

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	23-0380
Introduction Date	2/14/2023
Enactment Number	23-0279
Enactment Date	2/14/2023 CJH



**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** United for Success Academy 2023-24 Measure G1 Proposal

**Ask of the Commission** Approve the United for Success Academy 2023-24 Measure G1 Proposal

**Discussion** Middle School Network is open to questions from the commission regarding the United for Success Academy 2023-24 Measure G1 Proposal.

**Fiscal Impact** The recommended amount is **\$230,634.34**. It's coming from resource 9332 - Measure G1.

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





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

## 2023-24 Measure G1 Proposal

*Due: January 30, 2023*

### School Information & Student Data

<b>School</b>	United for Success Academy	<b>School Phone</b>	510-535-3880
<b>Contact</b>	Sara Allen	<b>Contact Email</b>	sara.allen@ousd.org
<b>Principal</b>	Sara Allen	<b>Principal Email</b>	sara.allen@ousd.org
<b>School Address</b>	2101 35th Avenue Oakland, CA 94601	<b>2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	373
<b>Recommended Grant Amount<sup>1</sup></b>	<del>\$181,954.90</del> <b>\$230,634.34</b>	<b>2022-23 LCFF Enrollment</b>	383

Student Demographics (%)				Measure G1 Team	
English Learners	50.5	Asian/Pacific Islander	3.8%	Name	Position
LCFF	93%	Latinx	75%	Sara Allen	Principal
SPED	16%	Black or African-American	13.8 %	Cassandra Chen	Assistant Principal
		White	.02%	Michael Wesley	Maker Teacher

<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.

		Indigenous or Native American	.5%		Maura McMichael	Art Teacher
		Multiracial	.5%		Alfredo Aguayo	Music Teacher

Chronic Absence				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Student Population Overall	20.0%	51.1%	43.3%	35%
Asian/Pacific Islander	4.3%	31.3%	35.7%	30%
Latinx	37.5%	62.5%	41.7%	35%
Black or African-American	17.3%	50.9%	56.9%	45%
White	35.2%	63.6%	33.3%	25%
Indigenous or Native American	66.7%	33.3%	50%	40%
English Learners	50.0%	33.3%		35%
Students w/ IEPs	20.9%	53.2%	54.2%	45%
Free/ Reduced Lunch Students	28.6%	58.9%	NA	NA

## 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	137 Q	160	150	150
	Language	0	0	0	0
	Music	156 Q	148	136	140
Number of students participating in non-course experiences (e.g. after-school program)	Art	0	0	0	0
	Language	0	0	0	0
	Music	0	0	0	0

Positive & Safe Culture				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Connectedness on CHKS Survey "I feel close to people at this school"				
Asian/Pacific Islander	n/a	n/a	72.7%	80%
Latinx	n/a	n/a	62.9%	70%
Black or African-American	n/a	n/a	51.6%	60%
White	n/a	n/a	66.6%	75%
Indigenous or Native American	n/a	n/a	100%	100%
English Learners	n/a	n/a	62%	75%
Students w/ IEPs	n/a	n/a	70%	80%
Free/ Reduced Lunch	n/a	n/a	n/a	n/a
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Suspension Incidents				
Asian/Pacific Islander	1	1	1	0
Latinx	0	26	8	5
Black or African-American	0	32	12	
White	0	0	2	
Indigenous or Native American	0	4	0	
English Learners	0	17	There is not actually a category for this in the dashboard only home language 8	
Students w/ IEPs	1	27	9	

Free/ Reduced Lunch	1	64	N/A all of our students have free/reduced lunch	
---------------------	---	----	---	--

Student Retention from 5th Grade to 6th Grade				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
6th Grade Enrollment	123	109	112	125

---

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
SSC	1/10/23
Coffee with Principal	1/12/23

Staff Engagement Meeting(s)	
Staff Group	Date
Leadership Team	1/12/23
G1 Committee	1/4/23

---

## 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	Art Teacher	\$95,654
2	Teacher Electives - Wesley - Visual Arts/Tech Maker Space	\$52,004
3	Contracts Music and Arts	\$11,284
4	Supplies for Art/Visual Arts and Music	\$10,000.34
5	Joven Noble	\$500
6	RJ/Case Manager	\$61,192
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$230,634.34</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
Maura McMichael - Art Teacher	Approx 130	n/a	\$95,654
Teacher Electives - Wesley - Visual Arts/Tech Maker Space	Approx 130	n/a	\$52,004
Supplies for Art/Visual Arts and Music	Approx 350	n/a	\$10,000.34
Contract for a Musician Teacher to go into Band	Support Musicians	n/a	\$11,284

Classes	with direct instruction and section work (See number for Music)		
---------	--	--	--

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
Joven Noble	Chronic Absences, suspensions and CHKS	\$500
RJ/Case Manager	suspensions and CHKS	\$61,192

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
Please note that some of the expenditures are also meant to retain 6th graders. Having robust electives including Computers/Visual Art/ Makers, Music and Art and exposing those 6th graders to those electives their first year here is part of our retention plan. Also, Having an RJ/Case manager is doubles as joyful schools and 6th grade retention.	

**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)).**

## G1 Meeting Agenda and Minutes 1/4/23

Ms. Allen's Office 3:30 PM

<p><b>AGENDA</b>            3:30-3:35 Check in            3:35-4:00 Discussion of Allocation of Funding from G1 for 2023-24 School Year            4:00-4:05 Closing and date of Next meeting</p> <p>Attendance:            Sara Allen, Alfredo Aguayo, Maura McMichael, Michael Wesley            Absent:</p>		
time	topic	notes
3:30	Welcome and Check in	Welcome: What is one accomplishment you made before the age of 18
3:35-4:00	2023-24 G1 Funding	<p><b>Discussion: G1 funding amount \$230,634.34</b></p> <p style="text-align: center;"><a href="#"><u>G1 Proposal 2023-24</u></a></p> <p style="text-align: center;"><a href="#"><u>UFSA Budget Planning Tool 2023 24</u></a></p> <p>Notes: As a committee we we place priority on ensuring that programs we have in place and are thriving continue to do so, and prioritize keeping those programs in place including the personnel. That means G1 committee supports using funding to continue RJ in the same capacity at our school, regardless of funding from OUSD central and the loss of ESSER funds for next year.</p> <p>Implications: Spend down supply money for this year, and think about supplies we may need for next year when ordering.</p> <p>Questions: What happens to any carry over from this year? Will we be able to access that next year and when?</p>
4:00-4:05	Closing and Next meeting	1. 2/6/2023



	Next steps:			
	<b>next steps</b>	<b>who</b>	<b>by when</b>	<b>done? <input checked="" type="checkbox"/></b>
	Spend down Supply money	all	February 6 2023	Not quite done
	Finish Contracts for Music Partnerships	Sara/Lomeli	January 2023	<input checked="" type="checkbox"/>
	Begin Contract process with muralist	Maura	February	
	Decide which instruments and how many to purchase	Aguayo	February 6, 2023	<input checked="" type="checkbox"/>
<a href="#">Meeting Feedback</a>				
		-		

## G1 Meeting Agenda and Minutes 11/28/22

Ms. Allen's Office 3:30 PM

<p>AGENDA  3:30-3:35 Check in  3:35-4:00 Review of G1 Carryover funds and discussion around allocation of funds  4:00-4:05 Closing and date of Next meeting</p> <p>Attendance:  Sara Allen, Alfredo Aguayo, Maura McMichael, Michael Wesley  Absent:</p>		
<b>time</b>	<b>topic</b>	<b>notes</b>
3:30	Welcome and Check in	Welcome: What is one word to describe how you are coming into our meeting today?

3:35-4:00	Review of Carry over funds and discussion of allocation of funds	<p><b>Discussion: Carry Over funding</b>  <b>Carry over amount \$148,437.92</b></p> <p><b>What caused the carry over funding?</b>  <b>Inability to hire the positions that were set forth last year, Ms. Alvarez left and therefore the mural project was abandoned because a sub was unable to handle such a task</b></p> <ul style="list-style-type: none"> <li>● <b>Music teacher has asked for</b> <ul style="list-style-type: none"> <li>○ <b>funding to host contract music teachers to come into his classroom and work with his students</b></li> <li>○ <b>Musical instruments</b></li> <li>○ <b>Risers for performances</b></li> <li>○ <b>Supply money</b></li> </ul> </li> <li>● <b>Art Teacher has asked for</b> <ul style="list-style-type: none"> <li>○ <b>Money to contract for a muralist to assist in creating a mural on 35th ave</b></li> <li>○ <b>Supplies</b></li> </ul> </li> <li>● <b>Maker Space Teacher has asked for</b> <ul style="list-style-type: none"> <li>○ <b>Supply money</b></li> </ul> </li> <li>● <b>All G1 Committee members agreed that students would enjoy, benefit from, and be more engaged if performances at the school and field trips around the Arts were offered</b></li> </ul> <p><b>Allocation of funds can be found on the G1 carryover worksheet</b></p>																								
4:00-4:05	Closing and Next meeting	2. 2/6/2023																								
<p>Next steps:</p> <table border="1" data-bbox="467 1318 1585 1854"> <thead> <tr> <th data-bbox="467 1318 1042 1381">next steps</th> <th data-bbox="1042 1318 1234 1381">who</th> <th data-bbox="1234 1318 1401 1381">by when</th> <th data-bbox="1401 1318 1585 1381">done? <input checked="" type="checkbox"/></th> </tr> </thead> <tbody> <tr> <td data-bbox="467 1381 1042 1486">Spend down Supply money</td> <td data-bbox="1042 1381 1234 1486">all</td> <td data-bbox="1234 1381 1401 1486">February 6 2023</td> <td data-bbox="1401 1381 1585 1486"></td> </tr> <tr> <td data-bbox="467 1486 1042 1591">Finish Contracts for Music Partnerships</td> <td data-bbox="1042 1486 1234 1591">Sara/Lomeli</td> <td data-bbox="1234 1486 1401 1591">January 2023</td> <td data-bbox="1401 1486 1585 1591"></td> </tr> <tr> <td data-bbox="467 1591 1042 1696">Begin Contract process with muralist</td> <td data-bbox="1042 1591 1234 1696">Maura</td> <td data-bbox="1234 1591 1401 1696">January 2023</td> <td data-bbox="1401 1591 1585 1696"></td> </tr> <tr> <td data-bbox="467 1696 1042 1801">Decide which instruments and how many to purchase</td> <td data-bbox="1042 1696 1234 1801">Aguayo</td> <td data-bbox="1234 1696 1401 1801">February 6, 2023</td> <td data-bbox="1401 1696 1585 1801"></td> </tr> <tr> <td data-bbox="467 1801 1042 1854"></td> <td data-bbox="1042 1801 1234 1854"></td> <td data-bbox="1234 1801 1401 1854"></td> <td data-bbox="1401 1801 1585 1854"></td> </tr> </tbody> </table>			next steps	who	by when	done? <input checked="" type="checkbox"/>	Spend down Supply money	all	February 6 2023		Finish Contracts for Music Partnerships	Sara/Lomeli	January 2023		Begin Contract process with muralist	Maura	January 2023		Decide which instruments and how many to purchase	Aguayo	February 6, 2023					
next steps	who	by when	done? <input checked="" type="checkbox"/>																							
Spend down Supply money	all	February 6 2023																								
Finish Contracts for Music Partnerships	Sara/Lomeli	January 2023																								
Begin Contract process with muralist	Maura	January 2023																								
Decide which instruments and how many to purchase	Aguayo	February 6, 2023																								

	<table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>				
	<a href="#">Meeting Feedback</a>				
	-				

# UFSA G1 Committee Agenda and Sign In Sheet

## Meeting Carry Over funding 1/4/23

### AGENDA

3:30-3:35 Check in

3:35-4:00 Discuss G1 funds for 2023-24 and around allocation of funds

4:00-4:05 Closing and date of Next meeting

Please sign in from your own computer/google login so that it can be tracked that you attended.

NAME	Position	Date	<i>Signature</i>
Sara Allen	Principal	1/4/23	<i>Sara Allen</i>
Alfredo Aguayo	Music Teacher	1/4/23	<i>Alfredo Aguayo</i>
Maura McMichael	Art Teacher	1/4/23	<i>Maura McMichael</i>
Michael Wesley	Maker Space & Computer Teacher	1/4/23	<i>Michael Wesley</i>

UFGA Jan 10, 2023

# SSC - MEETING MINUTES

## for Budget Approval

### Format (Check all that apply)

~~Zoom~~ - Zoom Link: https://ousd.zoom.us/j/kelvk65Nab

~~In-Person~~ - Location: Main office

**Meeting Date:** January 10, 2023

**Meeting Time Start:** 3:45 PM

**YOU MUST SUBMIT SIGN-IN SHEET OR ZOOM PARTICIPANT LIST IN ADDITION TO MINUTES.**

<b>1. Welcome &amp; Call to Order</b>	Meeting called to order at: <i>(indicate meeting start time here)</i> : 3:45_PM____
<b>2. Roll Call &amp; Quorum Established</b>	Roll Call taken of SSC members who are present at this meeting. List here, the names of all SSC members' who are present at this meeting: 1. Sara Allen, Shartresa Nixon, Ronald McSwain, Georgia Pendelton, Edwin Solis, Rosalba Paniagua, Maria Cordova, Roger Fierro, Carolina Hernandez, Santiago Iraheta, Suridey Jeronimo, Sheila Matias  Quorum Established? ___ Yes ___ <u>Roster confirmed-SMT*</u>
<b>3. Reading &amp; Approval of Minutes</b>	Minutes were shared and read. 1. <b>Motion</b> to approve minutes made by: ___ Ronald Mcswain _____ 2. <b>Second</b> to approve minutes by: ___ Edwin Solis _____ 3. <b>Vote</b> to approve minutes taken by a show of hands. 4. <b>Vote Outcome:</b> unanimous 12
<b>4. Discuss &amp; Approve 23-24 Title I Student Budget Priorities</b>	<ul style="list-style-type: none"> <li>Review the School Plan for Student Achievement (SPSA) Part 1: Needs Assessment as it relates to Title I Student Expenditures.</li> <li>Discussion of Title I - Student Budget Priorities using "SSC Approved Expenditure Worksheet" UFGA's <i>SSC Approved Expenditure Worksheet</i> <a href="#">Link Here</a></li> <li>Vote to approve the <b>2023-2024 Title I Student</b> proposed expenditures, as reflected on the "SSC Approved Expenditure Worksheet".  <a href="#">Academic Counselor Job Duty Statement</a>  <a href="#">RJ Facilitator Job Duty Statement</a> </li> </ul> <p><i>Use the following steps and fill in the blanks to document the approval of Proposed Budget Development Documents:</i></p>

	<p><b>DISCUSSION:</b></p> <p>Since the budget is currently underway SSC discussed having some flexibility in how much we are spending on each line item so that we can ensure particular things will be paid for. All line items have been approved “up to” particular amounts of money (see Expenditure Worksheet).</p> <p>Priorities: SSC members would like to prioritize keeping our current personnel at the same capacity as much as possible regardless of how much is being covered from our base or centrally funded positions. Therefore, the SSC prioritized our RJ/ Casemanager positions and our Academic counselor. Both positions are less funded via central funds for next year and therefore the site budget will have to cover them to keep them at the same FTE.</p> <p>The SSC decided 2nd priority would be for extended contracts for teachers and classified staff, then field trips and tech.</p> <p>The SSC would like to ensure positions are funded and then spread funds out based on priority.</p> <ol style="list-style-type: none"> <li>1. <b>Motion</b> to approve above 2023-24 Title I - Student expenditure priorities as outlined on the “SSC Approved Expenditure Worksheet” by: __Ronald McSwain _____</li> <li>2. <b>Second</b> by: _____ Edwin Solis_____</li> <li>3. <b>Vote:</b> The motion has been moved and seconded, take the vote by asking through a show of hands “All in favor 10, All opposed 0, any abstentions 0”</li> <li>4. <b>Vote Outcome:</b> ____ Unanimous ____ 10 _____</li> </ol>
<p><b>5. Discuss &amp; Approve 23-24 Title I - Parent ED Budget Priorities</b></p>	<ul style="list-style-type: none"> <li>• Review the School Plan for Student Achievement (SPSA) Part 1: Needs Assessment as it relates to Title I Parent Education Expenditures.</li> <li>• Discussion of Title I - Parent ED Budget Priorities using “SSC Approved Expenditure Worksheet”.</li> <li>• Vote to approve the <b>2023-2024 Title I Parent ED</b> proposed expenditures, as reflected on the “SSC Approved Expenditure Worksheet”.</li> </ul> <p><i>Use the following steps and fill in the blanks to document the approval of Proposed Budget Development Documents:</i></p> <p>Discussion: The SSC discussed spending this money on parent education and classes, however, if there is money to partner with PIQUE we would like to partner with them as a mechanism to bring and foster parent education in our school.</p> <ol style="list-style-type: none"> <li>1. <b>Motion</b> to approve above 2023-24 Title 1 Parent Education Budget Priorities by: ____ Ronald McSwain ____</li> <li>2. <b>Second</b> by: _Rosalba Paniagua _____</li> <li>3. <b>Vote:</b> The motion has been moved and seconded, take the vote by asking through a show of hands “All in favor 10, All opposed 0, any abstentions 0”</li> <li>4. <b>Vote Outcome:</b> __Unanimous 10 _____</li> </ol>
<p><b>5. Discuss &amp; Approve 23-24 Title IV Budget Priorities</b></p>	<ul style="list-style-type: none"> <li>• Discussion on what a well-rounded education looks like at our school.</li> <li>• Discussion of Title IV Budget Priorities using the “SSC Approved Expenditure Worksheet”.</li> <li>• Vote to approve the <b>2023-2024 Title IV</b> proposed expenditures, as reflected on the “SSC Approved Expenditure Worksheet”.</li> </ul> <p><i>Use the following steps and fill in the blanks to document the approval of Proposed Budget Development Documents:</i></p> <p>Discussion: Last year in order to maintain our librarian position we had to use this funding,</p>

	<p>this is not true for the 23-24 school year. In previous years we used this funding to go towards AVID supplies, conferences, and licensing. The SSC would like to return to using the funding to support our AVID program.</p> <ol style="list-style-type: none"> <li>1. <b>Motion</b> to approve above 2023-24 Title IV Budget Priorities by: _____Sheila Matias_____</li> <li>2. <b>Second</b> by: _Carolina Hernandez_____</li> <li>3. <b>Vote:</b> The motion has been moved and seconded, take the vote by asking through a show of hands “All in favor 10 All opposed 0, any abstentions 0”</li> <li>4. <b>Vote Outcome:</b> _____Unanimous 10_____</li> </ol>
<p><b>G1 Proposal for 23-24</b></p>	<p>SSC members were presented the proposal of expenditures for G1 for 23-24 school year.</p> <p>Discussion: Priority placed on maintaining the programs that we already have in place, including personnel for electives and RJ/Case Managers</p> <p>SSC Does not need to vote on G1 this was for feedback and engagement purposes.</p>
<p><b>6. Public Comment</b></p>	<p>Notes: No public Comment</p>
<p><b>7. Next Meeting Date &amp; Adjourn</b></p>	<ul style="list-style-type: none"> <li>• The next SSC meeting will be on the following date: __February 14 __       <ol style="list-style-type: none"> <li>1. <b>Motion</b> to Adjourn by: Sara Allen</li> <li>2. <b>Second</b> by: Sheila Matas</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.12 All opposed.0 Any Abstentions.” 0</li> <li>4. The meeting adjourned at the following time: _Unanimous 12_____</li> </ol> </li> </ul>



# UFSA LT 22-23 AGENDAS AND NOTES

UFSA Leadership Team	Procedural Norms
<p>The Leadership Team</p> <ul style="list-style-type: none"> <li>● supports the entire UFSA community to understand and uphold UFSA’s mission, vision and values</li> <li>● nurtures a cohesive community among staff, students and families</li> <li>● communicates effectively with staff and is responsive to feedback</li> <li>● designs and delivers impactful professional learning experiences that support staff to do their best work and disrupt inequities in teaching practices, classroom/school culture and student learning</li> <li>● plans and implements effective schoolwide systems by supporting staff and holding them accountable</li> <li>● actively gathers data and solicits feedback to engage in reflection around progress towards our goals</li> </ul> <p>INTERNALLY: We will work together as a reflective team that learns from and with each other, actively models our values and commitment to our mission and vision, makes time to give and receive feedback, plans meetings thoughtfully, and distributes leadership in a way that values each member’s voice, perspectives and insights.</p>	<ul style="list-style-type: none"> <li>● <b>Honor time</b> <ul style="list-style-type: none"> <li>○ Be present, engaged, and on topic</li> <li>○ Start and end on time</li> <li>○ Use parking lot when needed</li> </ul> </li> <li>● <b>Thoughtfully plan meetings</b> <ul style="list-style-type: none"> <li>○ Review prior meeting including follow up on action items</li> <li>○ Predetermine data-driven decision-making process/protocol</li> <li>○ Solicit and incorporate feedback</li> </ul> </li> <li>● <b>Speak and listen mindfully</b> <ul style="list-style-type: none"> <li>○ Step up and step back</li> <li>○ Speak your truth</li> <li>○ Listen to heart and for meaning</li> <li>○ Push ourselves to have the “difficult conversation”</li> <li>○ <i>Wear leadership team “hat” while being mindful of voices who aren’t in the room</i></li> </ul> </li> <li>● <b>Be rooted in mission/vision/values</b></li> </ul>



## LT 11: February 9, 2023

Fuku's Room and/or [Zoom](#)

Cass , Candice (process checker), Edwin, Freddie, Joshua, Maha (timekeeper), Raegina, Ron, Shartresa, Vaha, Sara & Keely (facilitators)

Absent:

time	topic	notes																												
3:45-3:55 10 mins	Welcome & Norms <a href="#">UFSA Values and Norms</a> Assign Roles	Opener:																												
Review Agenda and Next Steps from last meeting:																														
<table border="1"> <thead> <tr> <th>next steps</th> <th>who</th> <th>by when</th> <th>done? <input checked="" type="checkbox"/></th> </tr> </thead> <tbody> <tr> <td>Final preparation (and facilitation) for SLC launch with teachers on February 1</td> <td> <ul style="list-style-type: none"> <li>● Raegina and Ron edit &amp; revise SLC Teacher Logistics Slides.</li> <li>● Maha and Ron? to facilitate launch on FEB. 1.</li> <li>● Keely and Freddie to also revise docs.</li> </ul> </td> <td></td> <td></td> </tr> <tr> <td>Check in with after school to make sure rooms are available March 1-3 for SLCs</td> <td>Sara</td> <td></td> <td></td> </tr> <tr> <td>Gather input from teams about EXPO</td> <td>All LT</td> <td></td> <td></td> </tr> <tr> <td>Help with BHM!</td> <td>Nixon/ Everyone</td> <td>Keep an eye out for calendar invites</td> <td>Started and ongoing</td> </tr> <tr> <td>Create a pretty version of criteria for affinity space</td> <td>Maha</td> <td></td> <td></td> </tr> <tr> <td>Reach out to AAFE for presentation</td> <td>Edwin</td> <td></td> <td></td> </tr> </tbody> </table>			next steps	who	by when	done? <input checked="" type="checkbox"/>	Final preparation (and facilitation) for SLC launch with teachers on February 1	<ul style="list-style-type: none"> <li>● Raegina and Ron edit &amp; revise SLC Teacher Logistics Slides.</li> <li>● Maha and Ron? to facilitate launch on FEB. 1.</li> <li>● Keely and Freddie to also revise docs.</li> </ul>			Check in with after school to make sure rooms are available March 1-3 for SLCs	Sara			Gather input from teams about EXPO	All LT			Help with BHM!	Nixon/ Everyone	Keep an eye out for calendar invites	Started and ongoing	Create a pretty version of criteria for affinity space	Maha			Reach out to AAFE for presentation	Edwin		
next steps	who	by when	done? <input checked="" type="checkbox"/>																											
Final preparation (and facilitation) for SLC launch with teachers on February 1	<ul style="list-style-type: none"> <li>● Raegina and Ron edit &amp; revise SLC Teacher Logistics Slides.</li> <li>● Maha and Ron? to facilitate launch on FEB. 1.</li> <li>● Keely and Freddie to also revise docs.</li> </ul>																													
Check in with after school to make sure rooms are available March 1-3 for SLCs	Sara																													
Gather input from teams about EXPO	All LT																													
Help with BHM!	Nixon/ Everyone	Keep an eye out for calendar invites	Started and ongoing																											
Create a pretty version of criteria for affinity space	Maha																													
Reach out to AAFE for presentation	Edwin																													
3:55-4:10 15 min	Logistics Check-Ins	<a href="#">Valentine's Dance (February 14 3:45-5)</a> <ul style="list-style-type: none"> <li>● Update</li> <li>● What support is needed?</li> </ul> <a href="#">Student Led Conferences</a> <ul style="list-style-type: none"> <li>● Update</li> <li>● Have all advisors assigned slide templates?</li> <li>● Are there any details that have been missed?</li> </ul>																												

		<u>Black History Month Celebrations</u> <ul style="list-style-type: none"> <li>● Update</li> <li>● Night of Elegance</li> <li>● Extended Advisory <ul style="list-style-type: none"> <li>○ Schedule for the day</li> <li>○ MC for assembly</li> <li>○ Slides for advisory</li> </ul> </li> </ul>																														
4:10-4:40 30 mins	Expo Planning	Updates from each grade: Where are you in your planning? What support do you need? Do we need EXPO afternoons for students on February 23 and March 21? <b>see notes from <a href="#">LT 9: January 12, 2023</a></b> )																														
4:40-4:50 10 mins	<a href="#">CCSP Revised Proposal for 2022-23 school Year</a>	LT Reviewed the newer version of the proposal for this school year. Discussion: Extended contracts and retreat a priority.																														
4:50-4:55 10 mins	Next steps: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">next steps</th> <th style="width: 15%;">who</th> <th style="width: 15%;">by when</th> <th style="width: 20%;">done? <input checked="" type="checkbox"/></th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">●</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				next steps	who	by when	done? <input checked="" type="checkbox"/>		●																						
next steps	who	by when	done? <input checked="" type="checkbox"/>																													
	●																															
	<a href="#">Meeting Feedback</a>																															
4:55-5:00 5 mins	Process Check Closure	Next Meeting: -																														

## LT 10: January 26, 2023

Fuku's Room and/or [Zoom](#)

Cass , Candice (process checker), Edwin, Freddie, Joshua, Maha (timekeeper), Raegina, Ron, Shartresa, Vaha, Sara & Keely (facilitators)		
Absent: Joshua, Illyas		
<b>time</b>	<b>topic</b>	<b>notes</b>

<p>3:45-3:55 10 mins</p>	<p>Welcome &amp; Norms <a href="#">UFSA Values and Norms</a> Assign Roles</p>	<p>Opener: McSwain: Are you more afraid of zombies or aliens?</p>																				
<p>Review Agenda and Next Steps from last meeting:</p> <table border="1" data-bbox="391 380 1507 957"> <thead> <tr> <th data-bbox="391 380 967 443">next steps</th> <th data-bbox="967 380 1157 443">who</th> <th data-bbox="1157 380 1328 443">by when</th> <th data-bbox="1328 380 1507 443">done? <input checked="" type="checkbox"/></th> </tr> </thead> <tbody> <tr> <td data-bbox="391 443 967 583">Revising SLC docs/spreadsheets/slides for March SLCs</td> <td data-bbox="967 443 1157 583">Freddie/ Malinda/</td> <td data-bbox="1157 443 1328 583"></td> <td data-bbox="1328 443 1507 583">Partially continue today</td> </tr> <tr> <td data-bbox="391 583 967 684">Additional teacher planning time for EXPO February 15, 2023</td> <td data-bbox="967 583 1157 684">Sara/Keely</td> <td data-bbox="1157 583 1328 684"></td> <td data-bbox="1328 583 1507 684"><input checked="" type="checkbox"/></td> </tr> <tr> <td data-bbox="391 684 967 785">Gather input from teams about EXPO See ?s from <a href="#">LT 9: January 12, 2023</a></td> <td data-bbox="967 684 1157 785">All LT</td> <td data-bbox="1157 684 1328 785"></td> <td data-bbox="1328 684 1507 785"></td> </tr> <tr> <td data-bbox="391 785 967 957">Help with BHM!</td> <td data-bbox="967 785 1157 957">Nixon/ Everyone</td> <td data-bbox="1157 785 1328 957">Keep an eye out for calendar invites</td> <td data-bbox="1328 785 1507 957">Started and ongoing</td> </tr> </tbody> </table>			next steps	who	by when	done? <input checked="" type="checkbox"/>	Revising SLC docs/spreadsheets/slides for March SLCs	Freddie/ Malinda/		Partially continue today	Additional teacher planning time for EXPO February 15, 2023	Sara/Keely		<input checked="" type="checkbox"/>	Gather input from teams about EXPO See ?s from <a href="#">LT 9: January 12, 2023</a>	All LT			Help with BHM!	Nixon/ Everyone	Keep an eye out for calendar invites	Started and ongoing
next steps	who	by when	done? <input checked="" type="checkbox"/>																			
Revising SLC docs/spreadsheets/slides for March SLCs	Freddie/ Malinda/		Partially continue today																			
Additional teacher planning time for EXPO February 15, 2023	Sara/Keely		<input checked="" type="checkbox"/>																			
Gather input from teams about EXPO See ?s from <a href="#">LT 9: January 12, 2023</a>	All LT																					
Help with BHM!	Nixon/ Everyone	Keep an eye out for calendar invites	Started and ongoing																			
<p>3:55-4:00 5 min</p>	<p>SLCs or Affinity Program</p>	<p>Choose a group to work with today:</p> <p>Affinity Program (with Sara)</p> <ul style="list-style-type: none"> <li>We did some dreaming in our <a href="#">LT 8: December 8, 2022</a> meeting</li> <li>What are our clear criteria for a partnership? What data and deliverables do we want? What does success look like?</li> <li>Add your name here: Sara, Maha Fuku, Edwin, Nixon</li> </ul> <p>SLC Prep (with Keely)</p> <ul style="list-style-type: none"> <li>Refresh all documents for March 1-3 SLCs.</li> <li>Create a timeline for SLC progress for teachers, advisors, students</li> <li>Prepare to launch with teachers on Feb 1</li> <li>Add your name here: Raegina, McSwain, Freddie</li> </ul>																				
<p>4:00-4:40 40 mins</p>	<p>Affinity Program Planning</p>	<p>Notetaker:</p> <p>Longevity do they have grant money such as OFCY to supplement so that they can be here for a longer period of time</p> <p>Willingness to negotiate contracts so that we can get the criteria that we want and for longer ie agreeing to a 5 year contract so that we can have them have what we are looking for and for a longer period of time than 5 years if possible.</p> <p>Sustainability</p> <p>Do we have a say in who they send here</p> <p>What is the curriculum</p> <p>What has been the training for facilitators</p> <p>How do they assess their program on our campus?</p> <p>How do they assess their own facilitator</p> <p>Is it a stand alone facilitator or do they need a teacher to hold the space?</p>																				

Advisory/Class model/with case management for the students in that class.  
 Fosters connection Pride, Leadership, community, family engagement Avenue for the kids to showcase what they have done,  
 Criteria for entering (maybe an application, student request, teacher referral) and staying part of the group.  
 Close work with RJ practices  
 Reflection on self and society

Focal groups: Girls, specifically AA Females

4:00-4:40  
40 mins

SLC Planning

Notetaker: Keely  
 SLC Prep February 1 2:30-3:30  
 Feb 22 Extended Advisory (BHM and SLC prep)  
 SLCs are March 1-3

Fall 2023 SLCs ( <a href="#">folder</a> )	Spring 2023 SLCs ( <a href="#">folder</a> ) TO BE UPDATED:
<ul style="list-style-type: none"> <li>Student Fall 2022 SLC Prese...</li> </ul>	<ul style="list-style-type: none"> <li>Spring 2023 SLC Student Pre...</li> <li>SLC Template proposal (from Malinda) Spanish version? Do all teachers need to be editors on this in order to assign it in Google Classroom?</li> </ul>
<ul style="list-style-type: none"> <li>SLC Teacher Logistics: Fall 2...</li> </ul>	<ul style="list-style-type: none"> <li>SLC Teacher Logistics: Spring...</li> <li>Need to update all links to the Spring 2023 ones Perhaps delete the duplicate student slides?</li> <li>TRANSLATION SERVICES: <a href="https://docs.google.com/document/d/1CoOOVz5TRSGFohvGbl5SLQPdYE2UBe7EOHc3OhxXGaw/edit">https://docs.google.com/document/d/1CoOOVz5TRSGFohvGbl5SLQPdYE2UBe7EOHc3OhxXGaw/edit</a></li> </ul>
<ul style="list-style-type: none"> <li>SLC Parent Sign-up Letter (F...</li> </ul>	<ul style="list-style-type: none"> <li>SLC Parent Sign-up Letter (S...</li> </ul>
<ul style="list-style-type: none"> <li>Learning Targets by class for...</li> </ul>	<ul style="list-style-type: none"> <li>Learning Targets by class for...</li> <li>Can we pre fill all teacher names in here?</li> </ul>
<ul style="list-style-type: none"> <li>2022-23 Call Log UFSA</li> </ul>	

Time during PD for iReady input? Do we want to use printouts of iready rather than putting it into the slide decks?

1. Print paper (print by advisor)

2. Input info onto slide: Fall score and mid year score
- Each classroom teacher supports students to complete their part of the table - learning target, reflection, student work (February 17)
  - Advisor responsible to rehearsing

Timeline:

February 1: launch with teachers/advisors

- All advisors assign student slide template
  - Joven Noble (Freddie)
  - Blueprint (Raegina ask IT)
- Grace, Barry, Joven Noble- need computers? There are computers in the auditorium, or need to join an advisory buddy
- Save PD time for advisors to share what worked

February 17

- Deadline for teachers to have students add work into the Student Slide Deck (and learning target and reflection)

February 22

- Rehearse in advisory

Notes from December 8 Meeting about SLCs:

**Plus**

- Most of advisee students showed up and actually did their slc's
- Nice to reconnect with parents
- I liked having it right before Thanksgiving break
- Snacks were awesome-it was so good to feed families.
- Students were nervous/excited... checking in with Edwin

**Delta**

- We should have had print outs of iReady because it was hard to see on slideshow.
- Stupid zoom on the chromebooks were a mess
- You can tell some students did not practice and rehearse
- Some students were confused about what they had to do- how can we better support newcomer students? How do we identify who needs a bit more help? SIFE?
  - Doing more peer to peer support?
- Some students mentioned they "didn't need to do the slides" which cause some to push back when doing work.

**Remember for March SLCs**

- Save PD time for advisors to share what worked
- Push for teachers to allocate time prepare students in their classes
- Make sure teachers rehearse
- Deadline for all work to be into SLC slides
- Get snacks

4:50-4:55 10 mins	Next steps:			
	<b>next steps</b>	<b>who</b>	<b>by when</b>	<b>done? <input checked="" type="checkbox"/></b>
	Final preparation (and facilitation) for SLC launch with teachers on February 1	<ul style="list-style-type: none"> <li>● Raegina and Ron edit &amp; revise SLC Teacher Logistics Slides.</li> <li>● Maha and Ron? to facilitate launch on FEB. 1.</li> <li>● Keely and Freddie to also revise docs.</li> </ul>		
	Check in with after school to make sure rooms are available March 1-3 for SLCs	Sara		
	Gather input from teams about EXPO	All LT		
	Help with BHM!	Nixon/ Everyone	Keep an eye out for calendar invites	Started and ongoing
	Create a pretty version of criteria for affinity space	Maha		
Reach out to AAFE for presentation	Edwin			
	<a href="#">Meeting Feedback</a>			
4:55-5:00 5 mins	Process Check Closure	Next Meeting: -		

## LT 9: January 12, 2023

Fuku's Room and/or [Zoom](#)

Cass (process checker), Candice, Edwin (notetaker), Freddie (timekeeper), Joshua, Maha, Raegina, Ron,

Shartresa, Vaha, Sara & Keely (facilitators)

Absent: Vaha

time	topic	notes																					
3:45-3:50 10 mins	Welcome & Norms <a href="#">UFSA Values and Norms</a> Assign Roles	Welcome: What are you excited for in 2023?  Be mindful: <b><i>Is there a perspective being silenced or unseen?</i></b> <ul style="list-style-type: none"> <li>○ Make space for all voices to be heard</li> </ul>																					
3:50-4:00	G1 Proposal and budget for UFSA 2023-24  <a href="#">Budget Planning tool</a>	G1 proposal notes:  LT in favor of using G1 funding to ensure that all programs that we currently have in place continue to be funded including RJ. Given that the district is no longer covering 0.5 of our RJ coordinator and ESSER funding is no longer available, LT is in favor of using G1 to keep our Coordinator and Case manager.																					
Next steps: <b>Expo:</b> Sara and Keely will plan for a day of planing for teachers. <b>Grade level deans:</b> Cass will lead meeting every monday going forward and will report back when needed. <b>Things that need to be addressed:</b> supervision, classroom passes.	Review Agenda and Next Steps from last meeting:																						
	<table border="1"> <thead> <tr> <th>next steps</th> <th>who</th> <th>by when</th> <th>done? <input checked="" type="checkbox"/></th> </tr> </thead> <tbody> <tr> <td>Grade level Dean Next steps</td> <td>Sara</td> <td>December</td> <td></td> </tr> <tr> <td>Planning for Expo Planning days in January</td> <td>Cass, Fuku (bring in Raegina and Ron)</td> <td></td> <td></td> </tr> <tr> <td>Define what we want we want from an affinity programs so we can best search for a good fit</td> <td>Leadership team next meeting</td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Revise <a href="#">End of semester staff survey</a> currently a copy of last year's end of year survey with questions added about: *making advisory slides *QTEL work</td> <td>Freddie</td> <td>Monday</td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>			next steps	who	by when	done? <input checked="" type="checkbox"/>	Grade level Dean Next steps	Sara	December		Planning for Expo Planning days in January	Cass, Fuku (bring in Raegina and Ron)			Define what we want we want from an affinity programs so we can best search for a good fit	Leadership team next meeting		<input checked="" type="checkbox"/>	Revise <a href="#">End of semester staff survey</a> currently a copy of last year's end of year survey with questions added about: *making advisory slides *QTEL work	Freddie	Monday	<input checked="" type="checkbox"/>
next steps	who	by when	done? <input checked="" type="checkbox"/>																				
Grade level Dean Next steps	Sara	December																					
Planning for Expo Planning days in January	Cass, Fuku (bring in Raegina and Ron)																						
Define what we want we want from an affinity programs so we can best search for a good fit	Leadership team next meeting		<input checked="" type="checkbox"/>																				
Revise <a href="#">End of semester staff survey</a> currently a copy of last year's end of year survey with questions added about: *making advisory slides *QTEL work	Freddie	Monday	<input checked="" type="checkbox"/>																				
4:00-4:10 10 mins	SLCs  Before/ After Feb. 4th information needed:: calendar information	SLC Prep February 1 2:30-3:30 Feb 22 Extended Advisory (BHM and SLC prep) SLCs are March 1-3  What are we telling staff and when? Who is organizing docs? <a href="#">Shared Folder from Fall SLCs</a> & <a href="#">Slide Deck for Ts</a>																					

	<p>provided on newsletter, dates and times for teachers to start making calls, add this info to PD (Sara/Keely); Sara emailed teachers in real time to remind teachers; <b>Freddie</b> is revising call log; Ask <b>Melinda</b> to work on template (Sara sent email in real time); SLCs revamp/rollout???</p>	<p>Notes from December 8 Meeting about SLCs:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>Plus</b></p> <ul style="list-style-type: none"> <li>● Most of advisee students showed up and actually did their slc's</li> <li>● Nice to reconnect with parents</li> <li>● I liked having it right before Thanksgiving break</li> <li>● Snacks were awesome-it was so good to feed families.</li> <li>● Students were nervous/excited... checking in with Edwin</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>Delta</b></p> <ul style="list-style-type: none"> <li>● We should have had print outs of iReady because it was hard to see on slideshow.</li> <li>● Stupid zoom on the chromebooks were a mess</li> <li>● You can tell some students did not practice and rehearse</li> <li>● Some students were confused about what they had to do- how can we better support newcomer students? How do we identify who needs a bit more help? SIFE? <ul style="list-style-type: none"> <li>○ Doing more peer to peer support?</li> </ul> </li> <li>● Some students mentioned they "didn't need to do the slides" which cause some to push back when doing work.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>Remember for March SLCs</b></p> <ul style="list-style-type: none"> <li>● Save PD time for advisors to share what worked</li> <li>● Push for teachers to allocate time prepare students in their classes</li> <li>● Make sure teachers rehearse</li> <li>● Deadline for all work to be into SLC slides</li> <li>● Get snacks</li> </ul> </div>
<p>4:10-4:20 10 mins</p>	<p>EXPO</p> <p>EXPO night visioning: These questions will be presented to grade level teams for feedback and will report back. Money for projects is available and other requests will be considered with advanced notice (Sara)...Request not to serve food in multiple spaces instead have it</p>	<p>As an LT we, will start thinking about EXPO night details:</p> <ul style="list-style-type: none"> <li>● What does the night look like?</li> <li>● How/what/ when/where to offer food to families</li> <li>● Time frame for the evening</li> <li>● when/where students will be presenting</li> </ul> <p>Start to talk to teams for input, we will return to this conversation</p>



	serve in a central space (Gym???)	
4:20-4:45 30 mins	<p>Staff Survey</p> <p>Edwin left meeting at 4:30 pm and will provide feedback on these items at another time.</p>	<p>20 minutes in groups of 2-3 people to review data. As you read through, add noticings. Then as a group summarize what you see, determine what is most important for LT to respond to, and finally add any ideas your group has.</p> <p>1 = strongly disagree and 5 = strongly agree</p> <p><a href="#">See Data Displays Here</a></p> <hr/> <p><b>Group 1: <a href="#">Culture and Climate</a>: Names Fuku, McSwain, Joshua</b></p> <p>Noticings: In general, staff would say that there is a disconnect between teachers and discipline team.</p> <ul style="list-style-type: none"> <li>• Things have declined from beginning of the year as far as expectations go.</li> <li>• Want more activities to connect with staff.</li> <li>• One person feels extremely disconnected from staff.</li> <li>• Urf referral does not feel super effective.</li> </ul> <p>Summary: Much of the discontent comes from the communication of student behavior, or what is going on with particular incidences.</p> <p>Most important for LT (or CCLT) to act upon: Ideas for this pair:</p> <hr/> <p><b>Group 2: <a href="#">Advisory/Office Hours</a> Names: Raegina Cass</b></p> <p>Noticings: People want office hours, might need to be shifted of how many times are offered, Most advisors enjoy their advisory and the time with them, Making sure inventory of advisory materials at the beginning of the year/summer,</p> <p>Summary: Most important for LT (or CCLT or ILT) to act upon: Support Ideas for this pair: Cass and Sara may need to help support a space that feels like the extended advisory is a bit more stressful</p> <hr/> <p><b>Group 3: <a href="#">PD</a> Names: Keely, Sara, Nixon</b></p> <p>Noticings: spearitwurx, PLC, YouthSpeaks, QTEL... many different PL were called out for being supportive of our growth as a site PLC highlighted most Mixed feedback on QTEL, but more appreciation for recent QTEL training Summary: different people need/want different things. There are some areas of curiosity and desire to learn and grow. Most important for LT (or ILT) to act upon: time to support with QTEL strategies (complex output!) and EXPO Keep working with Nhi to support positive PLC spaces Ideas for this pair:</p>

		<p>Group 4: <u>Other</u> Names:Freddie</p> <p>Noticings:Discipline (a need for greater consistency and communication)          Improve Job: (job, communication, newcomer support)          Allen Newsletter(most who completed survey say they read it weekly or Daily)          Have materials (most say 3 (not agree or disagree about needed) but reported appreciate a number of items and would like better training for promethium board, a new projector, mouse traps ect)          Summary:          Most important for LT to act upon:          Ideas for this pair:</p>			
4:45-4:55 10 mins	Next steps:				
		<b>next steps</b>	<b>who</b>	<b>by when</b>	<b>done? <input checked="" type="checkbox"/></b>
		Revising SLC docs/spreadsheets/slides for March SLCs	Freddie/ Malinda/		
		Additional teacher planning time for EXPO	Sara/Keely		
		Gather input from teams about EXPO	All LT		
		Help with BHM!	Nixon/ Everyone	Keep an eye out for calendar invites	
	<a href="#">Meeting Feedback</a>				
4:55-5:00 5 mins	Process Check Closure	Next Meeting: -			


## LT 8: December 8, 2022

Fuku's Room and/or [Zoom](#)

Candice(notetaker), Edwin(timekeeper), Freddie, Joshua, Maha , Raegina, Ron, Shartresa (process checker), Vaha, Sara & Keely (facilitators)

Absent: Freddie, Joshua, Ron, Vaha, Sara

time	topic	notes
3:45-3:55 10 mins	Welcome & Norms <a href="#">UFSA Values and Norms</a> Assign Roles	Welcome: Best field trip you went on in middle school?  Be Mindful; Make decisions in service of our community, with attention to what voices are missing, who will be most impacted, who is generally least served Be aware of our purpose and intentions.
3:55-4:05 10 mins	SLCs	<p>In pairs:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>Plus</b></p> <ul style="list-style-type: none"> <li>● Most of advisee students showed up and actually did their slc's</li> <li>● Nice to reconnect with parents</li> <li>● I liked having it right before Thanksgiving break</li> <li>● Snacks were awesome-it was so good to feed families.</li> <li>● Students were nervous/excited... checking in with Edwin</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>Delta</b></p> <ul style="list-style-type: none"> <li>● We should have had print outs of iReady because it was hard to see on slideshow.</li> <li>● Stupid zoom on the chromebooks were a mess</li> <li>● You can tell some students did not practice and rehearse</li> <li>● Some students were confused about what they had to do- how can we better support newcomer students? How do we identify who needs a bit more help? SIFE? <ul style="list-style-type: none"> <li>○ Doing more peer to peer support?</li> </ul> </li> <li>● Some students mentioned they "didn't need to do the slides" which cause some to push back when doing work.</li> </ul> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>Remember for March SLCs</b></p> <ul style="list-style-type: none"> <li>● Save PD time for advisors to share what worked</li> <li>● Push for teachers to allocate time prepare students in their classes</li> <li>● Make sure teachers rehearse</li> <li>● Deadline for all work to be into SLC slides</li> <li>● Get snacks</li> </ul> </div>
4:05-4:20 15 mins	Affinity Programs	<p>Defining Affinity program wants and needs so we can search for a good fit for our school.</p> <ul style="list-style-type: none"> <li>● One thing that has been consistent is making our Black teachers feel like they are corrections officer.</li> <li>● We need to reframe how we talk about our Black students-there is not one narrative about our Black students, but rather multiple.</li> <li>●</li> </ul> <p>Dream:</p>

		<ul style="list-style-type: none"> <li>● Making space for all-</li> <li>● Student led</li> <li>●</li> </ul> <p>Musts:</p> <ul style="list-style-type: none"> <li>● Whoever we hire, they need to build a meaningful connection with students</li> <li>● We need consistency with whomever works with our students.</li> <li>● It should not be miracle work</li> <li>● Organizations have very clear outcomes</li> </ul> <p>Looking like AAFE for next year (Edwin shared they are working on the grant funding)</p>
<p>4:20-4:45 25 mins</p>	<p>EXPO</p>	<p>From previous LT meetings:</p> <ul style="list-style-type: none"> <li>→ Moving forward with Mandatory grade-level EXPO <ul style="list-style-type: none"> <li>◆ Music- performance</li> <li>◆ Art- displayed</li> <li>◆ CS- TBD</li> </ul> </li> <li>→ Teacher Planning Time: Afternoons January 5 and 6</li> <li>→ Student Work Time in Afternoon (min day schedule in morning): <ul style="list-style-type: none"> <li>March 21</li> <li>April 18</li> <li>May 8-16</li> </ul> </li> <li>→ Being intentional with calendar and how to embed EXPO project within curriculum</li> <li>→ Expo date: May 16</li> </ul> <p> 2022-23 UFSA Planning Calendar + Meeting Agendas</p> <p>1. Review details above. Are we all in agreement? Any adjustments that need to be made? Do we want 1 (interdisciplinary) Expo project per grade or an option for different projects in different classes?</p> <p>Fuku + Raegina</p> <ul style="list-style-type: none"> <li>● May 8 - 16 → a long time for minimum days, worried about the craziness of holding students for that long.</li> </ul> <p>Freddie + Shartresa + Ron</p> <p>Keely + Edwin + Maha + Cass</p> <ul style="list-style-type: none"> <li>● Conflict with SBAC make-ups</li> </ul> <p>8th- interdisciplinary grade level wide project- after testing. Still in the air where teachers would be required curriculum. Students would work in different classes to prepare the content, then put the presentation together</p> <p>7th grade- interdisciplinary (RM brought up challenges of Expo afternoons)</p>


		<p>Shartresa: no push out rooms, only push-in Can we set aside time for music to practice?</p> <p>2. What do we need from teacher planning afternoons Jan 5 and 6? What other teacher support should we plan for?</p> <p>How can this connect to SBG and QTEL work and curriculum? How can Expo bring this together?</p> <p>Would be helpful to hear how a team has brought together different disciplines?</p> <p>Misunderstanding around “showing what they are working on” vs how Buck Institute shared PBL</p> <p>Explain: on expo night, what does it look like? fishbowl?</p>																				
4:45-4:55 10 mins	<p>Next steps:</p> <table border="1"> <thead> <tr> <th>next steps</th> <th>who</th> <th>by when</th> <th>done? <input checked="" type="checkbox"/></th> </tr> </thead> <tbody> <tr> <td>Grade level Dean Next steps</td> <td>Sara</td> <td>December</td> <td></td> </tr> <tr> <td>Planning for Expo Planning days in January</td> <td>Cass, Fuku (bring in Raegina and Ron)</td> <td></td> <td></td> </tr> <tr> <td>Define what we want we want from an affinity programs so we can best search for a good fit</td> <td>Leadership team next meeting</td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Revise <a href="#">End of semester staff survey</a> currently a copy of last year’s end of year survey with questions added about: *making advisory slides *QTEL work</td> <td>Freddie</td> <td>Monday</td> <td></td> </tr> </tbody> </table> <p><a href="#">Meeting Feedback</a></p>		next steps	who	by when	done? <input checked="" type="checkbox"/>	Grade level Dean Next steps	Sara	December		Planning for Expo Planning days in January	Cass, Fuku (bring in Raegina and Ron)			Define what we want we want from an affinity programs so we can best search for a good fit	Leadership team next meeting		<input checked="" type="checkbox"/>	Revise <a href="#">End of semester staff survey</a> currently a copy of last year’s end of year survey with questions added about: *making advisory slides *QTEL work	Freddie	Monday	
next steps	who	by when	done? <input checked="" type="checkbox"/>																			
Grade level Dean Next steps	Sara	December																				
Planning for Expo Planning days in January	Cass, Fuku (bring in Raegina and Ron)																					
Define what we want we want from an affinity programs so we can best search for a good fit	Leadership team next meeting		<input checked="" type="checkbox"/>																			
Revise <a href="#">End of semester staff survey</a> currently a copy of last year’s end of year survey with questions added about: *making advisory slides *QTEL work	Freddie	Monday																				
4:55-5:00 5 mins	Process Check Closure	Next Meeting: -																				

## LT 7: November 10, 2022

Fuku’s Room and/or [Zoom](#)

Candice , Edwin, Freddie, Joshua(timekeeper), Maha , Raegina (process checker), Ron, Shartresa (notetaker), Vaha, Sara (facilitator)& Keely

Absent: Keely

time	topic	notes
3:45-3:55 10 mins SA	Welcome & Norms <a href="#">UFSA Values and Norms</a> Assign Roles	Welcome: What is one word to describe how you are coming into our meeting today?
3:55-4:10 15 mins SA	EXPO	<p>From last LT meeting:</p> <ul style="list-style-type: none"><li>→ Moving forward with Mandatory grade-level EXPO<ul style="list-style-type: none"><li>◆ Music- performance</li><li>◆ Art- displayed</li><li>◆ CS- TBD</li></ul></li><li>- <b>Do Elective teachers want to collaborate, provide options as part of a menu, or have pieces on display during the night without a formal presentation?</b></li></ul> <p>→ Need time for collaborating about EXPO (Min days at start of semester 2)</p> <p>→ Being intentional with calendar and how to embed EXPO project within curriculum</p> <p>→ May 16 EXPO</p> <p> 2022-23 UFSA Planning Calendar + Meeting Agendas</p> <p>Teacher Planning Time:</p> <ul style="list-style-type: none"><li>● Afternoons January 4-6</li></ul> <p>Student Work Time in Afternoon (min day schedule in morning):</p> <ul style="list-style-type: none"><li>● <del>January 31 still too early</del></li><li>● <del>February 23 keep in mind celebrating BHM</del></li><li>● March 21</li><li>● April 18. Keep in mind spring break and renorming students when they come back to school.</li><li>● May 8-May16</li></ul> <p>The original idea was to add days earlier because we had so much feedback that people did not want to wait until the end of the year and feel rushed</p> <p><b>Are we good with these dates for student EXPO work afternoons?</b> <b>Leave the dates starting in March</b></p>
4:10-4:45 35 mins SA	22-23 Initiatives Progress Monitoring	(5 min) Step 1: Choose a system/initiative to focus on for progress monitoring: Put a star by the one you would most like to focus on. <ul style="list-style-type: none"><li>● URF*</li><li>● grade level dean system****</li><li>● Uniform</li></ul>

- cell phone policy
- Other

(10 min) Step 2: We have chosen \_\_\_ Grade level Dean System \_\_\_\_\_  
In small groups discuss and write notes on what is going well and what are the challenges.

What's going well?

- Good personnel
- Participation in COST - 6th grade
- Christina is great!
- Having grade level focus is a positive structure to have
- Love uniform check in the morning and dean follow ups in some teams

What are the challenges?

- 7th grade didn't know dean/no check in
- 7th grade dean unable to visit with grade level
- Is slack working?
- 7th grade feels they don't get any updates from dean as well.
- 7th/8th- not at cost consistently or at all
- Inconsistency about the role and responsibilities+actual job
- Knowledge of when students are being pulled.
- Low level follow up
- Deans don't know about check in check out system or contracts
- Dean/discipline meeting time to collaborate and follow up about systems
- Not sure about the 8th grade dean schedule
- Not clear on who is overseeing deans role, Ilyas or Sara?
- Need more clarity around duties and roles for deans: is it just discipline? What about attendance and COST?
- Not knowing What's the long term plan for the deans role in terms of funding in the coming years?

(10 min) Step 3: As a whole group reflect on what is going well and the challenges presented and take notes on what should be refined.

What needs to be refined?

- Connecting 7th grade to Mr. A in more meaningful way
- Deans meeting : Clarify structure/roles/
- Check in check out contract system
- What are 8th grade dean hours?
- Christina cannot be only dean responding:

(10 min) Step 4: Possible next steps

Identify next steps:

1. Allen and Ilyas meet with deans to renorm expectations and responsibilities
2. Clear plan for 7th and 8th grade deans in terms of connecting to grade level teams moving forward for the rest of the year (Who will go to 7th grade team meetings since they happen in afternoon after Mr. A's hours?)
3. Taking on a small caseload of students for check in and check out






		(COST/attendance)			
4:45-4:55 10 mins SA	Next steps:				
		<b>next steps</b>	<b>who</b>	<b>by when</b>	<b>done? <input checked="" type="checkbox"/></b>
		Continued work and engagement around the grant money	Sara		<input checked="" type="checkbox"/>
		All LT to check in with grade levels around EXPO schedule "the once a month student schedule"	ALL Keely will reach out to Raegina as 7th grade rep		<input checked="" type="checkbox"/>
		Grade level Dean Next steps	Sara	December	
		Planning for Expo Planning days in January	Keely and Sara add to agenda All leadership team	Leadership team agenda add	
		Define what we want we want from an affinity programs so we can best search for a good fit	Leadership team next meeting		
	<a href="#">Meeting Feedback</a>				
4:55-5:00 5 mins SA	Process Check Closure	Next Meeting: Leadership team agenda adds Expo planning Defining Affinity program wants and needs so we can search for a good fit for out school -			



## LT 6: October 27, 2022

Fuku's Room and/or [Zoom](#)

<p>Candice , Edwin, Freddie (timekeeper), Joshua, Maha (process checker), Raegina , Ron (notetaker), Shartresa, Vaha, Sara &amp; Keely (facilitators)</p> <p>Absent: Edwin, Raegina, Vaha</p>		
time	topic	notes
<p>3:45-3:55 10 mins KMW</p>	<p>Welcome &amp; Norms <a href="#">UFGA Values and Norms</a> Assign Roles</p>	<p>Welcome:</p> <p>Worst Halloween Candy</p>
<p>3:55-4:10 15 mins SA</p>	<p>Funding by</p>	<p><b>☰ CCSPP Funding Allocation - Menu of Potential Services</b></p> <ol style="list-style-type: none"> <li>Sara: What is possible with this funding? - <b>\$225k for 5 years, can carry over</b> -</li> <li>Brainstorm: What would we want to use this funding for? a. small groups return with 1-3 priorities</li> <li>3-5 ideas to take to SSC about what we do with this</li> </ol> <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p>Group 1</p> <p>Girls AA Affinity Group- AAFE? Parent Engagement- Activities for Families Field Trips (Attendance Initiative) Eagle Store Inventory (Student-Led Budget) Move salaries to ccsp then shift funds to tech needs. (Restorative Justice Staff) ??? How do we prioritize a focus within our site goals among student focused, family, or site</p> </div> <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p>Group 2 : Edwin Girls AA Affinity Group Community School Coordinator Youth Engagement Coordinator Restorative Justice Interns Parent Engagement Workshops</p> </div> <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p>Group 3</p> <p>Affinity groups for AAF and Latina More parent engagement events even after school</p> </div>

		<p>Celebrations  Teacher workshops/training like NEP/PLC/etc  Leadership Teams(s) retreat(s)  ASP carnival type events for whole school  Field trips     Better teachers lounge  Remodel classes/front office/school  Better parking ..?</p>
<p>4:10-4:20  10 mins  SA</p>	<p>EXPO</p>	<p>From last LT meeting:</p> <ul style="list-style-type: none"> <li>→ Moving forward with Mandatory grade-level EXPO <ul style="list-style-type: none"> <li>◆ Music- performance</li> <li>◆ Art- displayed</li> <li>◆ CS- TBD</li> </ul> </li> <li>- <b>Do Elective teachers want to collaborate, provide options as part of a menu, or have pieces on display during the night without a formal presentation?</b></li> </ul> <p>→ Need time for collaborating about EXPO (Min days at start of semester 2)</p> <p>→ Being intentional with calendar and how to embed EXPO project within curriculum</p> <p>→ May 16 EXPO</p> <p> 2022-23 UFSA Planning Calendar + Meeting Agendas</p> <p>Teacher Planning Time:</p> <ul style="list-style-type: none"> <li>● Afternoons January 4-6</li> </ul> <p>Student Work Time in Afternoon (min day schedule in morning):</p> <ul style="list-style-type: none"> <li>● January 31</li> <li>● February 23 keep in mind celebrating BHM</li> <li>● <b>March 21</b></li> <li>● <b>April 18. Keep in mind spring break and renorming students when they come back to school.</b></li> <li>● <b>May 8-May16</b></li> </ul> <p><b>Decision: Check with grade levels about feelings around monthly EXPO meetings/Student Work Time</b></p>
<p>4:20-4:45  25 mins  KMW</p>	<p>Team Responsibilities and Roles</p>	<p>Building off of Freddie’s spreadsheet that we looked at last time, Keely and Maha created:  <b>buckets of work</b></p> <p>OPENING MISSION: To ensure the efficiency of our teams to successfully meet our objectives and decide through a democratic process.</p> <p>WILL THIS ORGANIZATION HELP US MEET SITE GOALS FOR EACH TEAM?</p>

-Opening and clarifying questions

1. STRUCTURE: tasks were grouped together based on objectives for each time: Climate around overall school culture; ILT around initiatives related to academic/instructional goals

TEAM ANALYSIS: Look at buckets with guiding questions

1. What do you notice about the buckets and how each task/topic is related to the group responsible?
2. What do you notice is the same or different from how our teams currently operate?
3. What resonates with you? What challenges do you see?
4. Do you agree with this organization of site work and or objective statements?

TEAM ANALYSIS:

Group 1

**NOTICINGS**

- Umbrellas of leadership and buckets
- All layers are LT responsibility but each team houses elements of the work
- Another square? What is summer work for LT that can be planned and scheduled with a checklist
- If B2SN was planned in the summer, the date could be pushed up to the beginning of the year

**CHALLENGES**

- There will always be overlap
- How we pull non team members in on initiatives
  - Who executes our plan and how do we get more people executing
  - Lead for each event? Then the lead pulls in other folks to support
- Movement of students in and out of schools for B2SN contacting

**AGREE DISAGREE**

- 

Group 2

Keely, Shartresa, Joshua

Challenges:

- Still the same people

Noticings:

- Clearer what goes where, where the overlap is, what the

purpose of each meeting  
 Same/Different from how we currently operate:
 

- More to summer work than articulated here.

 Does it make sense to have LT Retreats to get things done? Sumer time can be too much

4:45-4:55 10 mins SA	Next steps:			
	<b>next steps</b>	<b>who</b>	<b>by when</b>	<b>done? <input checked="" type="checkbox"/></b>
	Next draft of team responsibilities	Maha, Keely		<input checked="" type="checkbox"/>
	Give Bingo Prizes from BTSN Alex Henry Melvin	Sara	Friday	<input checked="" type="checkbox"/>
	Halloween Dance Friday October 28	CCLT		
	Extended Advisory November 2	Advisory Committee		
	Need to intro iReady and EL snapshots, Support new folks+those that missed last PD, Plan PLC time to support standards based student work to showcase, Arrange with SPED to support advisors What else for SLCs?	Supports PLC?	Coming up next PD	<input checked="" type="checkbox"/>
	Strategic timing for collaboration towards EXPO Timing for students to work on EXPO	Keely/Sara		<input checked="" type="checkbox"/>
	Continued work and engagement around the grant money	Sara		
	All LT to check in with grade levels around EXPO schedule "the once a month student schedule"	ALL Keely will reach out to Raegina as 7th grade rep		
<a href="#">Meeting Feedback</a>				

4:55-5:00 5 mins KMW	Process Check Closure	colla  Next Meeting: -
----------------------------	--------------------------	---------------------------------

## LT 5: October 13, 2022

Fuku's Room and/or [Zoom](#)

<p>Candice (timekeeper), Edwin (late), Freddie (late), Joshua, Maha (process checker), Raegina (notetaker), Ron (late), Shartresa, Vaha, Sara &amp; Keely (facilitators)</p> <p>Absent: Edwin, Joshua</p>		
time	topic	notes
<p>3:45-3:55 10 mins KMW</p>	<p>Welcome &amp; Norms <a href="#">UFSA Values and Norms</a> Assign Roles</p>	<p>Partner check-in: What's on top?</p> <p>Intention: Being Mindful, Commit to holding each other accountable to our mission and norms.</p>
<p>3:55-4:05 10 mins SA</p>	<p>Last Meeting</p>	<p>Are there ways to better support asynchronous work?</p> <p>If we try this next time:</p> <ul style="list-style-type: none"> <li>-google form for votes.</li> <li>-1 reminder</li> <li>-Vote on simple things/simple notes</li> </ul>
<p>4:05-4:15 10 mins SA</p>	<p>Lockdown</p>	<p>Process Check:</p> <p>Plus:</p> <ul style="list-style-type: none"> <li>● I'm glad we just did a drill</li> <li>●</li> <li>● Communication beforehand to prepare students of what was coming</li> <li>●</li> <li>● Practice</li> </ul> <p>Delta:</p> <ul style="list-style-type: none"> <li>● Framing: I introduced to students what the lock down means and various severities and why we do what we do.. New teacher probably didn't. More specific LIST of what to do for new folks</li> <li>● It does bring out the lack of safety on our campus in general.</li> <li>● Room 236 is a problem because of the lock</li> <li>●</li> <li>● I would imagine that some students did not get to practice...absent</li> </ul> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>● Simple directions and reminders of the most important to-do's day of drill to help frame lockdown for staff and students.</li> <li>● Add drills to retreat for adults</li> <li>● Add drills to the first week of school</li> </ul>
<p>4:15-4:25 10 mins SA</p>	<p>EXPO</p>	<p>EXPO currently on planning calendar for December 15 and March 30.</p> <p>Last Year (for context)</p> <div style="border: 1px solid black; padding: 5px;"> <p>December 9, 2021 Leadership Team decision:</p> </div>

- School-wide EXPO on Wednesday 3/30
  - Teachers and Teams are encouraged to implement PBL in semester 2
  - Teachers can choose to prepare students for EXPO or not, but all teachers attend EXPO to support and learn
- Date moved to April 28 (after SBAC)

→ Do we want to have 2 EXPOs or one combined EXPO? Type your name to vote:

1 EXPO	2 EXPOs
Nixon Raegina Fuku-only because we didn't plan for 2, one in the Fall and one in the Spring, but I think it's fine to have one at the end of the year.	


→ Is EXPO optional or mandatory for teachers? Type your name to vote:

optional	mandatory
Nixon-for elective and supports classes	Nixon-core classes Raegina Fuku

May 1- SBAC Week  
May 25- Last Day of School

Next Steps:

- Moving forward with Mandatory EXPO
- Need time for collaborating about EXPO (Min days at start of semester 2)
- Being intentional with calendar and how to embed EXPO project within curriculum
- May 16 EXPO

4:25-4:45 20 mins KMW	Team Responsibilities and Roles	From September 22 <u>Buckets of work: ILT/LT/CCLT Jamboard</u> , Freddie created:  ILT/CCLT/LT buckets <ol style="list-style-type: none"> <li>1. Freddie Presents</li> <li>2. Clarifying Questions</li> <li>3. Praise Polish Question: In smaller groups, offer feedback on the current draft</li> </ol>
4:45-4:55	Next steps:	

10 mins KMW	<table border="1"> <thead> <tr> <th>next steps</th> <th>who</th> <th>by when</th> <th>done? <input checked="" type="checkbox"/></th> </tr> </thead> <tbody> <tr> <td>Take Jamboard and draft a document outlining teams, responsibilities, roles</td> <td>Freddie</td> <td><a href="#">Tuesday</a></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Next draft of team responsibilities</td> <td>Maha, Keely</td> <td></td> <td></td> </tr> <tr> <td>Give Bingo Prizes from BTSN Alex Henry Melvin</td> <td>Sara</td> <td>Friday</td> <td></td> </tr> <tr> <td>Halloween Dance Friday October 28</td> <td>CCLT</td> <td></td> <td></td> </tr> <tr> <td>Extended Advisory November 2</td> <td>Advisory Committee</td> <td></td> <td></td> </tr> <tr> <td>Need to intro iReady and EL snapshots, Support new folks+those that missed last PD, Plan PLC time to support standards based student work to showcase, Arrange with SPED to support advisors What else for SLCs?</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Strategic timing for collaboration towards EXPO Timing for students to work on EXPO</td> <td>Keely/Sara</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		next steps	who	by when	done? <input checked="" type="checkbox"/>	Take Jamboard and draft a document outlining teams, responsibilities, roles	Freddie	<a href="#">Tuesday</a>	<input checked="" type="checkbox"/>	Next draft of team responsibilities	Maha, Keely			Give Bingo Prizes from BTSN Alex Henry Melvin	Sara	Friday		Halloween Dance Friday October 28	CCLT			Extended Advisory November 2	Advisory Committee			Need to intro iReady and EL snapshots, Support new folks+those that missed last PD, Plan PLC time to support standards based student work to showcase, Arrange with SPED to support advisors What else for SLCs?				Strategic timing for collaboration towards EXPO Timing for students to work on EXPO	Keely/Sara										
	next steps	who	by when	done? <input checked="" type="checkbox"/>																																						
	Take Jamboard and draft a document outlining teams, responsibilities, roles	Freddie	<a href="#">Tuesday</a>	<input checked="" type="checkbox"/>																																						
	Next draft of team responsibilities	Maha, Keely																																								
	Give Bingo Prizes from BTSN Alex Henry Melvin	Sara	Friday																																							
	Halloween Dance Friday October 28	CCLT																																								
	Extended Advisory November 2	Advisory Committee																																								
	Need to intro iReady and EL snapshots, Support new folks+those that missed last PD, Plan PLC time to support standards based student work to showcase, Arrange with SPED to support advisors What else for SLCs?																																									
	Strategic timing for collaboration towards EXPO Timing for students to work on EXPO	Keely/Sara																																								
<a href="#">Meeting Feedback</a>																																										
4:55-5:00 5 mins KMW	Process Check Closure	Connected to goals  Next Meeting: -																																								

## LT 4: September 29, 2022- AYNCHRONOUS MEETING

This meeting was cancelled because of emergency staff meeting.

Topic	Read and Answer <b>Highlighted</b>
EXPO	EXPO currently on planning calendar for December 15 and March 30.  Last Year (for context)

December 9, 2021 Leadership Team decision:

- School-wide EXPO on Wednesday 3/30
- Teachers and Teams are encouraged to implement PBL in semester 2
- Teachers can choose to prepare students for EXPO or not, but all teachers attend EXPO to support and learn

Date moved to April 28 (after SBAC)

→ Do we want to have 2 EXPOs or one combined EXPO? Type your name to vote:

1 EXPO	2 EXPOs
Nixon Raegina	

→ Is EXPO optional or mandatory for teachers? Type your name to vote:

optional	mandatory
Nixon-for elective and supports classes	Nixon-core classes Raegina

SLCs

SLCs: November 17th and 18th

Last Year (for context)

Docs from fall 2021:

- [SLC logistics slide deck](#)
- [student presentation template](#)
- [parent sign up letter](#)

LT voted to cancel February SLCs

1. Should SLCs be hybrid or all in person? Type your name to vote:

In person	Hybrid (Zoom is an option)
	Nixon Raegina


2. What should we keep from last year's fall plan? What should we change? (See documents above and add notes to the table below:

Keep from last fall	Change from last fall

3. What tasks need to be done for SLC? Please add to this list! (You don't need to assign yourself to do it, but you are welcome to add your name to "who" for any of these tasks) Also add in any tasks you think of to the table below as well.

next steps	who



	<table border="1"> <tr> <td>Advisory slide/info for advisors to introduce to students</td> <td></td> </tr> <tr> <td>Update slide deck for teacher PD</td> <td></td> </tr> <tr> <td>Updating student template more closely to SBG</td> <td></td> </tr> <tr> <td>Printing Out iReady reports for students-massive task</td> <td>Each advisory teacher?</td> </tr> <tr> <td>Update parent sign up letter</td> <td></td> </tr> <tr> <td>Spreadsheet for teachers to add what their standards/learning goal/assignments so other advisors know what students are including for each class</td> <td></td> </tr> <tr> <td>Template for SLC work - digital/hardcopy</td> <td></td> </tr> <tr> <td>Check in with SPED for accessible template for their students</td> <td></td> </tr> <tr> <td>Deadlines for when different components need to be done so advisors can help students get ready for SLC</td> <td></td> </tr> </table>	Advisory slide/info for advisors to introduce to students		Update slide deck for teacher PD		Updating student template more closely to SBG		Printing Out iReady reports for students-massive task	Each advisory teacher?	Update parent sign up letter		Spreadsheet for teachers to add what their standards/learning goal/assignments so other advisors know what students are including for each class		Template for SLC work - digital/hardcopy		Check in with SPED for accessible template for their students		Deadlines for when different components need to be done so advisors can help students get ready for SLC	
Advisory slide/info for advisors to introduce to students																			
Update slide deck for teacher PD																			
Updating student template more closely to SBG																			
Printing Out iReady reports for students-massive task	Each advisory teacher?																		
Update parent sign up letter																			
Spreadsheet for teachers to add what their standards/learning goal/assignments so other advisors know what students are including for each class																			
Template for SLC work - digital/hardcopy																			
Check in with SPED for accessible template for their students																			
Deadlines for when different components need to be done so advisors can help students get ready for SLC																			
Team Responsibilities	<p>Based on our <a href="#">Buckets of work: ILT/LT/CCLT Jamboard</a>, Freddie created:  <a href="#">ILT/CCLT/LT buckets</a></p> <p>4. Look at the spreadsheet and offer feedback at the bottom-</p> <ul style="list-style-type: none"> <li>Praise (point out something done well)</li> <li>Polish (a suggestion for revision)</li> <li>Question (a question you have about this)</li> </ul>																		

## LT 3: September 22, 2022

Fuku's Room and/or [Zoom](#)

<p>Candice (process checker), Edwin (for some part) , Freddie, Joshua, Maha (notetaker), Raegina (timekeeper), Ron, TOY Shartresa, Vaha, Sara &amp; Keely (facilitators)</p> <p>Absent: Joshua</p>		
time	topic	notes
3:45-3:55 10 mins KMW	<p>Welcome &amp; Norms</p> <p><a href="#">UFSA Values and Norms</a></p> <p>Assign Roles</p>	<p>What is the last gift you gave someone?</p> <p>Being Present</p> <p>Being mindful of who is not present in the room</p> <p>Mission, Vision Values</p>
3:55-4:05 10 mins	Debrief BTSN	(5 minutes) In your small group, discuss and add to the table of plus/deltas

SA		<table border="1"> <thead> <tr> <th data-bbox="604 128 1047 191">plus</th> <th data-bbox="1047 128 1490 191">delta</th> </tr> </thead> <tbody> <tr> <td data-bbox="604 191 1047 1003"> <ul style="list-style-type: none"> <li>● Meeting new families</li> <li>● Student helpers</li> <li>● 30 min not enough for 6th grade, 8th grade said 30 was enough but started late</li> <li>● Bingo was fun</li> <li>● Fans!</li> <li>● Always love feeding families</li> <li>● Had food and cold water</li> <li>● Agenda was in in good order</li> <li>● Being able to have conversations with parents.</li> <li>● 6th grade presented relevant information! Liked not filling too much time</li> <li>● Smaller groups support deeper connection</li> </ul> </td> <td data-bbox="1047 191 1490 1003"> <ul style="list-style-type: none"> <li>● It was a long night for intervention and elective teachers who had to go at the end</li> <li>● School the next day</li> <li>● Not well attended</li> <li>● No place for afters-school in the heat</li> <li>● Lack of outreach to invite families through advisory*</li> <li>● Not all grades signed in : should QR code</li> <li>● HOT: account for heat!</li> </ul> </td> </tr> </tbody> </table>	plus	delta	<ul style="list-style-type: none"> <li>● Meeting new families</li> <li>● Student helpers</li> <li>● 30 min not enough for 6th grade, 8th grade said 30 was enough but started late</li> <li>● Bingo was fun</li> <li>● Fans!</li> <li>● Always love feeding families</li> <li>● Had food and cold water</li> <li>● Agenda was in in good order</li> <li>● Being able to have conversations with parents.</li> <li>● 6th grade presented relevant information! Liked not filling too much time</li> <li>● Smaller groups support deeper connection</li> </ul>	<ul style="list-style-type: none"> <li>● It was a long night for intervention and elective teachers who had to go at the end</li> <li>● School the next day</li> <li>● Not well attended</li> <li>● No place for afters-school in the heat</li> <li>● Lack of outreach to invite families through advisory*</li> <li>● Not all grades signed in : should QR code</li> <li>● HOT: account for heat!</li> </ul>	<p>Come back ready to share out:</p> <p>If I could go back 1 month, something we should have done differently as a Leadership Team is ...</p> <ul style="list-style-type: none"> <li>-Call 5 advisees who we really want to attend</li> <li>-Rotate through B2SN with another family event like a BBQ or other family night</li> <li>-QR code for family sign in/google form</li> </ul>				
plus	delta										
<ul style="list-style-type: none"> <li>● Meeting new families</li> <li>● Student helpers</li> <li>● 30 min not enough for 6th grade, 8th grade said 30 was enough but started late</li> <li>● Bingo was fun</li> <li>● Fans!</li> <li>● Always love feeding families</li> <li>● Had food and cold water</li> <li>● Agenda was in in good order</li> <li>● Being able to have conversations with parents.</li> <li>● 6th grade presented relevant information! Liked not filling too much time</li> <li>● Smaller groups support deeper connection</li> </ul>	<ul style="list-style-type: none"> <li>● It was a long night for intervention and elective teachers who had to go at the end</li> <li>● School the next day</li> <li>● Not well attended</li> <li>● No place for afters-school in the heat</li> <li>● Lack of outreach to invite families through advisory*</li> <li>● Not all grades signed in : should QR code</li> <li>● HOT: account for heat!</li> </ul>										
4:05-4:45 40 mins KMW	Team Responsibilities and Roles	<p><b>Round 1:</b></p> <p>With your small group, sort the responsibilities in the <a href="#">Team Responsibilities Jamboard</a> to one of the 3 teams (ILT, LT, CCLT). Feel free to add additional stickies, but please make them a different color so it is clear that is a new idea that is not on the other groups' jam. Diagram on the jamboard as needed to articulate shared responsibilities</p> <p>Share out: How you sorted, sticky points</p> <p><b>Round 2:</b></p> <p>In your group (LT, ILT, or CCLT), use the work from Round 1 to articulate your Teams Responsibilities and Roles</p>									
4:45-4:55 10 mins SA	<p>Next steps:</p> <table border="1"> <thead> <tr> <th data-bbox="321 1837 894 1900">next steps</th> <th data-bbox="894 1837 1084 1900">who</th> <th data-bbox="1084 1837 1256 1900">by when</th> <th data-bbox="1256 1837 1430 1900">done? <input checked="" type="checkbox"/></th> </tr> </thead> <tbody> <tr> <td data-bbox="321 1900 894 1921"></td> <td data-bbox="894 1900 1084 1921"></td> <td data-bbox="1084 1900 1256 1921"></td> <td data-bbox="1256 1900 1430 1921"></td> </tr> </tbody> </table>			next steps	who	by when	done? <input checked="" type="checkbox"/>				
next steps	who	by when	done? <input checked="" type="checkbox"/>								

	Take Jamboard and draft a document outlining teams, responsibilities, roles	Freddie	<a href="#">Tuesday</a>	
	Give Bingo Prizes from BTSN Alex Henry Melvin	Sara	Friday	
	SLCS	Sara/Keely	Next LT	
	EXPO	Sara/Keely	Next LT	
	Halloween Dance Friday October 28	CCLT		
	Extended Advisory November 2	Advisory Committee		
<a href="#">Meeting Feedback</a>				
4:55-5:00 5 mins KMW	Process Check Closure	Breaking up into teams helped people be more present.  Next Meeting: <ul style="list-style-type: none"> <li>- Next Thursday!</li> <li>- Talk about SLCs and EXPO</li> </ul>		

## LT 2: August 29, 2022

Fuku's Room and/or [Zoom](#)

Candice , Edwin, Freddie (notes), Joshua, Maha , Raegina (time), Ron, Shartresa (process check), Vaha Sara & Keely (facilitators)		
Absent: Raegina, Vaha		
time	topic	notes
3:45-3:50 5 mins	Welcome & Norms <a href="#">UFSA Values and Norms</a> Assign Roles	One word to describe your Monday. Cute, productive, rapid, wonderful, mellow, tired Monday Creating Intentional Spaces
3:50-4:25 35 mins	Back to School Night Planning Continued	BTSN- Thursday, September 8 5-6:30 BTSN Planning with Staff: Wednesday, August 31 Schedule determined by LT last week:

5:00-5:30 welcome in Auditorium Food in auditorium

5:30- 6:00 Meet grade level teams

6:00-6:30 Break out to meet individual teachers

5-5:30 welcome- teachers sit by grade level so families can meet grade level teams. Can we have some way to start that is not just talking at parents: Can we tap Aguayo in to support with some musical element to start. If not live music, some music.

Wednesday, August 31

 UFSA PD Slides 2022-23

Grade Level Teams: Plan 5:30-6

- Which room?
- What do you want to share with families
  - Grading policy/ what are good grades
  - How to check grades
  - How to access computers
  - Parent chaperone google form/best form of contact
- Grade level teams also share intro slides for everyone else
- Have some interactive element where we give away a uniform shirt for the family welcome piece: Parents answer a question about what materials to use, where we communicate with families ( We can do this grade level- raffle or prizes)

Everyone Else: [Make a slide to introduce yourself to families](#)

(photo, about me, my role at UFSA, where to find me 6-6:30 tonight, how to contact me)

Translation: Get a student to translate in Mam?

6th- asking Carlos, Galindo? Berto?

7th- Mike

8th- Edwin

**NUSRAT QUESTIONS:**

How can we open and make it feel warmer and more welcoming-- not just talking at parents

- Have an MC with some call and response with the families as well, maybe have a student translate in Mam too. Is that too much, English, Spanish, Mam.

--	--	--

4:45-4:55  
10 mins

Next steps:

next steps	who	by when	done? <input checked="" type="checkbox"/>
BTSN Food/Drinks	Vaha	8/31	
Communicate to Elective and Intervention Teachers that they should make a slide(s) send it to grade level teachers.  Time constraints means no roving slide should say where you can be found	Sara		
Communicate to support staff/RSP/ elective/ intervention to make a slide: photo, about me, role at UFGA	Sara		
Create an example Plan for BTSN for Aug 31- what do teachers need to plan? Added to PD slides	Ron		
Flyer should include agenda	Maha and Berto		
Agenda for teachers- in PD slide deck? And email it to teachers	Fuku	Monday	
Reach out to NAHC and After school and Berto to make slides Support staff	Freddie		
A universal google form for parent leadership opportunities updated contact information an volunteer/chaperone desires best way of contact- check form from last year?	Fuku & Maha		
Reach out to Mam translators	Fuku & Maha		
Music and MC	Maha & Sara		
students to guide families to tables and make table signs	Sara		

[Meeting Feedback](#)

BACK TO SCHOOL AGENDA

Time	What	Purpose
5:00	<ul style="list-style-type: none"> <li>Warm Welcome and Student Welcomers</li> </ul>	

	<ul style="list-style-type: none"> <li>invite families to the tables to eat</li> <li>Staff is seated at 2 staff at each table and is meeting and greeting families: <i>hi, what is your name, what grade level is your student in?</i></li> <li>Parents and staff can fill out their get to know you bingo card. Parents will place their cards in a box for a raffle</li> </ul>	
4:55-5:00 5 mins	Process Check Closure	<p>Creating Intentional Space- accomplished what we set out to do. Thinking about staff and families. Thinking about families having a positive experience. Building on last year</p> <p>Next Meeting: -</p>

## LT 1: August 25, 2022

Fuku's Room and/or [Zoom](#)

Facilitators: Keely and Sara Timekeeper: Maha Notetaker: Candice Process Checker: Ron		Candice (notetaker), Edwin, Freddie, Joshua , Keely, Maha (timekeeper), Raegina, Ron (process checker), Sara, Shartresa, Vaha Present: Absent: Raegina, Joshua
<b>time</b>	<b>topic</b>	<b>notes</b>
3:45-3:55 10 mins	Welcome & Norms <a href="#">UFGA Values and Norms</a> Assign Roles	What is a moment of joy from this week? Squishy fidget, silver teeth, joyful opening for K, salad, 6th grade fun  Creating Intentional Spaces
3:55-4:00 5 mins	Agenda Review	<ol style="list-style-type: none"> <li>Review Staff Feedback from August 19</li> <li>Leadership Team Norms &amp; Dynamics &amp; Foci</li> <li>Back to School Night</li> </ol> <p>Anything else coming up?</p>
4:00-4:10 10 mins	Feedback	Feedback from Staff

		<p>In smaller groups (7 min), pick out themes and summarize:</p> <p><a href="#">Group 1: First 2 Weeks</a> (Maha and Candice)</p> <ul style="list-style-type: none"> <li>● Some feedback about advisory activities feeling chaotic or needing more grounding questions</li> <li>● Desire for materials to be purchased beforehand</li> <li>● Mixed bag of liking more time for students to connect and feeling like it was too long</li> <li>● Supervision was not clear for field day and we need adults on a station with clear directions</li> <li>● More RJ than actual discipline referrals</li> <li>● Many appreciated the advisory plans and pep rally</li> <li>● Noam request for help 7th period</li> <li>● Loved the assembly and the vibe was positive</li> <li>● Need comp books</li> <li>● Mafnas 7th period</li> </ul> <p><a href="#">Group 2: iReady</a> (Keely, Shartresa, Edwin)</p> <ul style="list-style-type: none"> <li>● Said it went well. Students had snacks, instruction slides good</li> <li>● Do training in advance, more time to prepare students, headphones needed</li> <li>● Question of doing in advisory or not?</li> <li>● Wondering: How do we analyze and use this data?</li> <li>● Achieve 3000 and SRI had a baby!</li> </ul> <p><a href="#">Group 3: Home Visits</a> (Ron, Sara)</p> <ul style="list-style-type: none"> <li>● Many people had a hard time with the translation wanted it to be in person rather than language links</li> <li>● Scheduling- reports of families being uninterested or working until the late afternoon</li> <li>● Not getting the vibe that even most think that it is a good use of time.</li> </ul>
<p>4:10-4:25 15 mins</p>	<p>LT Reflect and Restart</p>	<p>Over the summer, we discussed  <a href="#">Stages of Team Development</a> (June 30)  <a href="#">SCARE</a> (July 7)</p> <ul style="list-style-type: none"> <li>●</li> </ul> <p>Add to <a href="#">Jamboard Graffiti Wall</a> frames 4 and 5:</p> <ul style="list-style-type: none"> <li>● What structures/ norms/ values/ roles do we need to be more successful as a Leadership Team?          -what exactly is the LT role and purpose needs to be clearer for all.          -improve our internal conversations          -Understanding clearly what our vision is and knowing that each lead team is working on.          -using other feedback or markers other than surveys.</li> </ul>

		<ul style="list-style-type: none"> <li>-Sometimes we are not always clear on what is going.</li> <li>-How do we keep the culture going with cell phones and dress code.</li> <li>-Some things overlap, intersect, but should know what is clearly LT's role.</li> <li>● What should this Leadership Team focus on this year? What data should we be looking at together?</li> <li>-</li> </ul>
<p>4:25-4:45 20 mins</p>	<p>Back to School Night</p>	<p>BTSN- Thursday, September 8 5-6:30 BTSN Planning with Staff: Wednesday, August 31</p> <p><a href="#">BTSN Suggestions from Staff</a></p> <p>More votes for meet in Auditorium to greet everyone, then go to classrooms. Slide deck to introduce support staff that teachers can show in rooms (photo, about me, my role at UFSA) -ask support staff member to make a video of what they do and add it to the slide.</p> <p>What needs to be planned? Who is taking lead on what? Food- Pizza in grade levels hallway set up Drinks</p> <p>Elective, intervention teachers, RSP teachers visit each grade level Assign Translators</p> <p>Need to move the LT meeting from September 8. Possible dates: August 30, August 31, September 1</p> <p><b>NUSRAT QUESTIONS: Can we have some way to start that is not just talking at parents: Can we tap Aguayo in to support with some musical element to start.</b></p> <ul style="list-style-type: none"> <li>● How can we open an make if feel warmer and more welcoming-- not just talking at parents</li> <li>● Have and MC with some call and response with the families as well, maybe have a student translate in Mam too. Is that too much, English, Spanish, Mam.</li> <li>● Have some interactive element where we give away a uniform shirt for the family welcome piece: Parents answer a question about what materials to use, where we communicate with families ( We can do this grade level- raffle or prizes)</li> <li>● A universal google form for parent leadership opportunities updated contact information an volunteer/chaperone desires</li> </ul>



		<p><b>5:00-5:30 Welcome in Auditorium Food in auditorium</b></p> <p><b>5:30- 6:00 Meet grade level teams</b></p> <p><b>6:00-6:30 Break out to meet individual teachers</b></p>
--	--	--

		<p><b>Final Agenda</b></p> <table border="1"> <tr> <td><b>5:00</b></td> <td> <ul style="list-style-type: none"> <li>• Student ushers welcome families to the tables to gather with teachers sitting there for dinner and discussion</li> <li>• First ten families at tables get a raffle ticket for sitting at the table together</li> <li>• Families and teachers fill out a get to know you bingo card in collaboration with meeting teachers at their tables, cards will be gathered for a family raffle</li> </ul> </td> </tr> <tr> <td><b>5:30</b></td> <td> <ul style="list-style-type: none"> <li>• Families are guiding by ushers and teachers with grade level signs for presentations with grade level teams</li> <li>• Grade levels give relevant information to families               <ul style="list-style-type: none"> <li>○ Grading policy</li> <li>○ How to contact</li> <li>○ Important grade level events and must do's</li> <li>○</li> </ul> </li> <li>• Teachers have families fill out the google form to check in or as they exit the room</li> </ul> </td> </tr> <tr> <td><b>6:00</b></td> <td> <ul style="list-style-type: none"> <li>• Breakout rooms and time for families to login to aeries and navigate checking grades</li> </ul> </td> </tr> </table>	<b>5:00</b>	<ul style="list-style-type: none"> <li>• Student ushers welcome families to the tables to gather with teachers sitting there for dinner and discussion</li> <li>• First ten families at tables get a raffle ticket for sitting at the table together</li> <li>• Families and teachers fill out a get to know you bingo card in collaboration with meeting teachers at their tables, cards will be gathered for a family raffle</li> </ul>	<b>5:30</b>	<ul style="list-style-type: none"> <li>• Families are guiding by ushers and teachers with grade level signs for presentations with grade level teams</li> <li>• Grade levels give relevant information to families               <ul style="list-style-type: none"> <li>○ Grading policy</li> <li>○ How to contact</li> <li>○ Important grade level events and must do's</li> <li>○</li> </ul> </li> <li>• Teachers have families fill out the google form to check in or as they exit the room</li> </ul>	<b>6:00</b>	<ul style="list-style-type: none"> <li>• Breakout rooms and time for families to login to aeries and navigate checking grades</li> </ul>
<b>5:00</b>	<ul style="list-style-type: none"> <li>• Student ushers welcome families to the tables to gather with teachers sitting there for dinner and discussion</li> <li>• First ten families at tables get a raffle ticket for sitting at the table together</li> <li>• Families and teachers fill out a get to know you bingo card in collaboration with meeting teachers at their tables, cards will be gathered for a family raffle</li> </ul>							
<b>5:30</b>	<ul style="list-style-type: none"> <li>• Families are guiding by ushers and teachers with grade level signs for presentations with grade level teams</li> <li>• Grade levels give relevant information to families               <ul style="list-style-type: none"> <li>○ Grading policy</li> <li>○ How to contact</li> <li>○ Important grade level events and must do's</li> <li>○</li> </ul> </li> <li>• Teachers have families fill out the google form to check in or as they exit the room</li> </ul>							
<b>6:00</b>	<ul style="list-style-type: none"> <li>• Breakout rooms and time for families to login to aeries and navigate checking grades</li> </ul>							

4:45-4:55 10 mins	Next steps:	<table border="1"> <thead> <tr> <th>next steps</th> <th>who</th> <th>by when</th> <th>done?</th> <th><input checked="" type="checkbox"/></th> </tr> </thead> <tbody> <tr> <td>BTSN Food/Drinks</td> <td>Vaha</td> <td>8/31</td> <td></td> <td></td> </tr> <tr> <td>Communicate to Elective and Intervention Teachers that they should make a slide(s) send it to grade level teachers.  Time constraints means no roving slide should say where you can be found</td> <td>Sara</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Communicate to support staff/RSP/ elective/ intervention to make a slide: photo, about me, role at UFSA</td> <td>Sara</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Create an example Plan for BTSN for Aug 31- what do teachers need to plan?</td> <td>Ron</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				next steps	who	by when	done?	<input checked="" type="checkbox"/>	BTSN Food/Drinks	Vaha	8/31			Communicate to Elective and Intervention Teachers that they should make a slide(s) send it to grade level teachers.  Time constraints means no roving slide should say where you can be found	Sara				Communicate to support staff/RSP/ elective/ intervention to make a slide: photo, about me, role at UFSA	Sara				Create an example Plan for BTSN for Aug 31- what do teachers need to plan?	Ron			
next steps	who	by when	done?	<input checked="" type="checkbox"/>																										
BTSN Food/Drinks	Vaha	8/31																												
Communicate to Elective and Intervention Teachers that they should make a slide(s) send it to grade level teachers.  Time constraints means no roving slide should say where you can be found	Sara																													
Communicate to support staff/RSP/ elective/ intervention to make a slide: photo, about me, role at UFSA	Sara																													
Create an example Plan for BTSN for Aug 31- what do teachers need to plan?	Ron																													

	Flyer should include agenda	Maha and Berto		
	Agenda for teachers- in PD slide deck? And email it to teachers	Fuku		Monday
	Reach out to NAHC and After school and Berto to make slides Support staff	Freddie		
<a href="#">Meeting Feedback</a>				
4:55-5:00 5 mins	Process Check Closure	Creating Intentional Space- Good that we were able to break from what we always do and think differently  Next Meeting: -		