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	February 14, 2023
Subject	Melrose Leadership Academy 2023-24 Measure G1 Proposal

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Ask of the Commission	Approve the Melrose Leadership Academy 2023-24 Measure G1 Proposal
Discussion	Middle School Network is open to questions from the commission regarding the Melrose Leadership Academy 2023-24 Measure G1 Proposal.
Fiscal Impact	The recommended amount is **$59,772.98.** It's coming from resource 9332 - Measure G1.
Attachment(s)	Grant Application attached.

2023-24
Measure G1 Proposal

Due: January 30, 2023

School Information & Student Data

School	Melrose Leadership Academy	School Phone	510-535-3832
Contact	Jennifer Koelling, Network 2 Partner	Contact Email	jennifer.koelling@ousd.org
Principal	Dr. Denise Sadler Ms. Yolanda Carrillo	Principal Email	denise.saddler@ousd.org yolanda.carrillo@ousd.org
School Address	4730 Fleming Avenue Oakland, CA 94619	2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)	97
Recommended Grant Amount[1]	~~$47,156.84~~ $59,772.98	2022-23 LCFF Enrollment	183

Student Demographics (%)					Measure G1 Team	
English Learners	29%	Asian/Pacific Islander	1.5%		Name	Position
LCFF	51%	Latinx	66%		Jennifer Koelling	Network 2 Partner
SPED	9.5%	Black or African-American	6%		Denise Saddler Yolanda Carrillo	Interim Principals
		White	16%		Violeta Escobar	Assistant

[1] *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.*

					Principal
		Indigenous or Native American	<1%	Andi Gonzalez	CSM
		Multiracial	8.2%	Alison Yin	Parent

Chronic Absence				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Student Population Overall	4.7% chronic	30.8% chronic	18.4% chronic	Less than 3%
Asian/Pacific Islander	0% chronic	0% chronic	0% chronic	0% chronic
Latinx	4.4% chronic	31.5% chronic	20.8% chronic	Less than 3%
Black or African-American	0% chronic	38.5% chronic	15.4% chronic	Less than 3%
White	10% chronic	21.4% chronic	14.8% chronic	Less than 3%
Indigenous or Native American	0% chronic	100% chronic	0% chronic	0% chronic
English Learners	7.9% chronic	34.3% chronic	25.4% chronic	Less than 3%
Students w/ IEPs	5.3% chronic	52.2% chronic	43.8% chronic	Less than 3%
Free/ Reduced Lunch Students	4.9% chronic	35.7% chronic	18.4% chronic	Less than 3%

Metrics

(all data points are required)

Electives					
Metric	Area	2020-21	2021-22	2022-23	2023-24 Goal
Number of students taking elective courses.	Art	50%	50%	31%	50%
	Language	100%	100%	100%	100%
	Music	50%	50%	25%	50%
Number of students participating in non-course experiences (e.g. after-school program)	Art	N/A	20%	20%	20%
	Language	N/A	0%	0%	0%
	Music	N/A	20%	20%	20%

Positive & Safe Culture				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Connectedness on CHKS Survey				
Asian/Pacific Islander	100%	100%	Data Not Yet Available	85%
Latinx	47.6%	70%		85%
Black or African-American	67%	100%		85%
White	72.7%	75%		85%
Indigenous or Native American	N/A	N/A		85%
English Learners	Not in dashboard	Not in dashboard		85%
Students w/ IEPs	67%	25%		85%
Free/ Reduced Lunch	Not in dashboard	Not in dashboard		85%
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Suspension Incidents				
Asian/Pacific Islander	0	0	1	0
Latinx	0	3	4	0
Black or African-American	0	2	0	0
White	0	0	0	0
Indigenous or Native American	0	0	0	0
English Learners	0	1	3	0
Students w/ IEPs	0	2	2	0
Free/ Reduced Lunch	0	5	0	0

Student Retention from 5th Grade to 6th Grade

Metric	2020-21	2021-22	2022-23	2023-24 Goal
6th Grade Enrollment	100% Full	100% Full	100% Full	100% Full

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	**Date**
School Site Council	1/10/23

Staff Engagement Meeting(s)	
Staff Group	**Date**
Middle School Team	1/18/23

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 Proposed Expenditures

All Proposed Expenditures (from sections below)	Budget Amount

1	0.4 FTE of Community School Manager Position ($57,462.44 projected cost)	$57,462.44
2	Extended Contracts -- any remaining funds left over should be allocated to extended contracts for staff RJ training	$2,310.54
	Budget Total (must add up to Recommended Grant Amount)	**$59,772.98**

Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	**Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?**	**Budget Amount**
We will allocate $57,462.44 to fund 40% of a Community School Manager Position. Specifically, the position will focus on: - Cultivating a Positive & Joyful School Culture - Strengthen COST (Coordination of Services Team) & MTSS (Multi-Tiered System of Support) Systems and Supports - Foster and Strengthen Family and Community Partnerships - Increase School Attendance	● Middle school student experience/ engagement/ safety at school ● Reduction in office referrals ● Reduction in chronic absenteeism ● Improve SBAC proficiency rates at middle school	$57,462.44
Extended Contracts -- any remaining funds left over should be allocated to extended contracts for staff RJ training. With CSM support, all Middle School Staff will be trained in Restorative School practices such as community building circles and using Restorative Justice for harm, conflict and healing.	● Middle school student experience/ engagement/ safety at school ● Reduction in office referrals/ suspensions ● Reduction in chronic absenteeism	$2,310.54

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

MLA SSC

January 10, 2023

Meeting Minutes

Welcome/Bienvenidos

In the chat, share your name, your child's grade level, and your role in SSC.

En el chat, comparta su nombre, el nivel de grado de su hijo y su función en SSC.

Agenda/Agenda

Welcome

Review minutes

Approve Safety Plan

Review 22-23 SPSA

Budget 23-24
- Revision of Title 1 Priorities
- Measure G1

Announcements

Closing

Bienvenida

Repasar minutos de la reunión anterior

Aprobar Plan de Seguridad

Repasar 22-23 SPSA

Presupuestar 23-24
- Revisión de las Prioridades del Título 1
- Medida G1

Anuncios

Cierre

Review Meeting Minutes/Repasar Minutos de la Reunión

SSC Minutes   Notes:
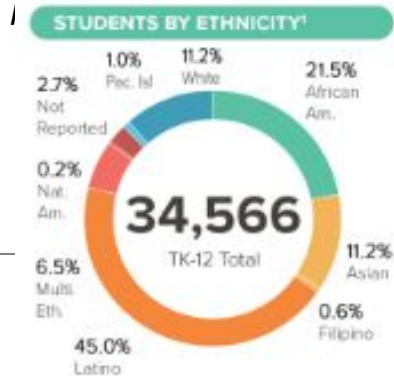
Safety Plan/Plan de Seguridad

[Safety Plan Maxwell](#)

[Safety Plan Sherman](#)

Notes:

In Oakland, school leaders are tasked with ensuring that this planning process is both **rigorous**, reflecting deeply on root causes for student performance challenges, and **equitable**, considering the needs of all students, including those groups who have traditionally been underserved (*Low Income, English Learners, Foster Youth, Students with Disabilities, African American, Latino, South East Asian, Arab American, Pacific*

STUDENTS BY ETHNICITY[1]

- 1.0% Pac. Isl
- 11.2% White
- 21.5% African Am.
- 2.7% Not Reported
- 0.2% Nat. Am.
- 6.5% Multi Eth.
- 45.0% Latino
- 0.6% Filipino
- 11.2% Asian

34,566 TK-12 Total

SPECIAL EDUCATION[3]

14.2%

STUDENTS WITH DISABILITIES RECEIVING SPECIAL ED. SERVICES IN 2021-22

5,119 Students total. 1,557 Students enrolled in SDC classes. 393 Special Education Teachers. 5,946 Total number served by OUSD Special Education Local Plan (SELPA).

ENGLISH LANGUAGE LEARNERS[4]

33.1%

ENGLISH LANGUAGE LEARNERS IN 2021-22

11,352 Students Total. 57.4% of 4,647 Grade 6-12 ELLs are Long Term English Language Learners.

CHILD NUTRITION

71.9%

STUDENTS ELIGIBLE FOR FREE & REDUCED PRICE LUNCH IN 2020-21

SSC Meeting Calendar

The following is a guide to content related to the SPSA that should be covered in SSC meetings.

Month	Content
November/December	- Discuss Oakland Public School Report Card and other data - Affirm or adjust school priorities for current SPSA - Discuss needs assessment (strengths, challenges, and root cause analysis)
January	- Discuss goals, priorities and high-leverage actions for next year's SPSA - Review Budget One Pagers with the community before budget lock in sessions. - Approve Title I, Title IV, and CSI expenditures where needed
February	Review and discuss next year's SPSA Parts 1 - 4
March	Update next year's SPSA based on feedback from Network Superintendents and SRP Specialists
April	Continue to refine SPSA if needed
May	- Approve final SPSA for next year - Complete SSC Self Assessment

KEY DATES:
- **Title I approval due by 1/13/23**
- **Draft SPSA approval due by 2/28/23**

Parts of the School Plan for Student Achievement (SPSA)/ Partes del Plan Escolar para el Rendimiento Estudiantil (SPSA)

Part 1: Needs Assessment (strengths, challenges, root causes, and targets)

Part 2: Annual SPSA Review (evaluation of current year's Title I expenditures)

Part 3: Strategies & Actions (what systems, structures and practices are needed to achieve school goals/priorities)

SPSA Part 4: Budget (how will resources be allocated for staffing and program needs)

Parte 1: Evaluación de necesidades (fortalezas, desafíos, causas fundamentales y objetivos)

Parte 2: Revisión anual del SPSA (evaluación de los gastos del Título I del año en curso)

Parte 3: Estrategias y acciones (qué sistemas, estructuras y prácticas se necesitan para lograr las metas/prioridades escolares)

Parte 4 del SPSA: Presupuesto (cómo se asignarán los recursos para el personal y las necesidades del programa)

22-23 SPSA Priorities/22-23 Prioridades de SPSA

1) MLA's students will feel safe, seen by, and connected to both their peers and their teachers, creating a culture where students can focus on learning.
2) MLA students will have access to standards-aligned tier 1 curriculum in each of their classes.
3) All students will have access to high-quality Tier 1 literacy curriculum and instruction in both Spanish Language Arts and English Language Arts that follows the MLA language allocation model.
4) MLA teachers will have opportunities build trusting and authentic collaborative relationships while continuing to focus on improving their practice. PD will attend to the characteristics of adult learners through having an inquiry-based and student-centered approach.
5) Black students, families, and staff will feel welcome and an important part of MLA's community.
6) English Language Learners will have access to integrated ELD in their core subjects, and designated ELD at their language acquisition level, that is connected to the core content of their day.
7) All students will have access to high quality Spanish instruction.

22-23 SPSA Priorities/22-23 Prioridades de SPSA

1) Los estudiantes de MLA se sentirán seguros, vistos y conectados tanto con sus compañeros como con sus maestros, creando una cultura en la que los estudiantes pueden concentrarse en aprender.
2) Los estudiantes de MLA tendrán acceso al plan de estudios de nivel 1 alineado con los estándares en cada una de sus clases.
3) Todos los estudiantes tendrán acceso a un plan de estudios de alfabetización de nivel 1 de alta calidad y a instrucción tanto en lengua y literatura en español como en lengua y literatura en inglés que sigue el modelo de asignación de idiomas de MLA.
4) Los maestros de MLA tendrán la oportunidad de construir relaciones de colaboración auténticas y de confianza mientras continúan enfocándose en mejorar su práctica. El PD atenderá las características de los estudiantes adultos a través de un enfoque basado en la indagación y centrado en el estudiante.
5) Los estudiantes negros, las familias y el personal se sentirán bienvenidos y una parte importante de la comunidad de MLA.
6) Los estudiantes del idioma inglés tendrán acceso a ELD integrado en sus materias básicas y ELD designado en su nivel de adquisición del idioma, que está conectado con el contenido básico de su día.
7) Todos los estudiantes tendrán acceso a instrucción en español de alta calidad.

23-24 Budget

Category/Categoría	Amount/Cantidad
Discretionary	$46,995
Supplemental	$324,990
Title 1 Schoolwide	$116,625
Title 1 Parent & Family	$3,110
After school Education	$168,483.80
Educator Effectiveness Grant	$15,000
Salesforce Grant*	$100,000
Measure G1*	$47,156.84
Prop 28	*TBD*

*Middle School Specific / *Específico de la escuela secundaria*

Title I Addendum/Apéndice del Título I

Approved in December:

1) STIP Substitute Teacher (up to 1.0 FTE)
2) Reading Interventionist (up to 1.0 FTE)
3) Math Interventionist (up to 1.0 FTE)

We now know we are being provided with funding for 2 STIP Subs from the central office.

New Proposal:

1) **10-month TSA (up to 1.0 FTE)**
2) Reading Interventionist (up to 1.0 FTE)
3) Math Interventionist (up to 1.0 FTE)

Aprobado en diciembre:

1) Maestro sustituto de STIP (hasta 1.0 FTE)
2) Intervencionista de lectura (hasta 1.0 FTE)
3) Intervencionista de Matemáticas (hasta 1.0 FTE)

Ahora sabemos que estamos recibiendo fondos para 2 STIP Subs de la oficina central.

Nueva propuesta:

1) **TSA de 10 meses (hasta 1.0 FTE)**
2) Intervencionista de lectura (hasta 1.0 FTE)
3) Intervencionista de Matemáticas (hasta 1.0 FTE)

Voting
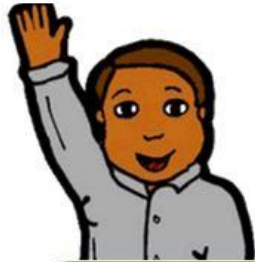
Measure G1 Funds/ Fondos de Medida G1

The Goals of the Measure

- **6th-8th grade specific funding**
- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

Los Objetivos de la Medida

- **Financiamiento específico de 6° a 8° grado**
- Aumentar el acceso a cursos de artes, música e idiomas del mundo en los grados 6-8
- Mejorar la retención de los estudiantes durante la transición de la escuela primaria a la secundaria
- Crear un ambiente de aprendizaje de escuela intermedia más positivo y seguro

Measure G1 Funds / Fondas de Medida G1

22-23 Amount	22-23 Expenditure
$61,488.00	0.7 Bilingual Teacher for Spanish Instruction (Goal = access to World Languages)
23-24 Amount	**23-24 Proposal**
$47,156.84	Currently short 0.2 funding for a MS bilingual position (Goal = access to World Languages) Also short 0.2 funding for CSM position (Goal = MS culture)

G1 Discussion & Notes / Discusión y Notas de G1

Prompts:

- How has this investment supported Melrose this year?

- What investments make sense for next year?

- Is there another priority in case proposed positions are funded through other means?

Indicaciones:

- ¿Cómo ha apoyado esta inversión a Melrose este año?

- ¿Qué inversiones tienen sentido para el próximo año?

- ¿Hay otra prioridad más en caso de que los puestos propuestos se financien por otros medios?

Questions/Public Comments??

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

www.ousd.org   @OUSDnews

Date of Next SSC Meeting & Adjournment

Feb 14th 5:15 -6:15

Oakland Unified School
District
1430 Fleming Ave
Oakland, CA 94610
(510) 879-2152

Denise Saddler
Yolanda Carrillo

School Site Council
Meeting Notice and Agenda

Slide Deck

Date:	Tuesday, January 10th, 2023
Time:	5:15-6:15 pm
Location:	ZOOM - Zoom Link

Agenda

SSC Agenda:

1. **Welcome**
2. **Review minutes**
3. **Approve Safety Plan**
4. **Review 22-23 SPSA Big Rocks**
5. **Budget 23-24**
   a. **Revision of Title 1 Priorities**
   b. **Measure G**
6. **Announcements**
7. **Closing**

All parents/guardians and the community are encouraged to participate in the School Site Council. The SSC develops and monitors the **S**chool **P**lan for **S**tudent **A**chievement (SPSA) implementation, proposes expenditures, and evaluates the results.

Oakland Unified School District
1430 Fleming Ave
Oakland, CA 94610
(510) 879-2152

Denise Saddler
Yolanda Carrillo

Junta del Consejo Escolar
Aviso y Agenda de la reunión
Presentacion

Fecha:	Martes, 10 de enero, 2023
Hora:	5:15-6:15 pm
Ubicación:	ZOOM - Enlace en Zoom

Agenda

1. **Bienvenida**
2. **Repasar minutos de la reunión anterior**
3. **Aprobar Plan de Seguridad**
4. **Repasar 22-23 SPSA**
5. **Presupuestar 23-24**
   a. **Revisión de las Prioridades del Título 1**
   b. **Medida G**
6. **Anuncios**
7. **Cierre**

Se invita a todos los padres/tutores y la comunidad a participar en el consejo del sitio escolar.
El SSC desarrolla y supervisa la implementación del SPSA. Propone gastos y evalúa los resultados.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Melrose LEADERSHIP ACADEMY

SSC/SELLS Meeting Minutes

Meeting Minutes
10.25.22
11.29.22
12.13.22
1.10.22

01/10/2023 SLIDE DECK

Format : ZOOM - https://ousd.zoom.us/j/83849397896

Flier sent a week in advance
Date: 1/10/22
Meeting Time Start: 5:15 pm
SSC Members Present (*Complete after roll call***):**

Present:
- Dr. Denise Saddler and Yolanda Carrillo (principal)
- Alison Yin (Parent Representative & Chair)
- Lateefa Ali (Parent Representative & Vice Chair)
- Shannon Darcey (Parent Representative & Secretary)
- Senhit Gamble (Parent Representative)
- Mary Ramos (Classified staff)
- Isadora Saederup (Student)
- Julie Palacios (Teacher Representative)
- Marina Carrillo Rocha (Teacher)

Absent: Gloria Garcia (Teacher)

1.	**Introduction and Check In**	Facilitated by: Martha Escobar, Dr. Saddler, Yolanda Carrillo, Andi Gonzalez Slide Deck
2.	**Review and Approve Minutes**	Motion to Approve: Senhit Gamble Second: Lateefa Ali Vote- Yes - 7; No- 0

3. **Approve Safety Plan** **Maxwell** **Sherman**	-Edits and revisions were made after the previous meeting. Names were updated. -Names need to be updated again? Lisa's name is still on the Maxwell Site, some phone numbers need to be revised on the Sherman Site plan. Violeta will update this. Questions saved from previous meeting: Michelle T. Lagunas to Everyone 5:5(out of curiosity how prevalent is the chronic absence? what the cost to the school? Alison Yin to Everyone 5:5' I have the same questions as Michelle and am wondering if we need to budget for looking into chronic absences. Where does money for that come from? Michelle T. Lagunas to Everyone 6:0' Motion to Approve: Lateefa Ali Second: Senhit Gamble Votes- Yes- 8 -The site plan can be share via a link and posted on the website. -Share with after school program. -After School also has a similar plan. We can share copies of the plan.
4. **Review 22-23 SPSA Big Rocks**	**SPSA has 4 parts:** 1- Needs Assessment 2- Annual SPSA Review 3- Strategies and Actions 4- Budget (looking at this today)
5. **Budget 23-24** **a) Revision of Title 1 Priorities** **b)Measure G**	**Title 1 Funds Proposal 23-24** -Previous Proposal included funding for a second STIP sub. However, this has now been covered in the base funding, which frees up the money. This will now pay for a 10-month TSA. -Goal is to keep all of our current staff, especially during this transition. This isn't for a specific person, but is to allocate funds to try to cover all of the TSA positions that we currently have. **Current TSA positions:** 1 FTE- at Maxwell middle school and math 1 FTE- focus on newcomers and coaching teachers .8 at Sherman- focus on COST and SSTs .5- at Sherman- Early Literacy (Assessment and Literacy coaching of teachers) .2- a teacher who is part time TSA because she does some new coaching and support.

Question Unrelated to Title 1 Funds- Is there a proposal to have co-principalship or 2 APs funded in our site plan- There is currently being worked on, but Title 1 funds cannot be used to pay for an admin position (and there isn't enough of it).

-By funding the TSA position with Title 1 Funds (which are highly restricted) it frees up other funds in the budget to be used to fund other priorities.

Big Picture, some of the struggles that we have in our budget and funding is that we have a very unique program (K-8, Dual Immersion Program) and there isn't a funding map/ skeleton (missed the key word) that really meets the needs of this program.

Motion to Extend the meeting 15 minutes- Senhit
Second- Mary
Vote- 8 Yes

-Added to the Title 1 funding proposal- any left over money goes to extended contract

Motion to Approve Title 1 Plan- Lateefa Ali
Second- Shannon Darcey
Vote- 8 Yes

Measure G1 Funds- (see slides) we reviewed what this funding is used for.

- Funds from Covid funding are ending so current proposal is to fill gaps in funding positions for CSA and Spanish teacher at the middle school level.

G1- Discussion:

-How has this investment supported MLA this year- We wouldn't have 3 teachers in each grade level without this funding.
-What investments make sense for next year?- Staffing seems like a high priority given principal transition
-Is there another priority in case proposed positions (CSM and MS Spanish) are funded through other means?- Other MS culture support (RJ curriculum & training; more noon supervision support)

Proposals for G1 funds/ Questions that come up:
-Garden Teacher
-PE teacher for elementary school (these funds are for middle school)
-Does MLA get Salesforce funds? How are these funds used?- Yes, mainly used for staffing (this year a STIP and newcomer support)
-Increase participation of families who are underrepresented in the school

	community.- ==CSM can support middle school culture and family engagement.==
6. Announcements/ Public input	-PTSA happening 1/19- love to see more people there to continue information about the budget. -This is also the night at 6:00 that we can hold the principal recommendation committee- more info coming soon- this will be folded into the PTSA agenda.
7. Closing: **Establish Date of Next Meeting and Adjourn**	Next Meeting Date: February 14th. -We can have an in-person meeting- discuss next time. (carry over from last time)

Timestamp	[Increase access to courses in arts, music, and world languages in grades 6-8]	[Improve student retention during the transition from elementary to middle school]	[Create a more positive and safe middle school learning environment]	Of the goals listed above, why did you prioritize the way you did?	What expenditures (in alignment with your top priority/G1 goal) do you think MLA should invest in?	What questions do you have about G1 funds?
1/18/2023 14:35:32	2 - Medium Priority	3 - High Priority	3 - High Priority	Establishing a school culture where we work together to create kind and safe spaces is a value that MS does not yet embody. This will take work from a person dedicated in improving school culture.	CSM and RJ curriculum for staff	
1/18/2023 15:12:54	3 - High Priority	1 - Low Priority	2 - Medium Priority	I think that elective classes in particular draw the interest of students who might not otherwise be as interested in the core academics, and having more options would be better.		
1/18/2023 16:03:32	2 - Medium Priority	1 - Low Priority	3 - High Priority	While I highly value access to courses in arts, music, and world languages, I find that that funding is coming from other sources this year. I think that directing the funds towards creating a positive and safe MS environment -- hall supervision, more counselors, climate and culture, etc. is a more urgent need for the coming year.	Counselors, hall supervision, RJ coordinator, RJ space, RJ training, sports, extra-curricular activities for MS specific	
1/18/2023 16:10:26	3 - High Priority	3 - High Priority	3 - High Priority	They are all important.	I think that creating a more positive and safe middle school learning environment is super important	
1/18/2023 17:44:06	2 - Medium Priority	1 - Low Priority	3 - High Priority	We need more physical human support in order to create that safe place for our students. In the end, we need adults in the spaces to facilitate safety.	Assuring we can keep our counselor, csms for next year. Possible hire part time support staff for noon supervising and/or hallway support. Staff that can respond to a student emergency and support so that our CSM, principal, counselor, coaches etc can focus on their roles and not put out fires all day.	
1/18/2023 19:27:43	3 - High Priority	1 - Low Priority	3 - High Priority	We need to fully find our middle school to maintain the dual-immersion program.	I don't think we have room for extra expenditures. We are trying to fund our core teachers who teach Spanish.	Why did the allocation decrease for this year? Is it because the total pool of money decreased or is this a miscalculation? Our enrollment and %UPP is going up so it seems like there should be more G1 funding for next year.
1/19/2023 13:45:49	3 - High Priority	1 - Low Priority	3 - High Priority	Our arts and music program is very important to our students. Our dual language program is the foundation of our whole school and we need to be able to fund it fully. We have had a lot of behavioral and cultural difficulties since returning from distance learning and prioritizing culture means we need to fully fund a CSM.	We need to make sure all our language arts teachers are fully funded, though this would ideally come from base funding. We also need a CSM (ideally 2) to support our culture work.	
1/19/2023 14:25:43	2 - Medium Priority	1 - Low Priority	3 - High Priority	I see the Middle School for all of its value, which is almost entirely in its teaching staff. We have amazing and incredible teachers who are working with kids for the right reasons. But we need more people to hold different parts of MS life in order to make our program work well enough so that ALL kids benefit. Not just the ones with means outside of school.	More RJ staff, more eyes on transitions and recess, lunch…	Na

Measure G1 Funds

The Goals of the Measure:
- **6th-8th grade specific funding**
- Increase access to courses in arts, music, and world languages in grades 6-8
- Improve student retention during the transition from elementary to middle school
- Create a more positive and safe middle school learning environment

Measure G1 Funds

22-23 Amount	22-23 Expenditure
$61,488.00	0.7 Bilingual Teacher for Spanish Instruction (Goal = access to World Languages)
23-24 Amount	**23-24 Ideas**
$47,156.84	Currently short 0.2 funding for a MS bilingual position (Goal = access to World Languages) Also short 0.2 funding for CSM position (Goal = MS culture)

Previously Approved Expenditures by the Commission

Positive School Culture	Music	Art	World Language	Retention
- Student Advisor - Parent Liaison - Three mentors to facilitate structured lunch activities - RJ Coach - Case manager to facilitate PBIS supports - Contract - youth development mentor - Contract - Joven Noble youth mentorship - Contract - mental health interns - Contract - MOCHA or Attitudinal Healing - Future Center (college culture) staffing and supplies - Extended contracts for home visits - Anti-Bullying Program - Peace corner and RJ practice materials - Newcomer social worker - Swag MUST be part of a curricular output or a programmatic incentive	- Music teacher - Instruments - Music supplies - After school chorus partnership - Swag MUST be part of a curricular output or a programmatic incentive	- Art supplies - Woodshop supplies - Maker class supplies and equipment - Drama teacher - Digital art editing software - Video recording equipment for digital stories - Teacher stipends for video editing - After school visual arts program - Contract - Dance Instructors - Cameras for photography class - Art teacher - Contract w a muralist - Swag MUST be part of a curricular output or a programmatic incentive	- Spanish teacher - Rosetta Stone - Swag MUST be part of a curricular output or a programmatic incentive	- Student Advisor - Parent Liaison - Future Center (college culture) staffing and supplies - Summer bridge staff and supplies - Recruitment and marketing materials - Transportation and fees for ropes course for 6th grade orientation - Swag MUST be part of a curricular output or a programmatic incentive

G1 Discussion & Notes

Prompts:

- How has this year's investment supported Melrose so far?

- What investments make sense for next year?

- Is there another priority in case proposed expenditures are funded through other means?

Notes:

- Need to maintain Middle School core teaching for the dual-immersion program
- Need to support a more positive Middle School culture through the role of a CSM (including the support of restorative justice practices, systems and staff training)
- Need to support Middle School culture through access to counselors
- Need of more supervision to support Middle School safety

Input Form

[https://docs.google.com/forms/d/e/1FAIpQLSd0fv7gis9xaanRb5o9 3FYxGduZW7CDZdTIqxwGBrqJ8seVyw/viewform](https://docs.google.com/forms/d/e/1FAIpQLSd0fv7gis9xaanRb5o93FYxGduZW7CDZdTIqxwGBrqJ8seVyw/viewform)