanish 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.</p>	<p>This position has been effective in serving the needs of students. We have strong results in our i-ready growth and our SIPP 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.</p>	<p>We will continue this position for next year, since it has become an essential part of our MTSS structure at Greenleaf.</p>
<p>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.</p>	<p>College/Career Readiness</p>	<p>Through the SEAL partnership, classrooms are equipped with resources that promote inclusive instruction, deeper understanding, and stronger relationships between students and learning. This alignment strengthens instructional quality, supports teachers in delivering high-impact lessons, and ultimately leads to improved outcomes for students.</p>	<p>This resource has been effective in that it has made instruction more culturally relevant and both teachers and students have shared an increase in student engagement. This year we have seen a 15% increase in students that are testing proficient on our curriculum embedded assessments.</p>	<p>We will continue this resource because it provides culturally relevant texts that supplement the curriculum teachers use.</p>

2026-27 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 2027, 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
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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."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 2027 - 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

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

School Goal: By May 2027, 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				
#	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		<i>ELL Progress Data</i>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	TSA will provide Professional Learning cycles on language development across content areas, with a focus on trans-linguaging 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 2026-27 SCHOOL SITE BUDGET

Site Number: 112

School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
ASES funds will be used to pay for consultants who provide structured enrichment activities during the afterschool program. These consultants will deliver hands-on, skill-based enrichment opportunities such as STEM, sports, coding, dance, and other specialized programming that supports the academic day. Consultants will provide curriculum, materials, and instruction aligned to student interests and developmental needs.	\$134,218	After School Education & Safety (ASES)	5825	Consultants			0.00			Provide opportunities that support the whole child such as art, music, field trips.	112-1
Prop 28 funds will be used to increase the Music Teacher position by 0.2FTE, bringing the role to a full-time position. This increase will expand instructional time in music for students across grade levels and allow for more consistent access to standards-based music instruction. The additional time will also support planning, collaboration, and the development of schoolwide performances and arts integration.	\$26,339	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10050	Teacher Education Enhancement	0.20			Provide opportunities that support the whole child such as art, music, field trips.	112-2
Prop 28 funds will be used to pay for the salary of a music teacher for our 6th-8th grade students. Maintaining a dedicated Middle School Music Teacher ensures students develop advanced musical skills and have opportunities to showcase their learning through performances, which strengthens both artistic achievement and overall school culture. This funding particularly benefits students who may not otherwise have access to private music instruction, ensuring equitable access to arts education.	\$66,338	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10150	Teacher Education Enhancement	0.80			Provide opportunities that support the whole child such as art, music, field trips.	112-3
Prop 28 funds will be used to provide extended contract time for our music teachers to plan, coordinate, and implement schoolwide music performances and assemblies. All students will benefit from well-planned, high quality schoolwide performances and assemblies. Extended planning time ensures equitable participation across grade levels, including multilingual learners and focal group students.	\$7,356	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends			0.00			Provide opportunities that support the whole child such as art, music, field trips.	112-4
Prop 28 funds will be used to purchase art and music supplies and instructional materials necessary to support standards-based arts education. This includes visual arts materials (ie paper, paint, drawing tools, etc.), music materials (ie sheet music, classroom instruments), and other instructional resources needed to deliver high-quality arts programming across grade levels. By investing in supplies and materials, we ensure that every student can participate fully in arts instruction and develop their creative skills.	\$24,421	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Ensure High quality Instruction with high quality instructional materials, class set of books, and technology.	112-5
CCSPP funds will be used to provide extended contract for teachers who deliver afterschool intervention in reading and math. Teachers will provide targeted, small group intervention focused on identified skill gaps, reinforcing grade-level standards, and supporting students who are performing below grade level. Intervention will be data-driven and aligned to classroom instruction, with a focus on foundational literacy skills, mathematical reasoning, and problem-solving.	\$4,515	California Community Schools Partnership Program	1120	Certificated Teachers' Salaries: Stipends			0.00			Language learners will receive targeted intervention in literacy and math (Tutors and Interventionists).	112-6
CCSPP funds will be used to pay for a Math Tutor who will provide targeted math intervention to students during the school day. The Math Tutor will deliver small group instruction that is aligned to grade level standards, focus on foundational skill gaps, conceptual understanding, and problem-solving. Intervention will be data-driven and coordinated with the Math Instructional Coach and classroom teachers to ensure alignment with instruction and intervention cycles.	\$45,634	California Community Schools Partnership Program	2105	Classified Instructional Aide Salaries	10631	Early Literacy Reading Tutor	0.80			Language learners will receive targeted intervention in literacy and math (Tutors and Interventionists).	112-7

PROPOSED 2026-27 SCHOOL SITE BUDGET

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
CCSPP funds will be used to extend the Attendance Specialist position to full time in order to strengthen attendance monitoring, family outreach, and targeted intervention for students at risk of chronic absenteeism. The expanded role will include close collaboration with the CSM to monitor attendance and academic progress, conduct Home Visits, facilitate intake meetings for new students, support SART processes, and connect families to needed resources. Students identified as chronically absent, those at risk, and focal student groups will benefit most from the increased support, ensuring equitable access to consistent school engagement and long-term academic success.	\$14,707	California Community Schools Partnership Program	2205	Classified Support Salaries	8265	Attendance Specialist Bil	0.20			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 childcard and translation.	112-8
CCSPP funds will be used to provide a Recess Coach during the school day. The Recess Coach will provide structured supervision, organize inclusive activities, and reinforce positive behavior and restorative practices during recess. By a creating safe, engaging, and well-managed recess environment, the position will reduce conflicts, strengthen students' social-emotional skills, and minimize post-recess disruptions during instructional time. All students will benefit, especially those who struggle with peer interactions or self-regulation, ensuring equitable access to a positive and inclusive school culture.	\$57,186	California Community Schools Partnership Program	2205	Classified Support Salaries	10632	School Enrichment Recess Coach	1.00			Ensure safe, structured, and joyful recess, lunch, and other school activities.	112-9
CCSPP funds will be used to extend the Community School Manager's position to full time in order to strengthen coordination of student and family supports, deepen community partnerships, and expand family engagement efforts. A full time CSM will lead integrated student supports, connect families to resources, and proactively address barriers to attendance and academic success. By aligning attendance, academic intervention, restorative practices, and community services, this role will improve student engagement, increase attendance, and support stronger academic outcomes. Students and families facing barriers to learning, particularly from our focal groups, will benefit from more consistent, equitable access to coordinated supports that promote long-term success.	\$45,431	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	9320	Program Mgr Community School	0.25			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.	112-10
CCSPP funds will be used to pay for a Noon Supervisor to provide structured supervision and support during recesses, lunch, and transition times. The Noon Supervisor will monitor student safety, reinforce schoolwide behavioral expectations, and address minor conflicts using restorative practices to maintain a positive school climate. By ensuring safe, organized, and well-managed recess and lunch periods, this role reduces behavioral incidents, increases instructional time by minimizing post-lunch disruptions, and strengthens students' social-emotional skills and student connectedness. All students will benefit from a safe and supportive environment, with particular impact for students who need additional structure or support with peer interactions, ensuring equitable access to a positive and productive school day.	\$18,061	California Community Schools Partnership Program	2905	Other Classified Salaries	4898	Noon Supervisor	0.40			Ensure safe, structured, and joyful recess, lunch, and other school activities.	112-11

PROPOSED 2026-27 SCHOOL SITE BUDGET

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CCSPP funds will be used to support the EBAC contract, which provides on-site mental health and counseling services for students. Through this partnership, licensed clinicians will offer individual counseling, crisis intervention, and family support services to address students' social emotional and behavioral needs. By increasing access to mental health supports, this investment helps reduce barriers to learning, improve student attendance, strengthen emotional regulation, and decrease behavioral incidents. Students experiencing trauma, chronic stress, or social-emotional challenges, will benefit directly, resulting in improved academic engagement, stronger school connectedness, and overall student well-being.	\$16,965	California Community Schools Partnership Program	5825	Consultants			0.00			Provide support services for students such as mental health to support the whole child.	112-12
CCSPP funds will be used to support the EBAC contract, which provides on-site mental health and counseling services for students. Through this partnership, licensed clinicians will offer individual counseling, crisis intervention, and family support services to address students' social emotional and behavioral needs. By increasing access to mental health supports, this investment helps reduce barriers to learning, improve student attendance, strengthen emotional regulation, and decrease behavioral incidents. Students experiencing trauma, chronic stress, or social-emotional challenges, will benefit directly, resulting in improved academic engagement, stronger school connectedness, and overall student well-being.	\$45,000	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			Provide support services for students such as mental health to support the whole child.	112-13
ELO-P funds will be used to pay for consultants who provide structured enrichment activities during the afterschool program. These consultants will deliver hands-on, skill-based enrichment opportunities such as STEM, sports, coding, dance, and other specialized programming that supports the academic day. Consultants will provide curriculum, materials, and instruction aligned to student interests and developmental needs.	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Provide opportunities that support the whole child such as art, music, field trips.	112-14
LCFF Supplemental funds will be used to provide teacher stipends for collaborative SEAL unit planning in grade level teams to strengthen language-rich, standards-aligned, rigorous instruction. Dedicated planning time will allow teachers to plan and embed content language objectives, structured academic discussion, and targeted scaffolds that support multilingual learners' access to grade level content. These stipends for quality planning time will improve coherence of instruction, leading to increased academic engagement, stronger oral and written language development, and improved achievement outcomes. Multilingual learners will benefit most directly, as this focused planning aims to accelerate growth and close gaps while enhancing instruction for all.	\$20,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			All teachers will implement SEAL strategies and curriculum in their classroom to support strong instruction for all students, but particularly language learners.	112-15

PROPOSED 2026-27 SCHOOL SITE BUDGET

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LCFF Supplemental funds will be used to pay for substitute teachers to provide classroom coverage so teachers can participate in structured pull-out planning time with an instructional coach and grade level partners, as well as observe SEAL-aligned instruction in other classrooms. This dedicated time will strengthen instructional coherence, deepen implementation of language-rich strategies, and build teacher capacity to embed content language objectives, student talk, and intentional scaffolds into their daily lessons. This intentional planning time will increase academic engagement, strengthen oral and written language development, and improve access to grade level content. Multilingual learners will benefit most directly, as this focused planning aims to accelerate growth and close gaps while enhancing instruction for all.	\$20,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes			0.00			TSA will provide Tier 2 support, coaching, and teaching for target students.	112-16
LCFF Supplemental funds will be used to purchase essential school supplies such as copy paper, pencils, folders, and other classroom materials to ensure that all students have consistent access to the materials and tools they need for daily learning. Access to basic materials supports academic readiness, organization, and engagement, while allowing teachers to implement differentiated instruction and intervention. This expenditure ensures equitable access to learning resources, strengthens student participation and achievement, and benefits student who may otherwise lack the materials necessary to succeed in school.	\$21,300	LCFF Supplemental	4310	School Office Supplies			0.00			Build Teacher capacity and efficacy through a strong instructional leadership team that support the mission and vision of the school.	112-17
The LREBG funds will be used to have an Instructional Coach who supports teachers with instructional planning, data analysis, facilitation of Professional Development, and the implementation of high-impact teaching strategies. The Instructional Coach will work directly with teachers to strengthen lesson design, differentiate instruction, and analyze student work. This role will accelerate learning recovery, close skill gas, and increase student engagement and academic achievement. Students performing below grade level, multilingual learners, and other students most impacted by learning loss will benefit directly from more responsive, data-driven instruction, while all students will experience stronger, more effective teaching practices.	\$187,218	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10634	TSA 11Mon 12Pay	1.00			Provide structured pull out time with a coach and TSA to unpack and prepare SEAL unit plans.	112-18
The LREBG funds will be used to support the salary of the CSM, who coordinates integrated student supports, family engagement efforts, and partnerships with community-based organizations to address barriers to learning. The CSM will connect students and families to essential resources such as intervention, mental health services, housing and food assistance, and attendance support. By reducing non-academic barriers and increasing engagement, this role directly supports learning recovery, improves attendance, and enhances students' ability to focus and succeed academically. Students most impacted by learning loss, including low-income students and multilingual learners, will benefit from coordinated wraparound supports that promote academic growth, while strengthening outcomes for the entire school community.	\$136,294	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9320	Program Mgr Community School	0.75			Review behavioral, discipline, and attendance data for students with disabilities to inform collaborative behavioral and social-emotional intervention planning.	112-19

PROPOSED 2026-27 SCHOOL SITE BUDGET

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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 SPSA ACTIVITY	BUDGET ACTION NUMBER
The Literacy Coaches and Reading Specialists Grant will fund a portion of the salary for the TSA who provides targeted Spanish literacy intervention for Spanish-speaking multilingual learners. This role will deliver small group, standards aligned reading instruction focused on foundational literacy skills, comprehension, and academic language development in Spanish to strengthen biliteracy and support transfer to English literacy. By addressing skill gaps early and providing instruction in students' primary language, this role accelerates reading growth, improves access to grade-level content, and increases overall academic achievement. Spanish language learners who require additional literacy support will benefit most directly, ensuring equitable access to intervention services that promote long-term biliteracy, reclassification success, and improved academic outcomes across content areas.	\$6,747	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10636	TSA 10Pay	0.05			Language learners will receive targeted intervention in literacy and math (Tutors and Interventionists).	112-20
The Literacy Coaches and Reading Specialists Grant will be used to have an Instructional Coach who supports teachers with instructional planning, data analysis, facilitation of Professional Development, and the implementation of high-impact teaching strategies. The Instructional Coach will work directly with teachers to strengthen lesson design, differentiate instruction, and analyze student work. This role will accelerate learning recovery, close skill gas, and increase student engagement and academic achievement. Students performing below grade level, multilingual learners, and other students most impacted by learning loss will benefit directly from more responsive, data-driven instruction, while all students will experience stronger, more effective teaching practices.	\$127,751	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10637	TSA 11Mon 12Pay	0.70			TSA will provide Professional Learning cycles on language development across content areas, with a focus on trans-languaging between Spanish and English	112-21
The Literacy Coaches and Reading Specialists Grant will be used to provide teacher stipends for collaborative SEAL unit planning in grade level teams to strengthen language-rich, standards-aligned, rigorous instruction. Dedicated planning time will allow teachers to plan and embed content language objectives, structured academic discussion, and targeted scaffolds that support multilingual learners' access to grade level content. These stipends for quality planning time will improve coherence of instruction, leading to increased academic engagement, stronger oral and written language development, and improved achievement outcomes. Multilingual learners will benefit most directly, as this focused planning aims to accelerate growth and close gaps while enhancing instruction for all.	\$7,203	Literacy Coaches & Reading Specialists Grant	1120	Certificated Teachers' Salaries: Stipends			0.00			All teachers will implement SEAL strategies and curriculum in their classroom to support strong instruction for all students, but particularly language learners.	112-22
The Literacy Coaches and Reading Specialists Grant will be used to purchase supplemental, literacy texts to enhance the existing curriculum, including Spanish-language texts and culturally responsive literature that reflect students' identities and experiences. These materials will support whole class instruction, targeted reading intervention, and independent reading opportunities aligned to grade level standards and instruction. This expenditure will strengthen reading comprehension, vocabulary development, and engagement, especially for multilingual learners who benefit from primary language support. Student will experience increased motivation to read, improved literacy skills, and stronger connections to the curriculum.	\$9,253	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			Ensure High quality Instruction with high quality instructional materials, class set of books, and technology.	112-23

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 112

School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Measure AA funds will be used to support a Transitional Kindergarten Tutor who provides targeted early literacy, language, and foundational skill support during the school day. The TK Tutor will work with small groups and individual students to strengthen phonemic awareness, fine motor skills, and school readiness behaviors aligned to Kindergarten readiness standards. By providing early intervention at a critical developmental stage, this position will accelerate foundational skill development, reduce future learning gaps, and increase student readiness for Kindergarten and long-term academic success.	\$53,245	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	10638	Early Literacy Reading Tutor	0.80			Language learners will receive targeted intervention in literacy and math (Tutors and Interventionists).	112-24
Measure G1 funds will be used to support a portion of the EEIP teacher's salary to provide structured PE instruction for middle school students. This funding ensures that students receive consistent, standards-aligned PE classes that promote physical fitness, teamwork and healthy lifestyle habits. Regular participation in quality physical education supports improved focus, increased engagement, and social-emotional development.	\$116,326	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	3356	Teacher Education Enhancement	0.80			Provide opportunities that support the whole child such as art, music, field trips.	112-25
Measure G1 funds will be used to support the salary of a Library Technician to ensure consistent access to the school library and literature. The Library Technician will manage book circulation, maintain, and organize the collection, support research and digital literacy skills, and collaborate with teachers to promote independent reading and inquiry-based learning. By providing structured access to books and research materials, this role strengthens reading engagement, vocabulary development, and research skills, which are directly connected to improved academic achievement across content areas.	\$106,477	Measure G, Library Support	2205	Classified Support Salaries	7469	Library Technician	1.00			Provide opportunities that support the whole child such as art, music, field trips.	112-26
Measure G1 funds will be used to support the salary of the Elementary Music Teacher to ensure students receive consistent, standards-aligned music instruction during the school day. The Elementary Music Teacher will provide instruction in rhythm, melody, vocal performance, various instruments, as well as prepare students for schoolwide performances. Access to high-quality music education supports student engagement, creativity, discipline, and collaboration.	\$105,357	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10050	Teacher Education Enhancement	0.80			Provide opportunities that support the whole child such as art, music, field trips.	112-27
Measure G1 funds will be used to support a portion of the Art Teacher's salary to provide standards-aligned visual arts instruction for middle school students. The Art Teacher will deliver structured lessons in drawing, design, composition, and other artistic techniques that foster creativity, critical thinking, and self-expression. Access to consistent art instruction supports student engagement, strengthens problem-solving skills, and enhances social-emotional development, which are linked to improved academic focus and school connectedness.	\$77,327	Measure G1: Districtwide Teacher Retention & Middle School Improvement	1105	Certificated Teachers' Salaries	3372	Teacher Education Enhancement	0.80			Provide opportunities that support the whole child such as art, music, field trips.	112-28
Measure G1 funds will be used to cover admission fees and transportation costs for educational field trips that supplement classroom learning outside of school. These experiences will provide students with access to museums, cultural institutions, performances, and other enrichment opportunities aligned to grade-level standards and arts education. Field trips deepen students understanding through real-world application, increase engagement, and enhance cultural awareness, which contributes to improved academic motivation and retention of content.	\$6,979	Measure G1: Districtwide Teacher Retention & Middle School Improvement	5830	Contracted Services			0.00			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.	112-29

PROPOSED 2026-27 SCHOOL SITE BUDGET

Site Number: 112

School: Greenleaf Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Title I Parent and Family Engagement funds will be used to provide extended contract pay for certificated staff to offer English language classes to parents and caregivers. These classes will focus on building parents' English proficiency, strengthening their ability to communicate with school staff, understand academic expectations, and support their children's learning at home. By increasing parents' confidence and capacity to engage in their child's education, this expenditure strengthens school and family partnerships, improves attendance and academic support at home, and promotes greater student achievement.	\$2,010	Title I, Part A Parent & Family Engagement	1120	Certificated Teachers' Salaries: Stipends			0.00		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.	112-30
Title I Parent and Family Engagements funds will be used to pay for translation and interpretation services during family engagement meetings, including SSC meetings, report card conferences, and parent workshops. Providing translation ensures that multilingual families can fully understand, participate in, and contribute to important school discussions, decisions, and learning opportunities. When families are able to engage meaningfully in their child's education, it strengthens school-family partnerships, increases attendance at school events, and enhances parents' ability to support academic progress at home.	\$1,500	Title I, Part A Parent & Family Engagement	2425	Clerical Salaries Overtime			0.00		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.	112-31
Title I Parent and Family Engagment funds will be used to provide light refreshments during family engagement events such as Coffee with the Principal and parent workshops to create a welcoming and inclusive environment that encourages family participation. Offering refreshments helps reduce barriers to attendance, fosters a sense of community, and increases parent engagement in school activities and decision-making. When families feel welcomed and supported, they are more likely to attend meetings, build relationships with staff, and actively support their children's academic progress at home.	\$2,500	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments			0.00		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.	112-32
Title I Schoolwide Program funds will be used to support the salary of an English language Interventionist who will provide targeted, standards-aligned instruction to students needing additional support in English language development and literacy. The interventionist will provide small group intervention focused on strengthening reading comprehension, academic vocabulary, writing skills, and foundational literacy to ensure students can access grade level content. By providing focused intervention during the school day, this position will accelerate language acquisition, close literacy gaps, and improve overall academic achievement. Students performing below grade level in English language arts, including multilingual learners, and other students identified through assessment data, will benefit directly, resulting in increased proficiency, improved classroom participation, and increased academic achievement.	\$124,426	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	10635	TSA 10Pay	0.85		Reading Inventory (RI) Multiple Years Below Grade Level	Language learners will receive targeted intervention in literacy and math (Tutors and Interventionists).	112-33



**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 teachers, 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 teachers, 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 have the 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 teachers, 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 teachers, 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 support 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, and 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 meetings.

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 21st and will be in effect for the period of August 21, 2025 through May 28, 2026.

The school will distribute this policy to all parents on or before September 30, 2025.

Lorilei Aguinaldo

Name of Principal

Lorilei Aguinaldo

Signature of Principal



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

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

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

Greenleaf Tk-8

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

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

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

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

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

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

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

OUSD Family Engagement Standard 2: Comunicación con padres y cuidadores

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 3: Programa de voluntariado para padres

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

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

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

OUSD Family Engagement Standard 4: Aprendizaje en el hogar

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

OUSD Family Engagement Standard 6: Colaboración comunitaria y recursos

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

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

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

Adopción

Esta política fue adoptada por Greenleaf Tk-8 jueves 21 de agosto y estará vigente durante el período del 21 de agosto de 2025 al 28 de mayo de 2026.

La escuela distribuirá esta política a todos los padres el 30 de septiembre de 2025 o antes.

Lorilei Aguinaldo

Lorilei Aguinaldo

Nombre del director

Firma de la directora



School-Parent Compact

Greenleaf Tk-8

2025 - 2026

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 2025-2026 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 teachers, 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 teachers, 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, and 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 meetings.
- 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 teachers, 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 support 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 21, 2025 and will be in effect for the period of August 11, 2025 to May 28, 2026.

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, 2025,

Lorilei Aguinaldo 9/02/2025

Signature of Principal **Date**



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Pacto Escuela-Padres Greenleaf TK-8 2025 - 2026

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

Este Pacto Escuela-Padres está vigente para el año escolar 2025 - 2026.

Responsabilidades de la escuela

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

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

23-24 Estrategias educativas

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

- Todos los estudiantes afroamericanos están seguros y tienen un sentido de pertenencia.
- Desarrollo del idioma inglés designado e integrado
- Planificación para la expansión del programa de lenguaje dual a la escuela intermedia en el año escolar 25/26

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

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

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

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

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

Responsabilidades del maestro

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

Responsabilidades de los padres

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

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

Greenleaf TK-8 adoptó este Pacto el 21 de agosto de 2025 y tendrá vigencia durante el período del 11 de agosto de 2025 al 28 de mayo de 2026.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A, el 30 de septiembre de 2025.

Lorilei Aguinaldo

Firma del director

9/02/2025

Fecha



Strategic Resource Planning (SRP)

Greenleaf ELEMENTARY SCHOOL

School Site Council Membership Roster

2025-2026

SSC - Officers

Chairperson:	Keona Stanley
Vice Chairperson:	Marcela Garcia-Castanon
Secretary:	Kate Moseley

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"/>	
Hatem Aguinaldo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Ximena de la Barrera	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Joanna Cornejo	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Kate Moseley	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Marcela Garcia-Castanon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Katya Caballero (ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Keona Stanley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Sandra Esquivel (ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Saira L. Juarez Figueroa (ELL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	3rd Tuesdays of the Month, 4-5 pm (Zoom)
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members