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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** June 3, 2025

**Subject** Greenleaf Elementary TK-8 2025-2026 Measure G1 Application

**Ask of the Commission** Approve the Greenleaf Elementary TK-8 2025-2026 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Greenleaf Elementary TK-8 2025-2026 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$90,144.00**. Resource 9332 - Measure G1.

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





**2025-2026  
 Measure G1 Application**

**Due: March 1, 2025**

## School Information & Student Data

<b>School</b>	Greenleaf TK-8	<b>School Address</b>	6328 East 17th Street Oakland, CA 94621
<b>Contact</b>	Lorilei Aguinaldo	<b>Contact Email</b>	lorilei.aguinaldo@ousd.org
<b>Principal</b>	Lorilei Aguinaldo	<b>Principal Email</b>	lorilei.aguinaldo@ousd.org
<b>School Phone</b>	510-636-1400	<b>Total Number of Students</b>	630
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$90,144</b>	<b>2024-25 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	178
		<b>2024-25 LCFF<sup>3</sup> Enrollment</b>	174

Student Demographics (%)				Measure G1 Team	
English Learners	62.1%	Asian/Pacific Islander	<1%	Name	Position
LCFF	95.9%	Latinx	91.7%	Lorilei Aguinaldo	Principal
SPED	14.4%	Black or African-American	3.7%	Joyce Hum	CSM
		White	1.7%	Kate Moseley	TSA
		Indigenous or Native American	<1%	Melissa McDonald	TSA
		Multiracial	<1%	Maryam Cermal	TSA

<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>				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	47 (7.7%)	28 (4.5%)	23(3.7%)	<15 (2%)
Asian/Pacific Islander	0	0	0	0
Latinx	38 (6.9%)	24 (4.2%)	18 (3.1%)	<15 (2%)
Black or African-American	6 (24%)	3 (11%)	3 (13%)	<5%
White	1 (11.1%)	1 (10%)	0	0
Indigenous or Native American	0	0	0	0
English Learners	24 (6.7%)	15 (3.7%)	12 (3.1%)	2%
Students w/ IEPs	6 (8.1%)	5 (6.3%)	5 (5.6%)	<5%
Free/ Reduced Lunch Students	40 (7.1%)	27 (4.5%)	23 (3.8%)	2%

## Metrics

(all data points are required)

<b>Electives (Include raw number and percent)</b>					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	160	184 (100%)	178 (100%)	179
	Language	175	184 (100%)	178 (100%)	179
	Music	25	184 (100%)	178 (100%)	179
Number of students participating in non-course experiences (e.g. after-school program)	Art	30	45 (50%)	45 (50%)	46
	Language	0	0	0	0
	Music	0	45 (50%)	45 (50%)	46

<b>Positive &amp; Safe Culture (Include raw number and percent)</b>
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Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
<b>Average Daily Attendance</b> <b>Date of Figure: 5/1/25</b>				
Asian/Pacific Islander	90.6%	91.1%	91.2%	93%
Latinx	88.9%	93.1%	92.7%	95%
Black or African-American	84.4%	89.4%	90.9%	95%
White	86.7%	91.1%	92%	95%
Indigenous or Native American	87.2%	N/A	N/A	N/A
English Learners	87%	80.7%	90.1%	93%
Students w/ IEPs	88.1%	92.4%	89.7%	92%
Free/ Reduced Lunch	88.6%	92.8%	92.5%	94%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
<b>Suspended Students</b> <b>Date of Figure: 3/18/25</b>				
Asian/Pacific Islander	0	0	0	0
Latinx	2	2 (.3%)	6	3
Black or African-American	0	2 (6.9%)	0	0
White	0	0	0	0
Indigenous or Native American	0	0	0	0
English Learners	0	0	2	0
Students w/ IEPs	0	3 (3.3%)	1	0
Free/ Reduced Lunch	0	4 (.6%)	5	2

<b>Student Retention from 5th Grade to 6th Grade</b>				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	80.6%	91%	95%	98%

# Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
<a href="#">School Site Council</a>	March 18, 2025
<a href="#">School Site Council</a>	April 29, 2025

Staff Engagement Meeting(s)	
Staff Group	Date
<a href="#">Instructional Leadership</a> : Priority conversations were held regarding the budget. I can provide pictures of the posters that were used for the prioritizing of expenditures.	January 7, 2025 January 28, 2025

<a href="#">Music (Rubric)</a>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Basic	Basic
<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Basic	Basic
<i>Teacher Professional Learning</i>	Entry	Entry
<a href="#">World Language (Rubric)</a>	2023-24	2024-25
<i>Content and Course Offerings</i>	Thriving	Thriving
<i>Communication</i>	Sustaining	Sustaining
<i>Real world learning and Global competence</i>	Sustaining	Sustaining
<a href="#">Art (Visual Arts, Theater, and Dance)</a>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Basic	Basic

<b>Facilities</b>	Entry	Entry
<b>Equipment and Materials</b>	Basic	Basic
<b>Teacher Professional Learning</b>	Basic	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 2024-25 Approved Expenditures

All Actual Expenditures		Budget Amount
<b>Positive &amp; Safe Culture</b>		
1	6-8 School PBIS Sweatshirts	\$7,000
2	6-8 Yearbook Publication	\$3,582.78
<b>Electives (Art, Music, World Language)</b>		
1	Art Teacher 1.0 FTE for 6-8	\$80,188.22
2	Field Trips (Transportation and Entrance Fees)	\$13,000
<b>Budget Total</b>		<b>\$103,771.00</b>

## Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)	Budget Amount
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1	Field Trips for 6-8 (Transportation and Entrance Fees)	\$20,000
2	Art Materials and Supplies for 6-8 Enrichment	\$25,000
3	Art Teacher 0.2 FTE	\$16,211.83
4	Yearbook Publication for Middle School	\$5,000
5	Middle School PBIS Shirts and Sweatshirts	\$23,932.17
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$90,144.00</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
<p>Field Trips that support our arts programs, including visual arts and music classes for all 6-8 students. These field trips align with our curriculum and offer students opportunities to analyze professional artwork, connect classroom learning to authentic experiences, and inspire their own creative expression. Additionally, students will gain exposure to cultural institutions and spaces they may not otherwise have the opportunity to visit. Transportation costs are a key component of accessibility, with each charter bus typically costing approximately \$2,000. Ensuring that transportation and entrance fees are fully funded helps remove barriers and promotes inclusion for all students in our middle school arts programs.</p> <p>Possible Field Trip Locations: Art Museums: the de Young Museum, Museum of Modern Art.</p> <p>(Transportation and Entrance Fees)</p>	180	180	\$20,000
Art materials and supplies that will supplement art instruction for our visual arts instruction for 6-8 students. By having access to high-quality	180	180	\$25,000

<p>art supplies, students will be better equipped to explore artistic techniques, develop fine motor skills, and express their identities through creative projects. These materials also support project-based learning and align with visual arts standards, contributing to a richer and more engaging middle school arts program.</p> <p>Materials: Modeling Clay, Acrylic paints, Grid paper, Paint Canvases, construction paper, card stock, Posca pens</p>			
<p>Art Teacher 0.2 FTE Visual art classes for all 6th-8th grade students with a highly qualified art teacher, using standards aligned units that promote key concepts and skills related to visual arts.</p>	180	180	\$16,211.83

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Middle School shirts and/or sweatshirts for students to help reinforce the school-wide PBIS principles. These shirts and sweatshirts are aimed to serve as a programmatic incentive related to safe and positive school culture or student retention.	suspensions	\$23,932.17
Yearbook Publication for Middle School: 6th-8th grade 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 all students.	attendance	\$5,000.00

**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)).**

Greenleaf TK-8  
**SSC/SELLS - MEETING MINUTES**  
 25-26 SPSA Review

Format (Check all that apply)

- Zoom – Zoom Link: <https://ousd.zoom.us/j/82081687190>
- In-Person - Location: \_\_\_\_

**Meeting Date:** Tuesday, March 18, 2025

**Meeting Time:** 4:00-5:00 pm

AGENDA ITEM	NOTES																						
1. <b>Welcome &amp; Call to Order</b>	Meeting called to order at: 4pm																						
2. <b>Roll Call &amp; Quorum Established</b>	<p>Roll Call was taken of SSC members who were present at this meeting.            List here the names of all SSC voting members who are present at this meeting:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 70%;"><i>SSC Member's Name</i></th> <th><i>Present? Absent?</i></th> </tr> </thead> <tbody> <tr><td>1. Lori Aguinaldo</td><td>Kate Moseley</td></tr> <tr><td>2. Joyce Hum</td><td>present</td></tr> <tr><td>3. Janeca Jones</td><td>present</td></tr> <tr><td>4. Martha Rosas</td><td>present</td></tr> <tr><td>5. Hatem Adell</td><td>present</td></tr> <tr><td>6. Keona Stanley</td><td>present</td></tr> <tr><td>7. Katya Caballero</td><td>present</td></tr> <tr><td>8. Yazmin Villalba</td><td>absent</td></tr> <tr><td>9. Adelaide Cruz</td><td>absent</td></tr> <tr><td>10. Marcela Garcia-Castanon</td><td>present</td></tr> </tbody> </table> <p>Quorum means that 6 voting members are present.  <b>Quorum Established?</b> Yes</p>	<i>SSC Member's Name</i>	<i>Present? Absent?</i>	1. Lori Aguinaldo	Kate Moseley	2. Joyce Hum	present	3. Janeca Jones	present	4. Martha Rosas	present	5. Hatem Adell	present	6. Keona Stanley	present	7. Katya Caballero	present	8. Yazmin Villalba	absent	9. Adelaide Cruz	absent	10. Marcela Garcia-Castanon	present
<i>SSC Member's Name</i>	<i>Present? Absent?</i>																						
1. Lori Aguinaldo	Kate Moseley																						
2. Joyce Hum	present																						
3. Janeca Jones	present																						
4. Martha Rosas	present																						
5. Hatem Adell	present																						
6. Keona Stanley	present																						
7. Katya Caballero	present																						
8. Yazmin Villalba	absent																						
9. Adelaide Cruz	absent																						
10. Marcela Garcia-Castanon	present																						
3. <b>Reading &amp; Approval of Minutes</b>	<p><a href="#">Minutes</a> were shared and read.</p> <ol style="list-style-type: none"> <li>1. <b>Motion</b> to approve minutes made by: Keona</li> <li>2. <b>Second</b> to approve minutes by: Joyce</li> <li>3. <b>Vote</b> to approve minutes taken by a roll call.</li> </ol>																						

<i>SSC Member's Name</i>	<i>VOTE (Yes, No, Abstain)</i>
1. Lori Aguinaldo	
2. Joyce Hum	Y
3. Janeca Jones	Y
4. Martha Rosas	Y
5. Hatem Adell	Y
6. Keona Stanley	Y
7. Katya Caballero	Y
8. Yazmin Villalba	
9. Adelaide Cruz	
10. Marcela Garcia-Castanon	Y

4. **Vote Outcome:** 7 yes

**4. Discuss & Review 2025-2026 School Plan for Student Achievement (SPSA)**

- Review this current school year's School Plan for Student Achievement (SPSA) Part 3c: Community School Plan.
- Vote to approve the [2025-2026 SPSA Part 3: Community School Plan](#) and Measure G1 funds.

- Motion** to approve above 2025-26 SPSA Part 3: Community School Plan and Measure G1 funds by:
- Second** by:
- Vote:** The motion has been moved and seconded, take the vote by asking through a show of hands "All in favor, All opposed, any abstentions"

<i>SSC Member's Name</i>	<i>VOTE (Yes, No, Abstain)</i>
1. Lori Aguinaldo	
2. Joyce Hum	y
3. Janeca Jones	y
4. Martha Rosas	y
5. Hatem Adell	abstain
6. Keona Stanley	y
7. Katya Caballero	y
8. Yazmin Villalba	
9. Adelaide Cruz	
10. Marcela Garcia-Castanon	y

Questions:

- Extended contract is different than extended learning (on days other than Wednesday or need

	<p>additional support)</p> <ul style="list-style-type: none"> <li>• Math intervention would be in addition to the literacy interventions we currently have.</li> <li>• The STIP sub position is being eliminated by the district.</li> </ul> <p>4. <b>Vote Outcome:</b> Martha, Katya, Adell, Jones, Marcela, Hum - 6 Yes</p>
<p>5. <b>Public Comment</b></p>	<p>Music room concerns:</p> <ul style="list-style-type: none"> <li>- Leaking classrooms</li> <li>- Minimal sound absorption</li> </ul>
<p>6. <b>Next Meeting Date &amp; Adjourn</b></p>	<p>The next SSC meeting will be on the following date: <b>April 22, 2025</b></p> <ol style="list-style-type: none"> <li>1. <b>Motion</b> to Adjourn by: Joyce</li> <li>2. <b>Second</b> by: Hatem</li> <li>3. <b>Vote:</b> The motion has been made and seconded. Vote taken by asking for a show of hands: "All in favor. All opposed. Any Abstentions." <b>All in favor</b></li> <li>4. The meeting adjourned at the following time: 4:45pm</li> </ol>

# GREENLEAF ILT MEETINGS 2024-25

## TABLE OF CONTENTS

### ILT Formation

1

#### ILT Members:

#### 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>

#### ILT Members:

Belen Torres, Ashley Santos, Teresa Del Real, Marta Saiz, Kelly McBride, Will Sisson, Jeremy Tam, Marquel Coats

4/15/25

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS								
3:00-3:20 10 min	<p><b>Check in:</b></p> <ul style="list-style-type: none"> <li>- How is your grade level doing? Any needs?</li> </ul> <p><b>Leadership Next Steps:</b></p> <ul style="list-style-type: none"> <li>- paper and pencils- 4th</li> </ul>	<p>Marta- Popcorn will be delivered end of April Summer school</p> <p>Marquel- Need: support ELLs/Newcomers , meeting with Amanda/Rodolfo. Possible- sub coverage 8th- relaying to parents need for grades/improvement Kelly- paper and pencils Teresa- how to split up work for AAPI Will- AAPI/SEAL/Portfolio</p>								
	<p><b>PD Schedule for This Year</b>            PD Calendar 24/25            - <a href="#">Link</a></p> <table border="1" data-bbox="358 825 813 1276"> <tr> <td>Math</td> <td>Literacy</td> </tr> <tr> <td>Cycle 1: SLD/ELD</td> <td>Cycle 1: SLD/ELD</td> </tr> <tr> <td>Cycle 2: High Quality Student Work</td> <td>Cycle 2: High Quality Student Work</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Math	Literacy	Cycle 1: SLD/ELD	Cycle 1: SLD/ELD	Cycle 2: High Quality Student Work	Cycle 2: High Quality Student Work			<p>What worked well with PD scope and sequence this year?</p> <p><b>MATH:</b></p> <ul style="list-style-type: none"> <li>-Looking at student work with protocol.</li> <li>-Aligning k-8 around explaining thinking, rubrics.</li> <li>-Models, strategies and standard coherence among grades.</li> <li>- Scoring and analyzing CEAs</li> </ul> <p><b>ELA-</b></p> <ul style="list-style-type: none"> <li>- Good amount of planning time</li> <li>- MS meeting was more consistent this year</li> <li>- CEA unpacking together was helpful, grade on your own, analyze or talk about trends in PLC</li> </ul> <p>What should be changed for next year?</p> <p><b>MATH:</b></p> <ul style="list-style-type: none"> <li>- More vertical alignment. Have more conversations about the standards that each grade level teaches. Follow and analyze a standard though the grade levels</li> <li>- Coherence around language frames and student explanations.</li> <li>- How will SEAL in the math space? Have more time to incorporate into EM2 and enhance instruction.</li> </ul>
Math	Literacy									
Cycle 1: SLD/ELD	Cycle 1: SLD/ELD									
Cycle 2: High Quality Student Work	Cycle 2: High Quality Student Work									

- Backwards planning from assessments, MS using IABs. Revising scope and sequence more frequently. Perhaps twice a year.
- Planning lessons.
- At least a trimester, one day to unpack the science module.

ELA

- Unit planning together is hard
- D-eld, don't let it go
- SBAC based planning alongside of units- how are we embedding SBAC style questions into the unit.
- PD with AI
- \* Start in Kinder always restate question in answer.

Based on our [SPSA](#) what should Cycles be? How does this align with our [Greenleaf Way?](#)

MATH: PD to support LCAP 1 and 2, vertical alignment and coherence on standards, strategies, models. Math intervention, focal students.

ELA- PD to support LCAP goal 3- supporting newcomers, home visits, more time for teacher led workshops for parents, supporting students with IEPs

SEAL

Vertical alignment across expectations

What should differentiation look like between content areas and teaching experience?

- Vertical alignment in small bands. K-1 have special PD time together, specific to the needs of the grade levels. 5th-8th PD time for vertical alignment, and 2-4th. Also cover the "bridges" (1-2, 4-5)
- 1 Science specific PD per trimester

		<ul style="list-style-type: none"> <li>- Peer observations.</li> <li>-</li> </ul> <p>MS focused GLAD strategies, observations, expectations/strategies used, alignment. MS meetings 1 behavior and 1 academic strategies</p> <ul style="list-style-type: none"> <li>● Factor in 2nd wednesdays for MS</li> <li>● Content level PLCs</li> <li>● PD around DL</li> </ul> <p>Should there be a different track for new teachers at the BOY?</p>
	<b>Summer School</b>	<p>PLC will fill out <a href="#">tracker</a> by April 25</p> <ul style="list-style-type: none"> <li>- Elizabeth bulk creates application</li> <li>- Parents complete application</li> </ul>

3/24

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<p><b>Check in:</b></p> <ul style="list-style-type: none"> <li>- How is your grade level doing? Any needs?</li> <li>- Marta- are kids allowed to have toys?- NO!</li> <li>- Belen- support with OGO survey</li> <li>- Kelly-missed prep</li> </ul> <p><b><u>Leadership Next Steps:</u></b></p> <ul style="list-style-type: none"> <li>- Interns/STIPS to do OGO survey</li> <li>- Don't double preps up monday and</li> <li>- Lori will send an email out to staff about NO TOYS</li> </ul>	
	<p><b>Instructional Minutes/ Academic Calendar 2025-2026</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Elementary Instructional Minutes</a></li> <li>● <a href="#">MS Instructional Minutes</a></li> <li>● <a href="#">Academic Calendar</a></li> </ul>	<ul style="list-style-type: none"> <li>- % ELD?</li> <li>-</li> </ul>
	<p><b>PLC Reflection</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PLC Rubric</a></li> </ul>	<p>Reflect on your PLC using the rubric. Then check in with a partner to see how PLCs should improve</p>

		<p>K- much improvement, growth- more focus on student work</p> <p>1- Share values and goals and assigned roles, check in anything that should be added. Growth- bringing in student work</p> <p>2- Strong efficiency, solutions/suggestions focused. Not as focused on academics. Possibly norm on vocabulary strategies.</p> <p>3- Focus on students with IEPs with Caitlin/Edwin, strong agenda/focused, Area of focus- planning/academics</p> <p>5- Important to have a mission statement to bring focus. Planning gets hard. Splitting language planning in 5th</p> <p>4- Most are developing into moving towards deepening. Need more time to look at student work. Bring writing from each class. Give next steps/to do for bringing student work and ideas for planning.</p> <p>MS- need to come up with a protocol that can be used across the board. Name that there is no judgement when asked to bring something. Creating a continuum for expectations in 6th-8th.</p> <p>COI/PLC flexibility on what is brought.</p> <p>Maybe for next year make it more focused on SEAL</p> <ul style="list-style-type: none"> <li>- Needs to be cyclical data, something that repeats</li> <li>- dictado/exit tickets</li> </ul> <p>What support do you need from leadership?</p>
4:15	<p><b><u>Logistics</u></b></p> <ul style="list-style-type: none"> <li>● April 11: SBAC Rally (3rd-8th)</li> <li>● April 14-25: SBAC Testing, 3rd-8th Grade</li> <li>● April 24: <a href="#">Volunteer</a> Celebration- All Staff Must Attend</li> <li>● April 30: Field Day</li> </ul>	

	<ul style="list-style-type: none"> <li>● May 5-9: Book Fair</li> <li>● May 7: OUSD STEM Fair</li> <li>● May 16: AAPI Celebration</li> </ul>	
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2/25/25

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<b>Check in:</b> <ul style="list-style-type: none"> <li>- How is your grade level doing? Any needs?</li> </ul> <p><u>Leadership Next Steps:</u></p>	5th: help launching ELPAC practice test 2nd: path for Black History tour 3rd: how many field trips a year 4th: missed preps; rainy day during arrivals-having an adult in the ½ hallways 1st: K: How are parents leaving after Black History celebration? Concerns about librarian (communication and messaging) MS: needing support with newcomers (text translation); getting info about newcomers (how they are as a learner and where they are in reading)
3:20 40 min	<p><a href="#">Scheduling for Next Year</a></p>	How can we improve schedules for next year making sure ELD is a priority, but there is a balance of instructional minutes?  K/1 - Afternoon recess to start at 1:30 Need to increase math block (to at least 60min) <ul style="list-style-type: none"> <li>- Kinder Centers to 1:00-1:30 after Math</li> <li>- 1st - Switch ELD and Centers before lunch, and Math after lunch.</li> </ul> 2/3 <ul style="list-style-type: none"> <li>- 2 preps with mid class, 1 prep morning</li> <li>- 11:45 lunch</li> <li>- ELA/SLA take of library, Science to garden</li> <li>- No monday and friday enrichment</li> <li>- Suggested new <a href="#">schedule</a></li> </ul> 4/5 4th Grade 9:00-9:30 ELD

		<p>9:30-10:45 Group 1  10:45-10:55 Recess  10:55-11:45 Group 2  11:45-12:20 Lunch  12:20-1:00 Group 2  1:00-2:50 Group 3  - Avoid having preps during homeroom</p> <p>MS - redistribute 33 minute crew</p> <p>Option  13 minute recess  4 minute per block (4 core + 1 enrichment)  Advisory on wednesdays for 45 min (sel)  Move 30 min study hall/eld block? Before lunch/after lunch/ or keep it at the end of day??</p> <p>ELD  - MS end of the day  -</p>
<p>4:00  15 min</p>	<p><b>Black Parent Engagement Meeting</b>  <a href="#">Synthesis of meeting notes</a></p>	<p>Feedback:</p> <ul style="list-style-type: none"> <li>- parents requesting for homework to be provided in English so that they can understand what their child is learning in class</li> <li>- EO families want to participate in events but don't feel like they can fully participate due to language</li> <li>- creating opportunities for families to connect and work together</li> <li>- English and Spanish learning classes with each other (teach other and structured around what their students are learning)</li> </ul>
<p>4:15</p>	<p><b>Logistics</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Black History Walking Assembly</a></li> <li>● ELPAC Group Testing March 3</li> <li>● STEM Family Night - March 12, 2-4pm</li> <li>● Spirit Week: March 24-27</li> <li>● Career Day: March 27</li> </ul>	

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2/11/25

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<b>Check in:</b> <ul style="list-style-type: none"> <li>- How is your grade level doing? Any needs?</li> </ul> <u>Leadership Next Steps:</u>	5th grade: MS still going through hallway MS: connection with after school teachers (homework); quality of work 3rd: families asking for tutoring during after school; how to balance the minutes between all 3 classes 2nd: Black History and Secure School logistics Kinder: Black History logistics 1st: all good
	SPSA Input	
	<b>Black History Celebration</b>	<p>Our Black History Celebration will be different from a typical assembly. Parents will be invited to join students in their classroom at the start of the assembly time and then Middle School students will be leading classrooms on a tour to see the different doors and performances throughout the school.</p> <p>After the tour, parents will come back to the classroom to see the work that students have been working on for Black History month. This would also be a great time for students to perform what they are working on in music class or share the video that Ms. Camacho is recording for each class.</p> <ul style="list-style-type: none"> <li>- Sign for parents when they walk in to go to students' classroom</li> <li>- MS greeters</li> </ul>

		- Bingo board for MS
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1/28/25

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS												
3:00-3:20 10 min	<p><b>Check in:</b></p> <ul style="list-style-type: none"> <li>- How is your grade level doing? Any needs?</li> </ul> <p><u>Leadership Next Steps:</u></p> <ul style="list-style-type: none"> <li>- <u>Kinder chart paper and paper towels</u></li> <li>- <u>Message to students about hallways etc</u></li> </ul>	<p>3rd: Struggling with the time to do all the celebrations, and all the extra things we do with our current schedule. 1st: Student using the n-word. Tam: All good! 5th: Support around meeting with parents, and balancing time to prep and get ready to teach. 2nd: All good! Kinder: Need chart paper, need paper towels. 4th: Support from admin to reiterate student expectations, students being in the hallways, and the importance of being a scholar.</p>												
3:20 40 min	<p><b>Budget Prioritization</b></p> <table border="1" data-bbox="358 1073 862 1577"> <thead> <tr> <th colspan="2" data-bbox="358 1073 862 1136">CA Community Schools Grant</th> </tr> <tr> <th data-bbox="358 1136 610 1199">Item</th> <th data-bbox="610 1136 862 1199">Cost</th> </tr> </thead> <tbody> <tr> <td data-bbox="358 1199 610 1272">CSM</td> <td data-bbox="610 1199 862 1272">\$43,616</td> </tr> <tr> <td data-bbox="358 1272 610 1377">Case Manager (0.4 FTE)</td> <td data-bbox="610 1272 862 1377">\$44,766.80</td> </tr> <tr> <td data-bbox="358 1377 610 1472">Recess Coach (1.0 FTE)</td> <td data-bbox="610 1377 862 1472">\$51,188</td> </tr> <tr> <td data-bbox="358 1472 610 1577">Math Tutors (2 x 0.4 FTE)</td> <td data-bbox="610 1472 862 1577">\$39,113.43</td> </tr> </tbody> </table> <p><b>What we lose:</b></p> <ul style="list-style-type: none"> <li>• Outreach Coordinator (replace w/ Case Manager)</li> <li>• STIP subs</li> </ul>	CA Community Schools Grant		Item	Cost	CSM	\$43,616	Case Manager (0.4 FTE)	\$44,766.80	Recess Coach (1.0 FTE)	\$51,188	Math Tutors (2 x 0.4 FTE)	\$39,113.43	
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	<b>SPSA Review- Priorities Strengths and Challenges</b>													

	<a href="#">24-25 CCSP Analysis</a>	
4:15	<b>Logistics</b> <ul style="list-style-type: none"> <li>● ELPAC PD and ELPAC Bootcamp planning 1/29</li> <li>● ELPAC Testing starts Feb.3</li> <li>● Parent Workshop- Feb.10</li> <li>● TK-5 Report Cards and MS Marking Period 5 Due: Feb.21</li> <li>● TK-8 Report Card Conferences- Feb.26-28</li> <li>● Black History Celebration- Feb.28 (Minimum day)</li> <li>● STEM Family Night - March 12, 2-4pm</li> <li>●</li> </ul>	

1/9/25

N3 ILT Summit [Slides](#), Greenleaf Mid-Year Data Analysis December 2024

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
4:00	Team Reflection: student engagement and student work	<ul style="list-style-type: none"> <li>- Lessons aligned to the grade level, slowing down teaching the content.</li> <li>- Love a hyped class. Positive reinforcement and incentives, intrinsic motivation</li> <li>- Making the work that students have to produce relevant to them.</li> <li>- Keeping it fun and exciting, TPR, acting it up.</li> </ul>
	<b>Ideas and Next Steps</b>	<ul style="list-style-type: none"> <li>- Math intervention to support students in the red.</li> <li>- Tier 1 instruction focused on teaching to move the yellow and green.</li> <li>- How does conceptual knowledge build?</li> <li>- Vertical alignment.</li> </ul>

1/07/25

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<b>Check in:</b> <ul style="list-style-type: none"> <li>- How is your grade level doing? Any needs?</li> </ul>	Kelly- highlight- many naps Needs-

	<p><b>Leadership Next Steps:</b></p> <ul style="list-style-type: none"> <li>- No air purifier filters</li> <li>- examples or AA door decorations</li> <li>- order butcher paper</li> <li>- logistics and planning for Parent Workshop (Feb.3)</li> <li>- Pull out time with K team</li> <li>- Desk for will</li> <li>- Support Nambo</li> <li>- Coordinate observations for Coats and Perez</li> </ul>	<p>Tam- highlight- rest Needs:</p> <p>Teresa- highlight- not traveling and doing nothing Question- examples or ideas for AA doors? Will parents decorate?</p> <p>Belen- highlight- slept a lot, rested Needs- struggling with work and time, need pull out time with coach</p> <p>Will- a lot of hikes with dog Needs- planning, singular desk</p> <p>Ashley- enough time to do all HW Needs- Behavior in nambo</p> <p>Marquel- no commute, binge watch Needs- Marquel/perez observe each other</p>														
3:20 40 min	<p><b>Budget Prioritization: G1 Funds</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr style="background-color: #00FFFF;"> <th colspan="2">Measure G1</th> </tr> <tr style="background-color: #D3D3D3;"> <th>Item</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Math Tutor for 6-8</td> <td>\$16,459.79</td> </tr> <tr> <td>Field Trips for 6-8</td> <td>\$10,000</td> </tr> <tr> <td>Art Materials and Supplies for 6-8 Enrichment</td> <td>\$6,706.24</td> </tr> <tr> <td>PE Teacher for 6-8</td> <td>\$27,947.55</td> </tr> <tr> <td>Reading Interventionist for 6-8</td> <td>\$29,030.42</td> </tr> </tbody> </table>	Measure G1		Item	Cost	Math Tutor for 6-8	\$16,459.79	Field Trips for 6-8	\$10,000	Art Materials and Supplies for 6-8 Enrichment	\$6,706.24	PE Teacher for 6-8	\$27,947.55	Reading Interventionist for 6-8	\$29,030.42	<p>***Math Intervention need</p>
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4:00	<b>Supplies Request</b>	paper towels for classrooms														

12/3

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<p><b>Check in:</b></p> <ul style="list-style-type: none"> <li>- How is your grade level doing? Any needs?</li> </ul>	<p>1st- no needs Marquel- solid on ELD!</p>

	<p><b><u>Leadership Next Steps:</u></b></p> <ul style="list-style-type: none"> <li>- Laminator</li> <li>- Kinder class balance</li> <li>- Enrichment teachers with classroom management</li> </ul>	<p>3rd- Morning recess older kids out earlier, laminator- it says ready but its not warm</p> <p>5th- nada, parents want to start fundraising for puberty</p> <p>4th- enrichment teachers are struggling with management- invite to PLCs</p> <p>K- Matteo, Erick, Mia and Allente (shouldn't be in the same class)</p> <p>2nd- No needs</p>
	<p><b>New PD Cycle Feedback- High Quality Student Work</b></p>	<p>Math- What are we noticing now and what are things that would be helpful in this cycle?</p> <ul style="list-style-type: none"> <li>- Need: focus on Explanations, explain why not, is work correct, justifying.</li> <li>- Vertical alignment, progression of <ul style="list-style-type: none"> <li>- <b>MP3: Construct viable arguments and critique the reasoning of others.</b></li> </ul> </li> </ul> <p>1. Backwards plan from a written response item CEA, from SBAC.</p> <p>2. Create a rubric based on the grade level progression of MP3.</p> <p>3. Sentence frames for the concepts/ standard per module.</p> <p>ELA/SLA-What are we noticing now and what are things that would be helpful in this cycle?</p> <ul style="list-style-type: none"> <li>- Needs: support at home/parent-school connection- mam translator for workshops- recorded videos with letter sounds with a mam speaker</li> <li>- Answering in complete sentences starting from young age</li> <li>- Holding high expectations of student work/presentation of work- students taking pride in what they are doing</li> <li>- Focus around teaching vocabulary- learning about word parts</li> <li>- Writing conventions-norming on this-what are expectations in each grade level- work around revising- teaching kids to use tools on the computer</li> </ul>

		<ul style="list-style-type: none"> <li>- Grading student work, understanding the difference between meeting and not meeting expectations</li> <li>- Tying this back to principles of learning- Does it look professional?</li> </ul> <ol style="list-style-type: none"> <li>1. Vertical alignment of expectations from K-8- answering in complete sentences - bring writing sample of proficient student</li> <li>2. Vocabulary focus</li> <li>3. Use of rubrics and expectations</li> <li>4. Looking at SBAC style questions. How do you break it down? Give students practice time</li> <li>5.</li> </ol>
	<p><b>Winter Family Potluck</b></p>	<p>Wednesday December 18th  1:30-2:30- Classroom Potluck  3:00-5:00- Family Bingo in the Cafeteria</p> <p>Talk with your PLC about how you would like to organize the pot HAVE to be a potluck, but some type of family convening.</p> <p><a href="#">BINGO Community RSVP form</a>luck portion, send info to families. Does not</p>
<p>4:15-4:20</p>	<p><b>Logistics:</b></p> <ul style="list-style-type: none"> <li>- Indigenous Peoples' Celebration: 12/13</li> <li>- ½ PD day- SEAL at Esperanza K-5 teachers 8-11:30  Afternoon- iReady Data Analysis</li> <li>- <b>SAVE THE DATE 1/9:</b> ILT Retreat <ul style="list-style-type: none"> <li>- 4-7pm Highland Community</li> <li>- Extended Contract</li> <li>- Lori will send invite</li> </ul> </li> <li>- Parent Workshops- Feb 3- NO UED this day</li> </ul>	

	- <a href="#">MTSS Tracker</a> - Make sure to do it with your PLC before break	
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11/5/24

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<b>Check in:</b> <ul style="list-style-type: none"> <li>- How is your grade level doing? Any needs?</li> </ul> <b>Leadership Next Steps:</b> <ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Will: brainstorm to pay for Kids for the Bay.</li> <li>- Marta: questions about switching classes</li> <li>- Teresa: the latest time when students can be picked up at the end of the day</li> <li>- Jeremy: all good</li> <li>- Ashley: all good</li> <li>- Marquel: ELD support for 7th and 8th</li> <li>- Kelly: student behavior during enrichment</li> </ul>
	-	-
	<b>Grade Level Parent Meetings</b> <ul style="list-style-type: none"> <li>● Parents want to have grade level “town hall” style meetings to connect about what’s going on in the grade</li> </ul>	Office of Equity Home Visit Training this Thursday, November 7th from 515-715 <a href="#">Register here</a>
4:15-4:20	<b>Logistics:</b> <ul style="list-style-type: none"> <li>- <a href="#">Sown to Grow</a>: Mandatory for 2nd-8th <ul style="list-style-type: none"> <li>- Self-Assessment Surveys must be administered!</li> </ul> </li> <li>- Report Cards due 11/8 (TK-8)</li> <li>- Report Card Conferences (TK-8): 11/13-11/15</li> <li>- Indigenous Peoples’ Celebration: 12/13</li> </ul>	Self- assessment surveys due by the <b>end of November.</b>

11/5/24

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<b>Check in:</b>	<ul style="list-style-type: none"> <li>- Will: brainstorm to pay for Kids for the Bay.</li> <li>- Marta: questions about switching classes</li> </ul>

	<ul style="list-style-type: none"> <li>- How is your grade level doing? Any needs?</li> </ul> <p><b><u>Leadership Next Steps:</u></b></p> <ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Teresa: the latest time when students can be picked up at the end of the day</li> <li>- Jeremy: all good</li> <li>- Ashley: all good</li> <li>- Marquel: ELD support for 7th and 8th</li> <li>- Kelly: student behavior during enrichment</li> </ul>
	<p><b>Measure G1 Carryover- 26,000 Proposal</b></p> <ul style="list-style-type: none"> <li>● 20,000 in supplies for art this year</li> <li>● MS shirts - 6,000</li> </ul>	<ul style="list-style-type: none"> <li>- purchase art supplies and tools needed for Art in Action curriculum.</li> <li>- purchase MS shirts to promote student pride and culture</li> </ul>
	<p><b>CEA Reflection</b></p> <ul style="list-style-type: none"> <li>- Anchor chart gallery walk of results</li> <li>- Experience of implementation</li> <li>- Data</li> <li>- Next Steps of PDs, COIs and PLCs based on data</li> </ul>	<p><a href="#">CEAs Tri 1 - Greenleaf</a></p> <p>How many students completed Unit 1, M1 assessments?</p> <p>What factors affected participation, and how can we address them moving forward?</p> <ul style="list-style-type: none"> <li>- 2nd graders have a large number of students on independent study; trying to play catch up with absences</li> <li>- students being pulled out for intervention</li> <li>- students being academically low</li> <li>- issues on Aeries</li> <li>- finding time for make-up testing</li> <li>- Kinder is observational data</li> <li>- 1st grade is done in small groups</li> </ul> <p>What is the follow up/next steps for PDs, COIs, and PLCs based on data?</p> <ul style="list-style-type: none"> <li>- using STIP subs to support with make-up testing</li> </ul>
	<p><b>Grade Level Parent Meetings</b></p> <ul style="list-style-type: none"> <li>● Parents want to have grade level “town hall” style meetings to connect about what’s going on in the grade</li> </ul>	<p>Office of Equity Home Visit Training this Thursday, November 7th from 515-715</p> <p><a href="#">Register here</a></p>
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	<ul style="list-style-type: none"> <li>- Report Card Conferences (TK-8): 11/13-11/15</li> <li>- Indigenous Peoples' Celebration: 12/13</li> </ul>	
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### Oct 8, 2024

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<b>Check in:</b> <ul style="list-style-type: none"> <li>- How is your grade level doing? Any needs?</li> </ul> <b>Leadership Next Steps:</b> <ul style="list-style-type: none"> <li>- Leave feedback post-its immediately after a walkthrough</li> <li>- Check in w/ Amanda Bloch on ending times of ELD with newcomers</li> <li>- Check in with SpEd team and schedules</li> </ul>	2nd- Request- walkthrough post it being left 3rd- Tam- 5thl- Supplies-haven't heard back. Need a response. 1st- nothing K- During lunch kids running down kinder corridor 4th- end of recess is better. Struggling with tightening management. Check on ending time of ELD with newcomers Marquel-
	<b>ELD Walkthrough Follow Up and next Steps and ELD Task Card</b>	<a href="#">Slides with results and next steps</a>
4:15-4:20	<b>Logistics:</b> <ul style="list-style-type: none"> <li>- Latinx Celebration: Oct.11               <ul style="list-style-type: none"> <li>- TK-2 assembly: 9-9:40</li> <li>- 3-5 assembly: 9:50-10:35</li> </ul> </li> <li>- Earthquake Drill: Oct.18, 10am</li> <li>- Spirit Week: 10/28-11/1</li> <li>- Report Cards due 11/8 (TK-8)</li> <li>- Report Card Conferences (TK-8): 11/13-11/15</li> </ul>	
4:20-4:30	<b>Work Time</b> <ul style="list-style-type: none"> <li>- Work on PLC Agendas</li> </ul>	

### Sep 24, 2024

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<b>Check in:</b> <ul style="list-style-type: none"> <li>- How is your grade level doing? Any needs?</li> </ul>	Kelly- struggling with management, stu coming in during lunch, when students are pulled they

	<p><b><u>Leadership Next Steps:</u></b></p> <ul style="list-style-type: none"> <li>- Email intervention/rsp for students to bring lunch with them</li> <li>- Noon supes for after recess make sure students line up right away</li> <li>- All MS students with D/F have to go to ASP for academic make up support</li> <li>- Follow up with Elizabeth about supplies</li> </ul>	<p>should bring their lunch/be delivered to space based on schedule.</p> <p>Marquel- 8th grade struggling with academics, draft a letter to send home by Friday.</p> <p>Ashley- struggling with the bathroom multiple times in a lesson, reminder during breaks to use the bathroom before.</p> <p>Tam- tightening transitions/lunch protocols</p> <p>Will- supplies- will check in with Carmen</p> <p>Marta- Latinx celebration</p> <p>Belen- pacing especially with assessments, maybe Lizeth can support</p> <p>Teresa- Carnival, Field trip timeline?</p>		
3:20-3:30	<b>Check in from last ILT next steps</b>	<p>What talking tool is your grade level using? Is it being implemented? What are the goals for your grade level's CEA?</p>		
			Talking Tool	CEA Goals
		K	Eureka taking tool	
		1	1st grade is using turn and talk rules anchor chart, along with the Eureka talking tool.	
		2	<p>Using Benchmarks:</p> <p><b>Turn and Talk:</b></p> <p><b>Why Do You Think That?</b></p> <p><b>My Partner Said</b></p> <p>We've each created the same anchor chart for helping students to remember the protocol for partner talk. We</p>	

			<p>are focusing first on Why do you think that? And then hoping to dive deeper into the protocol My partner said, which will require some practice in listening effectively and responding in full sentences</p>	
		3	<p>So far we have introduced and implemented the T&amp;T/TPS. We are using the Eureka talking tool for sentence frames support. We are also asking to share aloud what our partner shared with us. In ELD, we are using the T&amp;T strategy using their sentence frames.</p>	<p>The goal is for everyone to share their ideas and to be able to work with their partners, despite who this person is. Also, to use the sentence frames as a support to share their thoughts. More goals TBD</p>
		4	<p>4th grade is working on practicing turn and talks with sentence frames. Our goal is for every single student to talk and share their ideas. Once they've</p>	

			orally shared, they will have more success writing their thoughts in complete sentences.	
		5	5th grade will be using Eureka talking tool, slightly modified for Carmen's SLA and science classes	TBD
		6	<a href="#">Explain - Critique - Justify - Interpret</a>	Writing a literary summary
		7	Use of sentence frames or strategy of using part of the question to answer questions	Writing a literary summary
		8	introducing/teaching into IM discussion supports/routines: sentence frames for interpreting, explaining, critiquing and justifying	Writing a literary summary
3:30-4:00	Designated ELD Feedback and PD	<p>Feedback from Walkthrough</p> <ul style="list-style-type: none"> <li>- Respecting the language of instruction</li> <li>- Use of Benchmark</li> <li>- Setting the purpose for each activity/lesson</li> <li>- Did not see content language objectives on board or heard</li> </ul> <p>What is going well? What needs to be tweaked?</p>		

		<ul style="list-style-type: none"> <li>- <b>Transitions</b> have been hard so it doesn't feel rushed</li> <li>- Pacing with lessons feel weird</li> <li>- Engagement has been good with students</li> </ul> <p>Needs-</p> <ul style="list-style-type: none"> <li>- More time to unpack curriculum</li> <li>- How to differentiate curriculum based on different levels- examples of what a lesson might look like.</li> <li>- All of our materials- Kate will check in with Maria Ingles</li> <li>- Copies of ELD- high school interns?</li> <li>- End soccer early for ¼ lunch/recess</li> </ul> <p><b>Scope and Sequence of Upcoming PD</b>  9/25- Unpacking ELPAC, K, 1 Benchmark Fonetica for  10/2- Newcomer Supports  10/9- Benchmark D-ELD Training</p>
4:00-4:15	<a href="#">MTSS Tracker</a>	Next Week PLC MTSS Tracker should be filled out
4:15-4:20	<p><b>Logistics:</b></p> <ul style="list-style-type: none"> <li>● Fire Drill: 9/26 1:45-2:00</li> <li>● <a href="#">Awards</a>: 9/27</li> <li>● Oct 10 Covid/Flu clinic</li> <li>● Oct 4 Fall Festival Carnival 12:50-5:00</li> <li>● Oct 11 Latinx Celebration</li> </ul>	<p><b>Fall Carnival Logistics</b></p> <p>TK-1: 12:50-1:20 (no recess)  2-3: 1:30-2:00 (no recess)  4-5: 2:10-2:40  MS: 3-3:30</p> <ul style="list-style-type: none"> <li>- Rainy Day Dismissal</li> <li>- 2:40-3:00 no one on yard</li> <li>- After school staff pick students up from classrooms</li> <li>- We will draw up a map for dismissal <ul style="list-style-type: none"> <li>- K from classrooms</li> <li>- 1 lobby</li> <li>- 2 whittier exit</li> <li>- 3rd lobby</li> <li>- 4/5 front yard</li> <li>- MS movie day</li> </ul> </li> </ul>

4:20-4:30	<b>Work Time</b> - Work on PLC Agendas	
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**Sep 10, 2024**

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	<b>Check in:</b> - How is your grade level doing? Any needs?  <u>Leadership Next Steps:</u> - lock the door during lunch  - reschedule Rotation Stations for 4th and 5th	1- doing well; missing books 2- tightening up ELD transitions; How will garden be included in the schedules? 3- working through instructional minutes; How will they fit garden into their schedules? 4- doing better with management; struggling with ELD transitions; need to make up Rotation Stations 5- settling in; students getting used to routines; need to make up Rotation Stations; lack of motivation among students 7/8: need access to printers and copiers in the Staff Room; figuring out how to support high needs students
3:20-4:00	<u>Diagnostic Data Analysis</u>  <b>Groups:</b> <b>ELA:</b> Kate, Ashley <b>ELA:</b> Melissa, Will, Kelly, Marquel <b>Math:</b> Maryam, Teresa, Marta, Jeremy	
4:00-4:15	<b>Talk Protocols</b> - Norm in PLCs which Talk Protocols you will be using every week. - <a href="#">ELLMA Talk Protocol List</a> - <a href="#">Benchmark Speaking and Listening Protocols</a> - <a href="#">Benchmark Speaking and Writing Response Frames</a>  STEM: - <a href="#">K-5 EM2 Talking tool (sentence stems) (ENG &amp; SP)</a> - <b>Embedded in the lesson:</b> <a href="#">EM2 Discussion Protocols and Routines</a>	

	<ul style="list-style-type: none"> <li>- <b>Embedded in the lessons:</b> <a href="#">6-8th IM Discussion Protocols</a> (last two pages have discussion sentence frames).</li> <li>- Science : <a href="#">We Speak Like Scientists - ENG &amp; SP</a></li> </ul>	
4:15-4:20	<b>Logistics:</b> <ul style="list-style-type: none"> <li>● <b>In PLCs this week set goals with your team around CEAs. How will you achieve those goals?</b></li> <li>● Picture Day: September 17</li> <li>● PD Day: September 20</li> <li>● Fire Drill: 9/26 1:45-2:00</li> <li>● <a href="#">Awards</a> Assembly: 9/27</li> <li>● Oct 10 Covid/Flu clinic</li> <li>● Oct 4 Fall Festival Carnival 1:30-5:00</li> </ul>	
4:20-4:30	<b>Work Time</b> <ul style="list-style-type: none"> <li>- Work on PLC Agendas</li> </ul>	

## Aug 20, 2024

TIME	AGENDA ITEM & PURPOSE	NOTES & NEXT STEPS
3:00-3:20 10 min	Check in Question: <ul style="list-style-type: none"> <li>- <b>How is your team doing?</b></li> </ul>	1- Support with mClass  2- started ELD transitions today; some students didn't want to go to ELD group; adjusting to new time and schedule  3- scheduling issues on Wednesday; transitioning into the building after recesses; concern of classes being unbalanced (student needs)  4- 2nd group has shorter amount of time compared to other groups; support with mClass;

		<p>students logging into computer with new passwords</p> <p>5- behavioral needs</p> <p>Water fountain- need to follow up with kids*</p> <p>Staff Meeting- mostly in the morning</p> <p>MS-</p>
3:20-3:50	<p><b>What is the Purpose of ILT?</b></p> <ul style="list-style-type: none"> <li>● <b>In some ways, a new team. New year and new context.</b></li> </ul> <p><b>Overall:</b> The role of the 2024-2025 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 <b>equity lens</b>.</p> <p><b><u>In each meeting we will:</u></b></p> <ul style="list-style-type: none"> <li>- Lift up needs and questions from grade level/department teams</li> <li>- Focus on one to two big priorities related to our Instructional priorities</li> <li>- Have time to co-plan PLC agendas</li> </ul> <p>We will also:</p> <ul style="list-style-type: none"> <li>- Build our leadership capacity to lead our teams for greater student learning</li> <li>- Build our capacity as leaders for equity</li> </ul>	<p>Build a common understanding of what ILT is for</p> <p><a href="#">ILT Rubric</a></p> <p><b>Purpose of ILT:</b></p> <ul style="list-style-type: none"> <li>increase student achievement</li> <li>making decisions that help maintain and improve teaching and learning practices</li> <li>construct and facilitate professional learning communities</li> <li>advise on school-wide instructional decisions</li> <li>create conditions that give teachers the time and resources to perform their job well and increase student learning</li> </ul> <p>Areas of Improvement-</p> <ul style="list-style-type: none"> <li>- Grade level needs will be better supported this year with more support staff</li> <li>- ILT updates at Staff Meetings</li> <li>- Paid EC on time - every 2 months</li> </ul>

	<ul style="list-style-type: none"> <li>- Celebrate successes as to how we are doing as a school, joyful moments</li> <li>- Celebrate our wins together</li> <li>- lift up the highlights that we have</li> </ul> <p><b>Who are we:</b>  TK/K -Belen Torres  1st - Ashley Santos  2nd - Teresa Del Real  3rd - Marta Saiz  4th- Kelly McBride  5th - Will Sisson  MS: Jeremy Tam &amp; Marquel Coats</p> <p><b>Content Support</b>  STEM - Maryam Cermal  SLA/ELA Support - Kate Moseley  Culture - Joyce Hum  Middle School- Melissa McDonald</p> <p>Questions?</p>	<ul style="list-style-type: none"> <li>- More focus on instruction and classroom impact</li> <li>-</li> </ul>		
3:50-4:20	<p><b>What makes a strong PLC?-</b></p> <p><b>*Want interventionist to join PLCs</b>  <b>* Retreat for next year Back to School Night</b>  <b>*Reflecting on academic content in plcs</b></p>	<p>Last Year we Said</p> <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 Template Developed last year</a></p> <p><a href="#">Instructional Scope and Sequence</a></p> <p>PLC Meeting Times</p> <table border="1" data-bbox="850 1818 1502 1890"> <tr> <td data-bbox="850 1818 1170 1890">K</td> <td data-bbox="1170 1818 1502 1890">Tue, Thu 8am</td> </tr> </table>	K	Tue, Thu 8am
K	Tue, Thu 8am			

		1	Tues 8am-8:45am
		2	Wednesday for now but looking to switch to Thursdays moving forward 8-8:45
		3	Tues./Wed. 8:15-8:45
		4	Thursday 3-4
		5	Thursday 3-4
		6	
		7	Thursday 10-11
		8	
4:20-4:30	<b>Logistics:</b> <ul style="list-style-type: none"> <li>● Back to School Night</li> <li>● <a href="#">Culture Walkthrough 9/4</a></li> <li>● Cross Cultural Celebration 9/13</li> <li>● Awards Assembly <ul style="list-style-type: none"> <li>○ Fill out <a href="#">form</a></li> </ul> </li> <li>● PD Day 9/20</li> <li>● SMARTe goals in Frontline due 9/4</li> <li>● Universal Extended Learning must start 9/11</li> </ul>	1st- Nambo 2nd- Del Real A116 3rd- George A216 4th- Jorge A211 5th- Will A210 6th- 7th- Tam A203 8th- Perez A201	



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

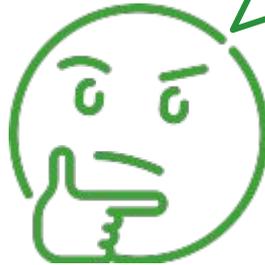
# School Site Council: SPSA Approval

## *Concilio Escolar: Aprobación del SPSA*

*April 29, 2025*



# SPSA



The School Plan for Student Achievement

*El Plan Escolar para el Rendimiento Estudiantil*

# The SPSA is an opportunity for Oakland Unified schools to:

*El SPSA es una oportunidad para que las escuelas del Distrito:*

- **Participate** in an inclusive and collaborative planning and support process within the school community,
  - **Develop** priorities for the school with input from families and the community,
  - **Build** ongoing collaborative relationship in service of students and families, and
  - **Showcase** publicly the exciting work each school is doing.
- *Participen en un proceso de planificación y apoyo inclusivo y colaborativo dentro de la comunidad escolar,*
  - *Desarrollen prioridades para la escuela con aportes de las familias y la comunidad,*
  - *Construyan una relación de colaboración continua al servicio de los estudiantes y las familias, y*
  - *Muestren públicamente el emocionante trabajo que está haciendo cada escuela.*

# Greenleaf TK-8

## Site Plan (SPSA) 2025-26

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What are our strengths and challenges?

What are the root causes of our strengths and challenges?

What actions will we take to grow what we are doing well?

What actions will we take to address our challenges?

# *Priority Strengths*



# LCAP Goal 1 - Priority Strengths

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

## LCAP Goal 2, 3 - Priority Strengths

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

## LCAP Goal 4 - Priority Strengths

<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>All teachers were paired with a primary coach and received differentiated support based on teacher needs. All PLCs were supported by a coach and ILT meetings have worked to build teacher leadership capacity. Additionally, we have made sure that there were opportunities to build community with staff members throughout. Based on the current Intent to Return, we are projected to only lose 2 teachers this year which would equal a 92% retention rate which is higher than any retention rate Greenleaf has had post pandemic.</i></p>
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# *Priority Challenges*



Goal Area:	School Goal:	Priority Challenges
<p>LCAP Goal 1:</p>	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> <li><i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i></li> <li><i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i></li> </ul>	<ul style="list-style-type: none"> <li><i>- 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</i></li> <li><i>- Students are meeting and exceeding growth goals during the year, but they are not catching up to where they are supposed to be.</i></li> <li><i>- 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</i></li> </ul>

Goal Area:	School Goal:	Priority Challenges:
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Growth in our Mam and Sped population has remained stagnant over the past 3 years in ELA. Growth in our Mam population has also remained stagnant in Math.</p>
LCAP Goal 3:	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<p>Kindergarten has the worst overall attendance. However, the positive attendance increases for each subsequent grade. We need to inform and educate incoming families and those struggling with attendance about the effects of missing school has on academic achievement.</p> <p>Independent studies and extended independent studies that go beyond the maximum 15 days has also impacted our daily positive rate.</p>

Goal Area:	School Goal:	Priority Challenges:
<p>LCAP Goal 4:</p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p><i>We currently have a high number of teachers holding an emergency credential, who are either unsure of enrolling in a credential program or need support in meeting the requirements to move into an intern credential. In partnership with the Credentialing department, we need to track these teachers early in the year and monitor their progress towards meeting all the necessary requirements.</i></p>

**All Students Graduate College, Career and Community Ready**

**Focal Student Groups Demonstrate Accelerated Growth to Close Equity Gaps**

**Students and Families Feel Welcome, Safe, Healthy and Engaged**

**Our Staff High Quality, Stable & Reflective of Oakland's Diversity**

**Conditions for Black Students**

**Conditions for English Language Learners**

# 25-26 Budget



# LCFF Base Funding

State funding to provide base educational programs for all students.  
**\$11,340.00**

## Funding Expenses:

- Classroom supplies
- Copier Maintenance



# LCFF Supplemental Funding

State funding to meet the specific needs of students who are low income, English Learners, unhoused, and/or Foster Youth

\$40,240.00

## Funding Expenses:

- Teacher Extended Contracts
- Classroom Supplies
- Substitutes



# LCFF Title 1 - Schoolwide Programs

**Federal funding to serve students who are at risk of failing to meet State academic standards**

**\$213,111**

## **Key Actions:**

- English Reading Interventionist (0.8 FTE)
- Spanish Reading Interventionist (0.7 FTE)
- Classroom books (not textbooks)



# LCFF Title 1 - Parent & Family Engagement

Parent and family engagement funds are provided with **the primary purpose of engaging parents and families** in their children's education, aligned with the School Plan (SPSA) Needs Assessment.

**\$5,920.00**

## Key Actions:

- Spanish Translation for Parent Engagement
- Childcare during Parent Engagement events
- Materials and Supplies for events
  - Parents are requesting a computer to support with parent workshops
  - Parents are requesting a speaker and microphone to utilize during literacy workshops.
- Meeting Refreshments in order to increase engagement during parent workshops.



# Prop 28 - Arts & Music in Schools

Parent and family engagement funds are provided with **the primary purpose of engaging parents and families** in their children's education, aligned with the School Plan (SPSA) Needs Assessment.

**\$108,283.00**

## Key Actions:

- Elementary Music Teacher (0.2 FTE)
- MS Music Teacher (0.5 FTE)
- Extended Contract for Assemblies & Performances
- Materials and Supplies



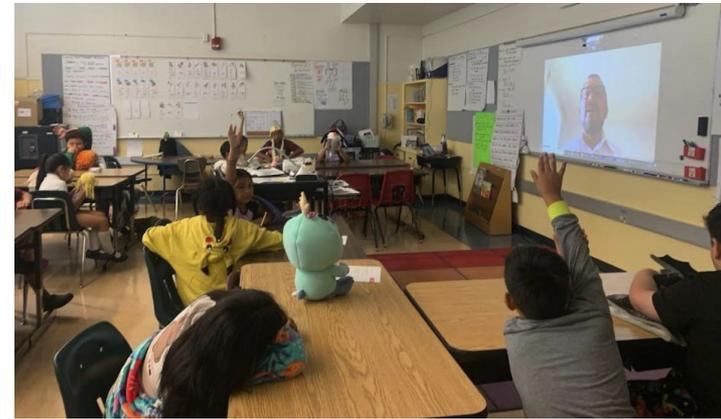
# Literacy Coaches & Reading Specialists Grant

The Literacy Coaches and Reading Specialists Grant is designed to support schools in improving early literacy instruction and outcomes.

**\$150,953.76**

## Key Actions:

- Spanish Intervention Teacher (0.3 FTE)
- Literacy Coach (0.7 FTE)
- Classroom Books (not textbooks)



# Measure G1: Districtwide Teacher Retention & MS Improvement

The grant is designated for grades 6-8 to enhance programs in arts, music, world languages, aiming to improve student retention during the transition from elementary to middle school and to create a more positive and safe learning environment.

**\$90,144.00**

## Key Actions:

- Field Trips and Transportation
- Art Teacher(0.2 FTE)
- Art Supplies and Materials
- Middle School PBIS shirts
- Yearbook Publication
- Student Incentives



# LCFF ASES - After School Education & Safety Program

Grant funding for an after school program - BACR.

**\$133,033**

## Key Actions:

- Daily After School Program until 6:00pm
- Enrichment activities
- Contract for Social Skills groups after school



# LCFF ELOP - Expanded Learning Opportunities Program

Grant funding for an after school program - BACR

\$300,000.00

## Key Actions:

- Enrichment activities
- Contract for Social Skills groups after school
- Individual student support



# 21st Century Title IV- Expanded Learning Opportunities Program

Grant funding for an after school program - BACR

**\$177,302.00**

## Key Actions:

- Enrichment activities
- Contract for Social Skills groups after school
- Individual student support (youth development)
- Community Partnerships



# CCSPP Plan- Community Schools and Student Services

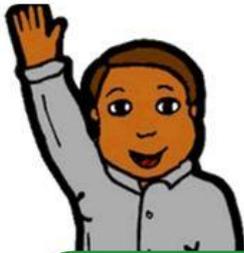
Funding to support Greenleaf in going above and beyond to support students and families as a joyful school  
**\$270,00.00**



Academic Innovat	<ul style="list-style-type: none"> <li>ILT Extended Contracts</li> <li>-Pay for lead teachers to participate in ILT during the school year</li> <li>Intervention Extended Contracts</li> <li>- Pay teachers to provide academic intervention afterschool</li> </ul>	\$23,333.97
Joyful Schools	<ul style="list-style-type: none"> <li>Noon Supervisor (<a href="#">0.4</a>)</li> <li>- Fund Noon Supervisors to support with conflict resolution and restorative justice</li> </ul>	\$21,538.27
Joyful Schools	<ul style="list-style-type: none"> <li>Noon Supervisor (<a href="#">0.1</a>)</li> <li>- Fund Noon Supervisors to support with conflict resolution and restorative justice</li> </ul>	\$4,481.79
Academic Innovat	<ul style="list-style-type: none"> <li><a href="#">Math Tutor</a></li> <li>- Provide student intervention 1:1 or push-in small group in Math for all grades</li> </ul>	\$24,445.90
Joyful Schools	<ul style="list-style-type: none"> <li><a href="#">Recess Coach to support joyful recess</a></li> <li>- Organize games for students through structured play</li> <li>- Work with Noon Supervisors to facilitate and provide games for all students</li> <li>- Support conflict resolution</li> </ul>	\$51,188.00
Joyful Schools	<ul style="list-style-type: none"> <li><a href="#">CSM (0.25 FTE)</a></li> <li>- Our CSM is base funded 0.75 FTE and this is to increase their FTE so that they can continue their work in coordinating family engagement events, lead COST, coordinate student services, and work alongside the Case Manager to strengthen school attendance.</li> </ul>	\$43,494.14
Family Engagemen	<ul style="list-style-type: none"> <li><a href="#">Case Manager (0.4 FTE)</a></li> <li>-Increasing the base funded 0.6 FTE for this position. The Case Manager will work closely with the CSM to monitor Attendance, as well as support with Family Engagement events</li> </ul>	\$49,966.68
Academic Innovat	<ul style="list-style-type: none"> <li><a href="#">Contract with EBAC for Additional Mental Health Clinician</a></li> <li>-Provide a therapist to work with students in a 1:1 and group settings</li> </ul>	\$51,551.25

# Voting to Approve 25 - 26 SPSA (SSC Members Only)

*Votación para aprobar el SPSA del 2024-25 (Solo miembros del SSC)*



**Motion to Approve:**

The 2025-26 SPSA

*(Moción para aprobar)*



**Second:**

The approval of the 2025 -26 SPSA

*(La Segunda)*



**All in Favor:**

Of approving the 2025-26 SPSA

*(Votacion a Favor)*