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

# Board Cover Memorandum

**To** Measure G1 Districtwide Teacher Retention and Middle School Improvement Act Oversight Commission

**From** Middle School Network

**Meeting Date** April 9, 2024

**Subject** Greenleaf TK-8 2024-25 Measure G1 Application

**Ask of the Commission** Approve the Greenleaf TK-8 2024-25 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Greenleaf TK-8 2024-25 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$103,771**. It's coming from resource 9332 - Measure G1.

**Attachment(s)** Grant application attached.





**2024-2025  
 Measure G1 Application**

***Due: March 14, 2024***

*Allocations are provisional subject to Board approval*

## School Information & Student Data

<b>School</b>	Greenleaf TK-8	<b>School Address</b>	6328 East 17th Street Oakland, CA 94621
<b>Contact</b>	Abbey Kerins	<b>Contact Email</b>	abbey.kerins@ousd.org
<b>Principal</b>	Abbey Kerins	<b>Principal Email</b>	abbey.kerins@ousd.org
<b>School Phone</b>	510-636-1400	<b>Total Number of Students</b>	452
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$103,771</b>	<b>2022-23 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	178
		<b>2023-24 LCFF<sup>3</sup> Enrollment</b>	171

Student Demographics (%)				Measure G1 Team	
English Learners	65.1%	Asian/Pacific Islander	2%	Name	Position
LCFF	91%	Latinx	84%	Abbey Kerins	Principal
SPED	13.2%	Black or African-American	7%	Joyce Hum	CSM
		White	3%	Lori Aguinaldo	AP
		Indigenous or Native American	<1%	Kate Mosely	TSA
		Multiracial	3%		

<sup>1</sup> Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

<sup>2</sup> The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

<sup>3</sup> Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

<b>Chronic Absence (Include raw number and percent)</b>				
	2021-22	2022-23	2023-24	2024-25 Goal
	raw number (%)	raw number (%)	raw number (%)	raw number (%)
Student Population Overall	98 (16.3%)	47 (7.7%)	28 (4.5%)	<30 (<5%)
Asian/Pacific Islander	1 (25%)	0	0	0
Latinx	82 (15.4%)	38 (6.9%)	24 (4.2%)	<5%
Black or African-American	10 (29.4%)	6 (24%)	3 (11%)	<5%
White	1 (12.5%)	1 (11.1%)	1 (10%)	0
Indigenous or Native American	1 (100%)	0	0	0
English Learners	61 (15.2%)	24 (6.7%)	15 (3.7%)	<5%
Students w/ IEPs	14 (18.2%)	6 (8.1%)	5 (6.3%)	<5%
Free/ Reduced Lunch Students	92 (16.9%)	40 (7,1%)	27 (4.5%)	<5%

## Metrics

(all data points are required)

<b>Electives (Include raw number and percent)</b>					
Metric	Area	2021-22	2022-23	2023-24	2024-25 Goal
		raw number (%)	raw number (%)	raw number (%)	raw number (%)
Number of students taking elective courses.	Art	169	160	184 (100%)	184 (100%)
	Language	0	175	184 (100%)	184 (100%)
	Music	0	25	184 (100%)	184 (100%)
Number of students participating in non-course experiences (e.g. after-school program)	Art	30	30	45 (50%)	90 (100%)
	Language	0	0	0	0
	Music	0	0	45 (50%)	90 (100%)

<b>Positive &amp; Safe Culture (Include raw number and percent)</b>				
Metric	2021-22 (%)	2022-23 (%)	2023-24 (%)	2024-25 Goal (%)
<b>Average Daily Attendance Date of Figure: 3/14/2024</b>				
Asian/Pacific Islander	87.4%	87.5%	93.5%	95%
Latinx	88%	88.8%	93%	95%
Black or African-American	82.8%	85.1%	90.4%	95%
White	87.25	86.6%	92.7%	95%
Indigenous or Native American	53.3%	87.2%	97%	95%
English Learners	88.2%	88.6%	93.2%	95%
Students w/ IEPs	87.3%	87.7%	91.5%	95%
Free/ Reduced Lunch	87.6%	88.6%	92.9%	95%

Metric	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
<b>Suspended Students Date of Figure: 3/14/2024</b>				
Asian/Pacific Islander	0	0	0	0
Latinx	2	2	2 (.3%)	1
Black or African-American	0	0	2 (6.9%)	1
White	0	0	0	0
Indigenous or Native American	0	0	0	0
English Learners	0	0	0	0
Students w/ IEPs	0	0	3 (3.3%)	1
Free/ Reduced Lunch	0	0	4 (.6%)	1

Student Retention from 5th Grade to 6th Grade				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment	67.5%	80.6%	91%	95%

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
<a href="#">School Site Council</a>	3/19/2024

Staff Engagement Meeting(s)	
Staff Group	Date
<a href="#">Instructional Leadership</a> (Priority conversation was had regarding the budget. Can provide pictures of the post-it process used for prioritizing.) <ul style="list-style-type: none"> <li>- January 11</li> <li>- February 8</li> </ul>	2/8/2024

<a href="#">Music (Rubric)</a>	2022-23	2023-24
<i>Access and Equitable Opportunity</i>	N/A	Basic
<i>Instructional Program</i>	N/A	Entry
<i>Staffing</i>	N/A	Basic
<i>Facilities</i>	N/A	Basic
<i>Equipment and Materials</i>	N/A	Basic
<i>Teacher Professional Learning</i>	N/A	Entry
<a href="#">World Language (Rubric)</a>	2022-23	2023-24
<i>Content and Course Offerings</i>	N/A	Thriving
<i>Communication</i>	N/A	Sustaining
<i>Real world learning and Global competence</i>	N/A	Sustaining
<a href="#">Art (Visual Arts, Theater, and Dance)</a>	2022-23	2023-24

<i>Access and Equitable Opportunity</i>	N/A	Basic
<i>Instructional Program</i>	N/A	Entry
<i>Staffing</i>	N/A	Basic
<i>Facilities</i>	N/A	Entry
<i>Equipment and Materials</i>	N/A	Basic
<i>Teacher Professional Learning</i>	N/A	Basic

## Proposed Expenditures

### **Guidelines**

1. In the following sections, please discuss your team's plan to address the goals of G1:
  - a. Increase access to courses in arts, music, and world languages in grades 6-8.
  - b. Improve student retention during the transition from elementary to middle school.
  - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

## Summary of 2023-24 Approved Expenditures

All Actual Expenditures		Budget Amount
<b>Safe &amp; Positive Culture</b>		
1	Field Trips: Transportation	\$12,000
<b>Electives (Art, Music, World Language)</b>		
1	Art Teacher Position 6-8	\$87,525.01
2	Art Supplies	\$3,897.50
<b>Budget Total</b>		<b>\$103,422.51</b>

# Summary of 2024-25 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Art Teacher 1.0 FTE for 6-8	\$80,188.22
2	Field Trips (Transportation and Entrance Fees)	\$13,000
3	6-8 School PBIS Sweatshirts	\$7,000
4	6-8 Yearbook Publication	\$3,582.78
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$103,771.00</b>

## Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
Visual Art classes for all 6-8 students with highly qualified art teacher using standards aligned units that promote key concepts and skills related to visual arts.	184		\$80,188.22
Field trips that support our arts programs, including visual arts and music classes for all 6-8 students. (Transportation and Entrance Fees)		184	\$13,000

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount

6-8 Sweatshirts for students to help reinforce the school-wide PBIS principles.	Suspension	\$7,000
6-8 Students work together to develop the yearbook that represents the culture and climate of the school and conveys a positive narrative about student classes and accomplishments. Costs will enable us to significantly lower the cost of purchasing the yearbook and make it affordable for most students.	Attendance	\$3,582.78

**Please submit your Measure G1 proposal to Cliff Hong ([clifford.hong@ousd.org](mailto:clifford.hong@ousd.org)) and Karen Lozano ([karen.lozano@ousd.org](mailto:karen.lozano@ousd.org)).**





## SSC MEETING AGENDA | AGENDA DE LA REUNIÓN de consejo del sitio escolar

<b>Date   Fecha</b>	March 19, 2024	<b>Time   Hora</b>	4:00-5:00pm
<b>Location   Ubicación</b>	Join Zoom Meeting <a href="https://ousd.zoom.us/j/82081687190">https://ousd.zoom.us/j/82081687190</a>	<b>Principal   Directora</b>	Abbey Kerins

School Members   Miembros de la escuela		Parent & Community Members   Miembros de la comunidad	
Present?		Present?	
Y	Martha Rosas	Y	Marcela Garcia Castanon
Y	Katherine Gibson	Y	Katya Caballero
Y	Janeca Jones	Y	Keona Stanley
Y	Joyce Hum	Y	Rafael Parada
Y	Abbey Kerins	Y	Yazmin Villalba

	Agenda Items   Elementos de la agenda	Presenter   Presentadora
1	<b>Call to Order   Llamada para ordenar</b>	Chairperson   <i>Presidente</i>
2	<b>Meeting Agenda Approval   Aprobación del orden del día de la reunión</b> Hum motion to approve Gibson second	Chairperson   <i>Presidente</i>
3	<b>Last Meeting Minutes Approval   Aprobación del acta de la última reunión</b> <span style="background-color: yellow;">Link Minutes from the last meeting</span> Marcela motion to approve Rosas second	Chairperson   <i>Presidente</i>
4	<b>Public Comment   Comentario público</b> Grisell: Concerned about 3rd grade teachers contracts not renewing; are considerations taken for the emotional well-being with students <ul style="list-style-type: none"> <li>● Response: Notice given, but it doesn't take effect until the next school year. Leadership asks teachers for permission to speak to families about transitions, but it's</li> </ul> Marcela: Will there be teachers next year? <ul style="list-style-type: none"> <li>● Response: Notification given on March 15th to give schools and teachers enough time to hire for the upcoming year and for teachers to find jobs.</li> </ul> Yazmin: What is the plan for nurses next year? <ul style="list-style-type: none"> <li>● Response: Nurses cannot be paid for out of site budget.</li> </ul> Silvia: <ul style="list-style-type: none"> <li>● Response: PD scheduled for 4/11 (?) for inclusion practices;</li> </ul>	

	<p>disability awareness month; appreciate Silvia for advocating for child’s needs</p> <p>Marcela: Can you speak to the principal position? Will you be staying on more permanently?</p> <ul style="list-style-type: none"> <li>● Response: Will know more in the next couple of months</li> </ul> <p>Patricia: What’s the point to do this survey? Everytime I come to the school, the staff doesn’t have a friendly attitude and I don’t see how the survey can change the attitude of the staff.</p> <ul style="list-style-type: none"> <li>● Response: point of the survey is to help us improve. Sometimes it’s short term or long term.</li> </ul> <p>Follow up:</p> <ul style="list-style-type: none"> <li>● Check in about nurse funding(Yazmin)</li> <li>● Info for parents with special needs &amp; advocating for inclusion.</li> <li>● Teacher retention, comparison with other schools in the district</li> </ul>	
5	<p><b>Principal Report   Informe de la directora</b></p> <ul style="list-style-type: none"> <li>● Cost of Equity Coaching   Costo del coaching de equidad</li> <li>● Review results of parent survey   Revisar los resultados de la encuesta para padres</li> </ul> <ul style="list-style-type: none"> <li>● Equity coaching is covered by a grant, so cost is \$0 <ul style="list-style-type: none"> <li>○ Next year we will solicit another consultant; range is 25-125K depending on scope of work.</li> </ul> </li> <li>● PS is primary method of communication</li> <li>● Parent learning - financial literacy / planning, SEL, housing, employment, medical, immigration, parenting.</li> <li>● 78% of community feels welcome</li> <li>● 73% feel satisfied with communication</li> <li>● ELPAC - neutral</li> <li>● Reclassification requirements - don’t know / neutral</li> <li>● Separating groups - English learners workshop vs. whole school meeting</li> </ul> <p>Q: What did you notice about data and what do you want to do about it?</p> <ul style="list-style-type: none"> <li>● District workshops exist for ELPAC information <ul style="list-style-type: none"> <li>○ District treats dual immersion schools differently</li> </ul> </li> <li>● Is there an overlap between folks who don’t have email / internet and the way ELPAC is delivered (via parent square / aeries)</li> <li>● Did wording make a difference in the responses?</li> </ul> <p>Takeaway - more work to do for English learners and services provided to English learners. Workshops around language, ELPAC</p>	Principal/ <i>Directora</i>
7	<p><b>New Business   Nuevo Negocio</b></p> <ol style="list-style-type: none"> <li>I. Review of Proposed Remaining Budget   Revisión del presupuesto restante propuesto</li> <li>II. Approval of G1 Budget   Aprobación del Presupuesto G1</li> <li>III. Approval of Prop 28 Budget   Aprobación del presupuesto de la Proposición 28</li> <li>IV. Discussion of Community Schools funds   Discusión de los fondos de las escuelas comunitarias</li> </ol> <p>G1 Funds</p>	Chairperson   <i>Presidente</i>

	<ul style="list-style-type: none"> <li>● Visual arts</li> <li>● Field trips (transportation &amp; admission)</li> <li>● Swag</li> <li>● Yearbook publication</li> </ul> <p>Feedback: Can students design their own sweatshirt? Hum - motion to approve Stanley - second</p> <p>Prop 28</p> <ul style="list-style-type: none"> <li>● MS music teacher</li> <li>● Art supplies</li> <li>● Cantare contract (TK/K)</li> </ul> <p>Feedback: Are there funds for shade for the yard?</p> <ul style="list-style-type: none"> <li>● Consulting with B&amp;G to find a solution; have not gotten an answer yet.</li> <li>● On Wednesday, we can go to the Board meeting to discuss the shade situation.</li> <li>● Can we get the Curry's to revamp the playground?</li> </ul> <p>Parada - motion to approve Marcela - 2nd</p> <p>CCSPP funds</p> <ul style="list-style-type: none"> <li>● Preview, discussion will continue at the next meeting on April 16th.</li> </ul>	
8	<p>Adjournment   <i>Aplazamiento</i></p> <p>Stanley motion to close</p> <p>Rosas second</p>	<p>Chairperson   <i>Presidente</i></p>

## GREENLEAF ILT MEETINGS 2023-24

### TABLE OF CONTENTS

<b>ILT Formation</b>	<b>1</b>
<b>ILT Members:</b>	<b>2</b>
<b>March 7, 20 24</b>	<b>2</b>
<b>February 22, 2024</b>	<b>4</b>
<b>February 8, 2024</b>	<b>7</b>
<b>January 11, 2024</b>	<b>9</b>
<b>November 30, 2023</b>	<b>11</b>
<b>November 9, 2023</b>	<b>14</b>
<b>October 26, 2023 Meeting Agenda</b>	<b>16</b>

### ILT Formation

**Overall:** The role of the 2023 - 2024 Instructional Leadership Team is to plan, support and monitor our progress towards our Student goals and priorities. We will use our data cycles, and our instructional priorities to drive our practice. We will ensure that our work focuses on an **equity lens**.

#### **In each meeting we will:**

- Lift up needs and questions from grade level/department teams
- Focus on one to two big priorities related to our Instructional priorities
- Have time to co-plan PLC agendas

#### We will also:

- Build our leadership capacity to lead our teams for greater student learning
- Build our capacity as leaders for equity
- Celebrate successes as to how we are doing as a school, joyful moments
- Celebrate our wins together - lift up the highlights that we have

**COLLABORATIVE NORMS**

**MEETING NORMS**

<ul style="list-style-type: none"> <li>• Assume positive intent and take responsibility for impact</li> <li>• Stay student centered.</li> <li>• Be hard on the problem easy on the people -</li> <li>• Equity of voice -</li> </ul>	<ul style="list-style-type: none"> <li>• Start on time, end on time -</li> <li>• Come prepared</li> <li>• Be an active and mindful participant</li> </ul>
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**ILT Members:**

Katherine Gibson (TK/K), Angelic Nambo, Teresa Del Real, George Alas-Brun, Kelly McBride, Will Sisson, Jeremy Tam, Melissa McDonald

**March 7, 2024**

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:10-3:20 10 min	<b>Discussion of Improvement of Elementary</b>	<p>-More planning in advance for multicultural celebrations</p> <p>4th- safety patrol kids coming in with treats</p> <p>2nd- field trips- need clarification on chaperone requirements, field trip logistics. Should be clarified with parents</p> <p>MS assembly- much more exciting need to work on logistics with after school- feedback to symbolic</p> <p>3rd- expectations for parents with pictures and uploading to social media- volunteer handbook</p> <p>3rd- BHM celebration was a success (more in the cafeteria than in classes, but in both places was encouraging)</p> <p>+Stip sub system has been working well recently</p>
3:20-3:50	<b>Tuning Up PLCs cont.</b> -	Last Time we Said

		<ul style="list-style-type: none"> <li>● PLCs should be more instructional focused. Half time planning/half student supports and logistics</li> <li>● In MS should have PLCs by department</li> <li>● Should have a scope and sequence for School Wide focus in PLCs linked to PD</li> </ul> <p><a href="#">PLC Format based on last ILT feedback</a> What do we think about this format? What would we tweak?</p> <p><a href="#">District PLC Scope and Sequence Example</a> How would this work for us? What should we change?</p> <p><a href="#">Master Calendar for rest of school year</a></p> <p>PLCs- Grade level and pairing math teachers</p> <p>PLC instructional Focus for each week</p> <ul style="list-style-type: none"> <li>● AAPI project planning</li> <li>● MS work on creating PLC scope and sequence for next year</li> <li>● Find common ground across content to support students</li> </ul> <p>2nd grade Friday @ 7:50 3rd grade Tuesday 8.15 / Wednesday 1.45 4th grade Thursday every other</p>						
3:50-4:20	<p><b>PD Schedule for This Year</b> PD Calendar 23/24 - <a href="#">Link</a></p> <table border="1" data-bbox="358 1528 883 1871"> <tr> <td>Math</td> <td>Literacy</td> </tr> <tr> <td>Cycle 1: Culture and Backwards Mapping</td> <td>Cycle 1: Culture and Backwards Mapping</td> </tr> <tr> <td>Cycle 2: SLD/ELD</td> <td>Cycle 2: SLD/ ELD</td> </tr> </table>	Math	Literacy	Cycle 1: Culture and Backwards Mapping	Cycle 1: Culture and Backwards Mapping	Cycle 2: SLD/ELD	Cycle 2: SLD/ ELD	<p>What worked well with PD scope and sequence this year?</p> <p>What should be changed for next year?</p> <ul style="list-style-type: none"> <li>- Backwards mapping should live in PLC space</li> <li>-</li> </ul> <p>Based on our <a href="#">SPSA</a> what should Cycles be? How does this align with our <a href="#">Greenleaf Way?</a></p> <ul style="list-style-type: none"> <li>- Crew for middle school</li> <li>- High Quality Student Work at BOY</li> <li>- 1 of the PD at BOY norm on COI and</li> </ul>
Math	Literacy							
Cycle 1: Culture and Backwards Mapping	Cycle 1: Culture and Backwards Mapping							
Cycle 2: SLD/ELD	Cycle 2: SLD/ ELD							

	<p>Cycle 3: Productive Struggle/ High Quality Student Work</p>	<p>Cycle 3: Productive Struggle/ High Quality Student Work</p>	<p>expectations</p> <ul style="list-style-type: none"> <li>-</li> </ul> <p>Thinking about the length of cycles and the schedule of Wednesdays, should we continue as we did this year or should we make changes?</p> <ul style="list-style-type: none"> <li>- 2 cycles instead of 3</li> </ul> <p>What should differentiation look like between content areas and teaching experience?</p> <p>Should there be a different track for new teachers at the BOY?</p> <ul style="list-style-type: none"> <li>- New teacher support track during COI for first cycle</li> <li>- Helpful for stip subs too</li> <li>- Differentiation for Spanish Learners and English learners</li> </ul>
4:20-4:30	<p><b>Logistics:</b></p> <ul style="list-style-type: none"> <li>- TK-8 Report Card Conferences: March 13-15 <ul style="list-style-type: none"> <li>- Translations</li> </ul> </li> <li>- March Awards Assembly <a href="#">forms</a> <ul style="list-style-type: none"> <li>- TK-5 Assembly March 22</li> </ul> </li> <li>- Spirit Week March 25-28</li> <li>- SBAC PD: 3/27 (3rd-8th) <ul style="list-style-type: none"> <li>- SBAC Prep</li> </ul> </li> <li>- <a href="#">Supplies for Next Year</a> <ul style="list-style-type: none"> <li>- Due to Elizabeth by March 21</li> </ul> </li> </ul>		-

## February 22, 2024

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:10-3:20 10 min	<b>Discussion of Improvement of Elementary</b>	Extended Contract-math lead/ela lead Kelly- Safety Patrol- never got permission slips to sign off, stu participating that should not be. 3rd graders in SP running down hallway.

		<p>Teachers should know what it is for and who should be a part of it. Maybe Carmen can come and share with staff next year.</p> <p>3rd grade- need 3rd recess- can be indoor. Mindfulness is improving, as introduced games</p> <p>Are we going to keep mindful life for next year? - biggest impact in small groups, not as much in whole group</p>
<p>3:20-3:45</p>	<p><b>Check in question:</b> <i>To connect as a team and get grounded in the space.</i></p> <p>Share one plus and one delta about the PLCs that you lead.</p>	<p>Teresa+ very happy with PLC! Collaborative, there on time, on the same page.</p> <p>-time, trying to cram in a lot into 30 min chunks</p> <p>Kelly + On time and putting in same effort, collaborative</p> <ul style="list-style-type: none"> <li>- Spend way too much time talking about the needs of the kids. Would like to spend more time in planning. Lots of time on logistics.</li> </ul> <p>Angelic- + They use the resources given to them. Meeting grade level goals.</p> <ul style="list-style-type: none"> <li>- Challenge more now than before. A lot of hand holding, not as much accountability around lesson planning. Took a step back and nothing is getting done. *Kate can check plans to make sure they are completed.</li> </ul> <p>George: + On time. Meet with Andres separately for planning on Wed. Learned to live like a divorced couple.</p> <ul style="list-style-type: none"> <li>- Not collaborative, not on the same page. People not wanting to work together.</li> </ul> <p>Melissa: +Everybody's goal is to support kids. Been able to take lead for grade level logistics.</p> <p>-Collective focus on academics, shared air time</p>
<p>3:45-4:20</p>	<p><b>Tuning Up PLCs/COIs</b></p>	<p>PLC is where teachers review and align on curriculum and instruction.</p>



	<ul style="list-style-type: none"> <li>- Review the different purposes of PLCs and COI. (Complete definitions in the next column.)</li> <li>- Reflection on both: (CHART) <ul style="list-style-type: none"> <li>- What is working well?</li> <li>- What needs to be improved?</li> </ul> </li> <li>- Next Steps:</li> </ul>	<ul style="list-style-type: none"> <li>● In Elementary this looks like... <ul style="list-style-type: none"> <li>○ Assigning a chunk of time for logistics and a chunk of time for planning</li> <li>○ Brainstorm lesson planning about I.E- academic language, eld etc.</li> </ul> </li> <li>● In Middle School this looks like... <ul style="list-style-type: none"> <li>○ Common practices that bridge disciplines- ex: academic discussion, executive functions- note taking</li> <li>○ Retreat* in MS what are high leverage practices that bridge all content areas. Like a MS Greenleaf Way</li> </ul> </li> </ul> <p>All School-</p> <ul style="list-style-type: none"> <li>● Would be good to have a road map for PLCS- focus for each month</li> <li>● Check ins around year with POBs and POLs</li> <li>● Is the understanding/expectation clear for new teachers that it should be 1 hour a week</li> <li>● Norm on PLC agenda format</li> </ul> <p>Academic Planning (30 min)</p> <ul style="list-style-type: none"> <li>- Hearing what each subject area is working on</li> <li>- Strategies that are working well</li> <li>- When assessments are</li> <li>- Norming on anchor charts/graphic organizers/color coding</li> </ul> <p>Logistics/Student Needs (20 min)</p> <ul style="list-style-type: none"> <li>- Logistics- awards, field trips, extended day, report cards</li> <li>- Student Needs- List of students for</li> <li>- COST referrals</li> </ul> <p>MS Specific Logistics -</p> <ul style="list-style-type: none"> <li>- Scheduling</li> <li>- COST</li> <li>- End of unit projects/tests</li> </ul>
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		<ul style="list-style-type: none"> <li>- *8th progress monitoring</li> <li>- Field trips</li> </ul> <p>COI is where we reflect and adjust instructional practices using data.</p> <ul style="list-style-type: none"> <li>● In all grade levels this looks like...</li> <li>● Looking at student work/teacher videos</li> <li>● What we are addressing in COI is being addressed in PD</li> <li>● Shouldn't just be show and tell of work- should be talking about work and suggestions</li> <li>● Having a template/worksheet</li> <li>● Maybe everyone isn't bringing work in every week, but a few people are and we are zooming in on that work all together</li> <li>● Video for IDEAL COI/Fishbowl</li> <li>● Review COI Rubric</li> <li>● Should Revisit COI groups</li> </ul> <p>*Difficulty- hard when we are not all doing the same thing, feels disconnected at times across grade levels/content areas</p> <p>* Planning for content area should happen in PLC in MS- should be humanities PLC/ Math PLC/Science PLC</p>
4:20-4:30	<p><b>Logistics:</b></p> <ul style="list-style-type: none"> <li>- Turn in your bear name choices tomorrow.</li> <li>- TK-5 Report Cards due March 1</li> <li>- Report Card Work time this Wednesday</li> <li>- TK-8 Report Card Conferences: March 13-15</li> <li>- Black History Month Celebrations, 2/29</li> <li>- Student of the Month <a href="#">forms</a></li> </ul>	<ul style="list-style-type: none"> <li>- Some parents were decorating doors for Valentines day instead of Black History Month</li> </ul>

**February 8, 2024**

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:10-3:20 10 min	<b>Discussion of Improvement</b>	<p>Del Real:- + Launched into vertical equations. Kids did great. - Need to line up the digits correctly.</p> <p>Abbey: +MS equity groups, RJ group. - Hard time finding patience with some common middle school behaviors.</p> <p>Kelly: +Motown for BH Month, making timeline, listened to supremes, talked about themes -1 group is struggling, don't know what to do.</p> <p>Jeremy: +good momentum with 8th and stamina, rigor. -none</p> <p>Will: +adding and subtracting decimals, kids feel successful, -10 lessons to it and kids already got it.</p> <p>Katherine: +Amazing reading tutor, -keeping our hands to ourself</p> <p>Kate: SLD/ELD Yay. -</p>
3:20-3:45	<p><b>Check in question:</b> <i>To connect as a team and get grounded in the space.</i></p> <p>1. How are we doing with our Cycle goals?</p> <p><b>Prepare for adjusting math pacing to make sure that we hit all high leverage standards. Look at where we can combine.</b></p> <p><b>Hold regular walk-throughs and feedback.</b></p> <p><b>Pull out new teachers to do training and planning with the curriculum.</b></p> <p><b>Release new teachers to do a demo lesson and observe small group</b></p>	<p><a href="#">Link to slides from Retreat</a>(Slide 118)</p> <p>Learning Walk</p> <ul style="list-style-type: none"> <li>- Teachers would like to see something different, not just my own content.</li> <li>- Tuesday Tam and Del Real will join the learning walk.</li> </ul> <p>Math Pacing:</p> <ul style="list-style-type: none"> <li>- Important to get clear on the mindset for how we are approaching pacing.</li> <li>- Goal is to prioritize 3-8th grade.</li> <li>- Need 2.5 days. Will use Monday, Wed, Thursday next week.</li> <li>- Will- Wed</li> <li>- Jeremy + Su- Thursday afternoon</li> <li>- Jorge- Thursday Morning</li> <li>- Janely- Monday morning</li> </ul>

	instruction.	<p>New teacher demo:</p> <ul style="list-style-type: none"> <li>- K would like to see each other.</li> <li>- Santos, 3rd grade, Marquez, Jorge, Marco, Adell, Downs</li> </ul> <p>Feedback is needed for each observation.</p>
3:45-4:20	<b>Budget Overview &amp; Prioritization</b> <ul style="list-style-type: none"> <li>- Continue the process from last time.</li> </ul>	
4:20-4:30	<b>Logistics</b> <ul style="list-style-type: none"> <li>- <b>Fire Drill: Feb.13, 2pm</b></li> <li>- <b>TK-5 Report Cards due March 7</b></li> <li>- <b>TK-8 Report Card Conferences: March 13-15</b></li> <li>- <b>Black History Month Celebrations, 2/29</b></li> <li>- <b>Student of the Month <a href="#">forms</a></b></li> </ul>	

## January 11, 2024

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:10-3:20 10 min	<b>Discussion of Elementary Improvement</b> <ul style="list-style-type: none"> <li>- Read Aloud and discussion re: discriminatory language</li> </ul>	<p>Make sense to do it during the English block or during the library block.</p> <p>TK or K, not Thursday during music.</p> <p>4/5 Gender role bias. Human rights connections might be good. LGBTQ.</p> <p>1/K on colorism.</p> <p>Important to say why I as the principal am coming and that we are worried.</p> <p>Rotation Station:</p> <ul style="list-style-type: none"> <li>- Hallway expectation should be reiterated by the teacher. <ul style="list-style-type: none"> <li>- Need support for Hallways / stairs? Reach out to Joyce</li> </ul> </li> </ul>

		More rotation / circulation of adults in and through the tables during cafeteria time.
3:20-3:35	<p><b>Check in question:</b> <i>To connect as a team and get grounded in the space.</i></p> <ol style="list-style-type: none"> <li>1. What did you take away from the data analysis on Jan 8?</li> <li>2. What did you take away from the PM session?</li> <li>3. Improvement and Feedback</li> </ol>	<p>Will - Appreciate data review and breakdown. PM was a bit repetitive. Large school trainings make it hard to go deep. Good content.</p> <p>Gibson - Went to a site to Zoom. COuld have been done by Oakland teachers. Could have been more like the beginning of the school year. Better to have a balance of prep and PD.</p> <p>Alas - Good to have time in the am. PM was missing practical elements. Too theoretical.</p> <p>McBride - Good to have PD after a break. Good to start looking at data after the break. Helped to get focused. PM had a lot of people and no specific steps.</p> <p>McDonald: Middle school needs to have more people look at the i-Ready information to include the Humanities.</p> <p>Tam: Large space was tough, and needed to be more site focused. AM was good to have time to dig in on our own.</p>
3:35-4:10	<p><b>Budget Overview &amp; Prioritization</b></p> <ul style="list-style-type: none"> <li>- Review of the process for budget input</li> <li>- Review of current funding and the changes to 24-25 funding</li> <li>- Sort current investments</li> <li>- Add any additional investments</li> </ul>	<ul style="list-style-type: none"> <li>- Zymbolic- can they adjust to our feedback?</li> </ul>
4:15-4:30	<p><b>Logistics:</b></p> <ul style="list-style-type: none"> <li>- Safety patrol starting soon. Need more kids!</li> <li>- Teacher release to observe for language objectives. When's a good time for you?</li> <li>- <a href="#">Rotation Stations</a>: TK-5 (1/16-1/18)</li> <li>- Lockdown Drill: Jan.25</li> </ul> <p><b>Next Meeting: ILT retreat 1/18</b></p>	