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

Board Cover Memorandum

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

From Middle School Network

Meeting Date December 9, 2025

Subject Melrose Leadership Academy 2024-2025 Measure G1 Carryover Application

Ask of the Commission Melrose Leadership Academy 2024-2025 Measure G1 Carryover Application

Discussion Middle School Network is open to questions from the commission regarding the Melrose Leadership Academy 2024-2025 Measure G1 Carryover Application.

Fiscal Impact The recommended amount is **\$21,744.80**. Resource 9332 - Measure G1.

Attachment(s) Carryover Application attached.



2024-25 Measure G1 Carryover Justification Long Form
(Complete if carryover is more than \$5000)

Due Date: October 3, 2025

School:	Melrose Leadership Academy	Principal/Contact	Jonathan Mayer
School Address:	4730 Fleming Avenue Oakland, CA 94619	Principal/ Contact Email	jonathan.mayer@ousd.org
		School Phone:	510-535-3832

Carryover Amount	\$21,744.80
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Approved 2025-26 Measure G1 Application [Link](#)

Summary of Proposed Use of Carryover for 2024-25 (listed in order of priority)

2024-25 Proposed Carryover Expenditures		Budget
1	Salary Increases Obj 4394	\$15,834.27
3	To increase FTE for an EEIP teaching position (already in plan)	\$5,910.53
Budget Total (must add up to Anticipated Amount)		\$21,744.80

REQUIRED: Please provide all meeting agendas, minutes, and sign-in sheets of the engagement meetings which addressed carryover funds with this application. The application will NOT be considered without this documentation of engagements.

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
Instructional Leadership Meeting Minutes	9/16/25

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team's plan to address the following:

The Goals of the Measure

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

You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2025-26 school year.

1. Please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
2. Add additional lines if you would like to add additional budget items.
3. All budget items should total up to the total carryover amount.


5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
Enrichment Prep Teacher will provide targeted intervention to middle schoolers to support them with SEL issues and to increase attendance of students with chronic absence by 10 %. Also, the teacher will provide teacher coverage for Middle School IEP's, and provide an Elective Movement class.		
Budget	Description of 2024-25 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$5,910.53	To increase FTE for an EEIP teaching position (already in plan)	will provide targeted intervention to middle schoolers to support them with SEL issues and to increase attendance of students with chronic absence by 10 %.

Please submit your 2024-25 Measure G1 Carryover Justification Form to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

Useful links:

[Wednesday and MTSS Friday Planning](#)

 [Cycle 1_MLA](#)

[25'/26' Calendar all in One](#)

[Work Plan by Core Practice](#)

[workplan two pager](#)– more simple workplan

Roles

- Time keeper:
- Process Checker:
- Facilitator:
- Note Takers:
- Snacks:

Date: 12/2

Objectives:

- Are we going for on site Jan. 5th PD or District or a hybrid?
- If on site, start planning PD for that day informed by Cycle 2 (unpacking curricula and student talk protocols anchored to upper level thinking questions and learning targets.)
- Calendar time to plan Cycle 2 including progress monitoring

Norms: Keep students at the center of our decisions and conversations+1

1. Allow for all voices to be heard (step up, step back)
2. Bring out authentic selves and a Growth mindset
3. Respecting the agenda and stay on time (to respect all respect)
4. We infuse Joy into our work
5. Modeling our MLA Acuerdos/Habits

Time:	Topic:	Next Steps:	Assign Next Steps:
Check In: 5 minutes	https://youtu.be/Y36Nt3i3z0E What are you grateful for?		

Ground in Cycle 1 feedback on Strengths and areas of Growth 5 minutes	Look at strengths and areas of growth What do you notice? What is our next step?		
January 5th Planning 35 minutes	Are there strong District PDs? And/or do we want to ask folks to stay on campus? Link to District PDs On site planning ideas: (on Buy Back Day) Start Cycle 2: <ul style="list-style-type: none"> - Using Talk Protocols to increase depth of Knowledge - Continuing to provide structured time to unpack curricula (esp D-ELD curricula, planning backward from CEAs, grade level alignment on grading CEAs) - Adjusting D-ELD groupings and regrouping in support D-Elid Can ILT meet on this day to plan for the next several months?	Susan's Brainstorm Plan for Onsite: <ul style="list-style-type: none"> • All Staff Crew • Cycle 2 • Afternoon: Structured planning time for teachers • ILT meets to plan out PD Cycle for trimester 2 in the afternoon 	
Posting the work of PD 10 minute	Can this be posted in a central place? <ul style="list-style-type: none"> • Work Plan, D-ELD posters, future work, PD schedule 		
Do we want 1 more ILT meeting to continue	Extra ILT for planning: 12/9 and/or 12/16 Longer Tuesday ILT on 1/6 to continue planning (and/or January 6th ILT from 3:30 - 6:00 so we can calendar and plan)		

planning Buy Back Day? 5 minutes			
Stamp Who will do What: Bring all of next steps here 10 minutes			
Process Check 5 minute			
Write email 10 minutes			
Aprecios 5 minutes			

Date: November 4th

Objectives:

Norms:

1. Keep students at the center of our decisions and conversations+1
2. Allow for all voices to be heard (step up, step back)
3. Bring out authentic selves and a Growth mindset
4. Respecting the agenda and stay on time (to respect all respect)
5. We infuse Joy into our work

6. Modeling our MLA Acuerdos/Habits			
Time:	Topic:	Next Steps:	Notes:
Check In Question 8 minutes	The moment is more precious than you even realize. (From EL Retreat) What is precious about this moment?		
Portofolios 10 minutes	<p>What to do about Portfolios:</p> <ul style="list-style-type: none"> Yearly: much easier to manage, all students will be able to collect their work, won't lose any work (option 1) By Span: harder to manage, sweet to see growth over three years (option 2) By Tk - 8: has gotten very hard to manage, system has shut, work will get lost esp when students leave MLA bwn Tk - 8 (option 3) <p>Please Vote. Then, Admin will communicate the decision to staff and provide space for discussion if needed.</p>	<p>Next Steps:</p> <ol style="list-style-type: none"> Return existing work (figure out a process for this, let families know) Implement new system <ul style="list-style-type: none"> Move away paper collection of years of work <ul style="list-style-type: none"> Question is weather we capture one work electronically per year <p>K - 2: What ritual do we want to do when they leave Sherman? Packet</p> <p>3/4/5: Things by each year 6/7/8: Things by each year</p>	<p>This topic will be addressed at next span meeting (k-2; 3-5; 6-8)</p> <p>As a school we will no longer be collecting and storing work from year to year</p>
WalkThroughs 5 minutes - no walkthrough for a while -	<p>Will continue:</p> <ul style="list-style-type: none"> District Mandated <p>Let's continue the discussion on how to make the most out of them.</p> <p>Susan is point person for coordinating these with support from ILT to plan and communicate them.</p>	<p>Notes on how to make these feel best for MLA:</p> <ol style="list-style-type: none"> Communicate schedule beforehand Show Learning Targets to be looked at in advance Share areas that shine and areas of growth at a meeting Just observe without writing in the classroom Stay longer in the classroom <p>Feedback from the 3 - 5th listening session in case there are more items to add:</p>	<p>6th - 8th:</p> <p>Would like to do peer observations. Nelly - hears what Sydney is saying but not as sure how it would be absorbed by the teachers. They might want less structure. Imagining more Learning Walks.</p>

		<ul style="list-style-type: none"> - Communication can be better - Teachers want to be part of WalkThroughs and Learning Walks and we can learn from each other - A clear purpose each time and talk about it before and after - For newer teachers it's overwhelming to go in without a note catcher or go in with a more experienced teacher - Tie peer observation/video protocols to professional development - Go and film that one thing 	
Learning Walks 10 minutes discussion - adjusting for the next time	With how many teachers? How often should we have these? Who should be on them in addition to 2 - 3 teachers? Who can provide space for the debrief? What debrief guidelines should we use? How will we share out results? When will these start? How often will they be? Who is/are the point people for coordinating these?	Notes on how to make these feel best for MLA: <ol style="list-style-type: none"> 1. Clear, consistent communication beforehand 2. Unpack Indicators/Purpose at Span Level 2 - 3 weeks before the Walk 3. Present schedule, who, and purpose in person (at span or grade level, etc.) 4. No clipboards inside room 5. Continue with Longer Visits - 15 minutes 6. Debrief insights at a next span meeting 	
Peer Observation 10 minutes this will be our focus the next 6 weeks to develop this	Calendar for Signing Teachers up for Peer Observation Peer Observation Request: Sherman Link to Pre-Observation Request and Calendaring (add this) Link to Post-Observation Debrief	Preliminary Guidelines*: <ol style="list-style-type: none"> 1. Prioritize new teachers and teachers being mentored. 2. For more experienced teachers use Simone/Shiyon for peer observations. 3. Nelly, Susan, Sydney, Violeta and Noah are the point people for scheduling them. 4. A Coach or admin to accompany (when 	In the request form: let teachers offer and request.

	<p>(add this)</p> <p>See preliminary guidelines* - we can discuss and change.</p> <p>These can start now.</p> <ul style="list-style-type: none"> Communicate to staff once the debrief forms are ready to go <p>Susan, Violeta, Jono and Coaches are point people for coordinating these for new teachers. Who can coordinate for more veteran teachers?</p>	<p>possible) and debrief the observation with the teacher</p> <ol style="list-style-type: none"> Add the observation to the Peer Coverage Calendar as save as "This Event Only". Create a form so that we can debrief the Observation with Coach, Mentee, Colleague, or an Admin 	
Time to plan PD 30 minutes	Wednesday PD Planning Doc	Also - start brainstorming ideas for the January Buy Back Day (Crew, Priorities of Cycle 2 and progress monitoring, time to unpack curricula and backward plan from CEAs?)	
Write an email summarizing what we did 10 minutes			At ILT we talked about what to do with student portfolio work that has been stored on the stage at both campuses, and hasn't been maintained. It has become unwieldy to continue this tradition. At span meetings, we will bring up this topic and decide how to manage student work within a span level. We also talked about holding off on Walk Throughs for the time being and focusing on developing a strong system of peer observation and purposefully planned and communicated Learning Walks. Lastly, we had time to plan for future PDs.
Apresiasi 5 minutes			

October 21st

Norms			
Time:	Notes	Next Steps	
Check In	"Everyone we work with knows a lot more and can do a lot more than we think." Elena Aguilar		
Announcements/Clarifications	<p>Extended Contract Pay for ILT - Jono to talk about this and how it works for transparency</p> <p>Explain how it works and when folks get paid.</p>	<ul style="list-style-type: none">• Three hours monthly based on on coming to whole meetings - 30 hours for the year @ \$50 rate;• If you are doing extra- say 30 minutes meeting with Noah or violeta or susan or me - I have to authorize -that will be added	<p>So - in general about \$1500 plus additional time beyond the regular meetings that we have pre-discussed. Money comes in December and May, when sheila runs and processes extended contracts</p> <p>Email Jono (CC Susan and Sheila). Do by Thanksgiving in advance of December paycheck. Include date and hours of additional duty.</p>
	Tabling Walk Through, Learning Walk, Peer Observation to the 11/4 ILT meeting - so we have time to look at current Walk Through data, make decisions about Cycle 2 and plan for PD		

<p>3:45 - 3:55 (10)</p>	<p>Check our MKS Cycle 1 Work Plan</p> <p>Closing Cycle 1</p>	<p>Violeta and Susan went to the EL Conference. A theme was prioritizing and simplifying so we created this Work Plan for ILT</p>	<p><i>Conference Theme:</i> Engagement and Empowering Students</p> <p>Susan and Violeta went back into workplan to highlight those things that are already being done, and de-prioritize -- eg. removed Crew from the workplan.</p> <p>Workplan is now focused on backwards planning from CEA's, unpacking curriculum.</p> <p>Clarification: Crew is still a school culture priority, do as much as you can, however PD time will not be allocated.</p> <p>Possible new direction--attaching language of acuerdos to academic lessons and learning targets.</p>
<p>3:55 - 4:10 (15)</p>	<p>Walk Through Data Results</p>	<p>What do these results suggest we continue to work on?</p>	<p><u>Noticings from data review:</u></p> <p><u>Strengths</u></p> <p>Susan--100% of walkthrough spaces had strong routines</p> <p>Nelly--joyful culture and community of learning a strength at both campuses</p> <p>Damian--based on the notes, a lot of things are working well (Eg. routines, preparation of teachers, etc.)</p> <p>Jono--sharing from experience of Sherman walkthrough--students always engaged, quick transitions</p> <p>Violeta--teachers are appreciative for having the opportunity to observe others; that's how you learn.</p>

			<p><u>Growth areas</u></p> <p>Violeta--talk protocols; cognitive load is still on the teacher; teacher talk w/ limited student talk; less of an opportunity for students to grapple (part of it has to do with the content we observed--phonics)</p> <p>Nelly--rigorous discussion. See in her class her students are ready for more rigorous discussion. Connection between workplan and walkthrough. Idea--using walkthroughs as an opportunity to understand the LTEL experience (what its like for these students to participate in these collaborative experiences). Is there an opportunity to shadow LTEL students?</p> <p>Susan--talk protocols require thoughtful planning, would benefit from peer observation</p> <p>Gloria--How to be more clear about what kind of walkthrough it is? Evaluative, learning walk, peer observation? In speaking with teachers, it was not clear. Teachers reported feeling discouraged to participate---prepared for it to be a learning walk, the collection of information felt evaluative to the point of punitive. Didn't get to do the look like, feel like, sounds like PD with 3-5.</p> <p>Nelly--getting the indicators shortly before the walkthrough. Being transparent about planning has value</p> <p>Damian--more of an urgent issue that</p>
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			<p>needs to be clarified-- purpose and vision of walkthroughs. Thinks having a bigger conversation with 3-5 teachers would be helpful</p> <p>Gloria--giving the teachers the space to talk about it in the open</p> <p>Nelly--idea is for the initial conversation to happen between 3-5 grade span rep (Damian) and teachers</p>
<p>4:10 - 4:30 (20)</p>	<p>Beginning of Cycle 2 Planning</p> <p>(Could start on December 10th or in January?)</p> <ul style="list-style-type: none"> • Cycle 2 Proposal: A continuation of cycle 1 but distilled • Nov/Dec is super busy <p>For Students More on topic, standards-aligned student talk than teacher talk</p> <p>For Teachers I can unpack and understand the upcoming priority standards. I can plan for student talk that aligns to the standard. I can plan and implement more talk protocols to ensure that there is more student voice</p> <p>What it boils down to:</p>	<p>Could the next steps happen through the grade span meetings - show our own or the top 5 high quality talk protocols in action</p>	<p>Clarification around cycles---they are not distinct cycles in the way they functioned in previous years (distinct topics, often times inquiry based).</p> <p>Restrictions of calendar--Nov and December have a number of obligations (report cards, conferences, Expo) that limit available PD time.</p> <p>Those days that are available will be dedicated to unpacking curriculum and planning for talk protocols.</p>

Roles

- Time keeper: Marina
- Process Checker: D
- Facilitator: Susan
- Note Takers: Noah
- Snacks: Andi
-

Participants: Nelly,
Marina, Violeta, Noah,
Domain, Noah, Jono,
Sydney, Susan

Date: 10/07/2025

Norms:

7. Keep students at the center of our decisions and conversations+1
8. Allow for all voices to be heard (step up, step back)
9. Bring out authentic selves and a Growth mindset
10. Respecting the agenda and stay on time (to respect everyone's time)
11. We infuse Joy into our work
12. Modeling our MLA Acuerdos/Habits
13. When planning the agenda use protocols to support equity of voice; write down, partner talk, need to move on

Time:	Notes	Next Steps	Comments:
Check In 3:30 - 3:35	There is no power greater than a community discovering what it cares about. (pair share your thoughts - whole group share out)		
3:35 - 3:40	<p>How is Cycle 1 Going from your vantage point? Are there any items in the “do” section that you would like to add or highlight? → Padlet</p> <p>Recordito: Cycle 1 first 12 weeks is focusing on:</p> <ul style="list-style-type: none"> - Tier 1 - Unpacking New Curricula and CEAs - D-ELD - Protocols? <p>Link: 📄 Cycle 1_MLA</p>	<p>Using Oct 31 or Nov 7 (MTSS Fridays) as an opportunity to review workplan whole staff</p> <p>Return to conversation of Rainbow Club (eg. messaging to students and families) at a later date</p>	<p>Takeaways...</p> <p>-<i>Nelly</i>: Couldn't think of what Cycle 1 was. Needs more clarity as to what she needs to be presenting to MS staff. Feels like we are going week by week.</p> <p>-<i>Susan</i>: Part of it is that this is the first time working on a cycle like this. Wants to dedicate ILT time for calendaring and backwards planning.</p> <p>-<i>Jono</i>: Appreciate that Gabriela's in a lot of classrooms...seeing Tier I growth in different spaces. Covering multiple topics in Cycle 1, however most of the time was dedicated to Tier I. Hard to do three things well at once.</p> <p>-<i>Noah</i>: We are making great progress on CEAs and there is really a deep buy in around CEAs showing us if our students are learning.</p> <p>-<i>Andi</i>- appreciates this way of getting feedback. Has heard a lot of confusion around what Cycle</p>

			<p>1 is. Coming back to the <i>why</i>--the workplan--what it is, why do we have it.</p> <p><i>Marina</i>--wants to see how its going, what it looks like, in different grades. We really need to sit down together, to see what is really important to the stakeholders in the community.</p> <p><i>Jono</i>--Oct 31 Nov 7, MTSS Fridays. An opportunity to return to the workplan?</p> <p><i>Sydney</i>--Do we know what our next cycle is? Proposal is to take one of these three things (Tier I, ELD, Talk Protocols) and do it in more in depth as a whole cycle.</p> <p><i>Marina</i>--Noting that some families are expressing concern around Rainbow Club; clarity around what it is (eg. kids want to go for the stickers, families oppose participation). This topic will be tabled for a later conversation.</p>
<p>Tying together previous planning and work: "Let's jump into next steps."</p>	<p>Update/announcement:</p> <ul style="list-style-type: none"> • Every other Wed as much as possible - is curriculum unpacking for at least part of the meeting - This will get scheduled • Next Walk Through and the end of Cycle 1 is coming up - Alexis is back 		

	<p>on 10/16 - 10/17 (After that we will look at WT data, iReady data and</p> <p>Let's plan: Walkthrough Planning -</p> <p>Unpacking indicators in grade level (span level reps norm) Which 3 do we unpack. Let's use this protocol to unpack 1 at ILT Sherman Walkthrough schedule Preview of Maxwell Walk Through Schedule.</p> <p>Do a Look Like, Sounds Like, Feels Like Poster - for three of the indicators.</p> <ul style="list-style-type: none"> Option of using a Looks Like, Sounds Like, Feels Like protocol during spans to unpack the Indicators 	<p>Notes from last ILT on how to adapt WT: Summary of DOS:</p> <ul style="list-style-type: none"> Longer walkthroughs Peer walkthroughs Teacher self-assessing as part of process Share the indicators/rubric ahead of time with teachers 	<p>Indicators come from Mastery of Knowledge and Skills</p> <p>Weds. Nov 15:</p> <ul style="list-style-type: none"> After nurse Toni presentation, review indicators with staff. Whoever is getting observed, time for those teachers to review indicators, and plan in advance of the walkthrough to ensure the lesson will highlight the desired indicators. <p>This walkthrough will determine how we are doing with these focal indicators. Accordingly, other indicators may be prioritized moving forward depending upon what is observed during walkthrough.</p> <p>Sherman walkthrough schedule is forthcoming</p> <p>One teacher from each grade span will be observed</p>
	Wednesday PD Planning Idea	Separate time for ILT 3-4 folks	Noah, Nelly, Damian Violeta, Susan - each span

		Need a way to plan - 2 months or so in advance, still flexibility, but a larger plan	represented - <ul style="list-style-type: none"> Susan will set up a time when we can all meet to plan out forthcoming Wednesday PD times.
If Time Permits: Time to work in Groups to Plan and give input on upcoming Wednesday PD 4:00 - 4:35	CEA (we need to support teachers with time to unpack) - CEA Check In		
4:35 - 4:35	What does the group need to continue/complete the work? <ul style="list-style-type: none"> - For teachers: Release time, paid time, - Which admin will hold the work moving forward? 		

Write an email summarizing what we did and add a slide to Staff Meeting 4:45 - 5:00			
Aprecios			

Meeting Agenda:

<ul style="list-style-type: none"> - Time keeper: Noah - Process Checker: Damian - Facilitator: Jono, Alexis at 4:00, Susan at 4:30 - Note Takers: Sydney - Snacks: - Facilitator - jono
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Participants: Jono, Susan, Violeta, Sydney, Noah, Gloria, Marina, Gabriela, Damian, Nelly, Andi
9/16 Alexis will arrive as close to 4:00 as possible

Time	Topic	Notes	Next Steps
5 min	Positive Check In - What is something that feels good about where we are at as a school and where you are at in your role at this school?		
10 Minutes	Update on Measure G1 monies and vote to repurpose from EEIP position to Case Manger position and Vote		<ul style="list-style-type: none"> • In order to spend G1 money, we must discuss with the community (SSC) and Leadership (ILT) • District Funded EEIP as a STIP over summer (Simone/Billy position) So we would like to use those monies for a Case Manager <ul style="list-style-type: none"> ○ Support Newcomer case management ○ Attendance (preventative work for chronic absenteeism)

			<ul style="list-style-type: none"> ○ RJ ○ Enrollment ● Are we posting this position? Will others be able to apply? After conversation about how money could be used, there was a motion by Andi, CSM, to approve the funds to be used to hire a Case Manager. ● Vote approved to fund the position, it will be posted later so that people can apply
5 minutes	<p>Who is going to Truckee? October 7th - 9th - same: Susan and Violeta</p> <p>week as MS - it is about making connections - - OCEAA: Luz, Charity, Violeta, First Grade Teacher, and 2nd or 3rd grade, Damian, Nelly On November 7th</p> <p>Can send 5 - 7 people</p>		<ul style="list-style-type: none"> ● Conference, usually for administrators, but our administrators have attended. The proposal is for Noah and Gloria to attend. <ul style="list-style-type: none"> ○ MS conferences are this week <p>OCEAA</p> <ul style="list-style-type: none"> ● Fly down Thursday night, visit the school on Friday, and then fly back ● Teachers attending: Charity, Luz, Nelly, Damian, Gabriela <ul style="list-style-type: none"> ○ Violeta will ask Beatriz if she is interested ● Our EL School Designer Alexis will be there
20 min	<p>Buy Back Day Planning</p> <p>Top Priorities: Community Building Curriculum Unpacking Intro to Talk Protocols</p> <p>Who is taking the lead on each part?</p>	<p>slides from 9/10- last week</p>	<p>MS: time for ELD/SLD; Crew</p> <p>A vast majority of our teachers want to stay onsite</p> <p>We are adding time for grade level teams to partner for buddies</p> <p>Discussing CEAs</p> <ul style="list-style-type: none"> ● Math is coming up soon for Eureka pacing (1, 3rd-5th) in 10 days <ul style="list-style-type: none"> ○ K-4 plus Caroline and Tyler ● Next CEA is in November ● MS will need to discuss separately due to differing languages of instruction for the same content area

<p>4:00-4:30 30 mi</p>	<p>Cycle 1 Planning: Purpose: Review and revise the plan in light of walkthrough feedback and finalize the “Do Section” Cycle 1.</p> <ol style="list-style-type: none"> 1. Feedback on the Cycle 1 PLAN -10 min <ol style="list-style-type: none"> a. Annotate using comments on the Green Section b. Bold or * anything for emphasis c. Share out: kind, helpful, specific feedback 2. DO section - 20 min <ol style="list-style-type: none"> a. Review Roles and Responsibilities b. Think and annotate: <ol style="list-style-type: none"> i. Are there “do’s” for my role listed here already? If not, what are they? ii. Does anything need to be prioritized? 3. What logistics are needed to “enact” this plan? <ol style="list-style-type: none"> a. Who? b. By When? 4. Next Steps and Supports: <ol style="list-style-type: none"> a. What are my next steps? b. What, if anything, do I need from this team?, Alexis, the ALT team, to feel successful with those steps? 	<p>Notes will be taken on the Cycle 1</p>	<p>Key stakeholders (you!) support implementation of the plan.</p> <p>End of cycle walkthroughs, reflection and plan for next cycle tentatively scheduled for October 16/17–</p> <p>Cycle 1 PDSA: How will we disaggregate the data?</p> <ul style="list-style-type: none"> • When walking through, we don’t want to mark “N/A” for look-fors that we are trying to observe. • Could we add the ELLs’ and AA student names on the walkthrough tool prior? • Suggested that we use iReady data, which is aggregated, but this doesn’t address the cycle goals or all MS <ul style="list-style-type: none"> ○ We want to see who is participating in the learning, and who have opportunities to share • Are 15-20 minute visits feasible? We should try. • Teachers mentioned that the process felt impersonal; what can we change in the process of these walkthroughs for it to feel meaningful and respectful to teachers' practices? • What if teachers get a chance to also assess themselves on the rubric? • What if grade-levels are given time together to pick focal students <p>Summary of DOS:</p> <ul style="list-style-type: none"> • Longer walkthroughs • Peer walkthroughs • Teacher self-assessing as part of process • Share the indicators/rubric ahead of time with teachers <p>Damian proposing that we do a peer observation and then consult together with a resource teacher or admin and there are all the people solving the problem together.</p> <p>Video lessons to bring back with peers.</p>
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			<p>Unpack walkthroughs at PD:</p> <ul style="list-style-type: none"> • What are the indicators? What do they look like, feel like, and sound like? <ul style="list-style-type: none"> ○ Damian, Nelly, and Marina will bring them to the grade spans and have support of admin ○ Could we do this unpacking at a Wednesday span meeting? <ul style="list-style-type: none"> ■ Susan would colead with Damian in 3rd-5th ■ Susan will make a schedule ○ What is the purpose? ○ We don't want to do this "to" teachers, we want to do it in support of them <p>How does it feel to have a schoolwide work plan in this way?</p> <ul style="list-style-type: none"> • For the next meeting can we have more ways for written input to include more voices? • Apprehension around this Friday's Buy Back day for making it meaningful and the time is limited and precious • Push back on systems, not the people <p>Next steps: Noah, Violeta, Susan and Jono will discuss Friday. We have next 2 Wednesdays accounted for, so we have time before we introduce the Walk Through</p>
4:30-5:00	<p>Review Wednesday PD Schedule:</p> <ul style="list-style-type: none"> • Additions • Questions • Wonderings • Continue with tentative planning 		

Hire a Case Manager to provide support of our students who are at risk academically and social/emotionally. Case manager will also	Daily Average Attendance	\$65,276
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work with families and the Community school manager around Middle School Attendance issues and support with 5-6th retention and recruitment.	Sown to grow	
Hire a Case Manager to provide support of our students who are at risk academically and social/emotionally. Case manager will also work with families and the Community school manager around Middle School Attendance issues and support with 5-6th retention and recruitment.	Daily Average Attendance Sown to grow	\$5,910.53 (carryover amount)
Total Proposal for G1 Committee		\$71,186.53

<p>Date: 9/2</p> <p>Roles:</p>
<p>Norms - Let's change most of them from last time</p> <ul style="list-style-type: none"> - Time keeper: Noah - Process Checker: Damián - Facilitator: Susan - Note Takers: Noah - (combine with below) Write and send email about what we did during ILT: Violeta and Susan - Create a slide on what we did during ILT for the next Staff Meeting: jono - Snacks: Gabriela
<p>14. Keep students at the center of our decisions and conversations+1</p> <p>15. Allow for all voices to be heard (step up, step back)</p> <p>16. Bring out authentic selves and a Growth mindset</p> <p>17. Respecting the agenda and stay on time (to respect all respect)</p> <p>18. We infuse Joy into our work</p> <p>19. Modeling our MLA Acuerdos/Habits</p> <p>Process Checker:</p> <ul style="list-style-type: none"> - Add a protocol to support equity of voice; write down, partner talk, need to move on <p>Agenda Maker:</p> <p>-Make agendas with enough time, do not add to many items</p>

Objectives:

- Plan out September and October PD times informed by our Work Plan
- Clarity on who will be preparing PD for those times (and who will support with presenting)
- If a teacher is preparing PD, we can provide release time

Time:	Topic	Notes:	Next Steps:
Check In 5 min	If a genie could grant you endless numbers of an item, what would it be?	No need to take notes, just enjoy	
Look at MLA Work Plan 10 min (pair share) 5 min (share out to group)	Work Plan Simplified workplan two pager – more simple workplan How have we done with our Cycle 1 planning? Cycle 1 Planning Pair share: find a partner, look at one section of the work plan together. Whole group share out	MKS - Damian: the aim statements - wondering Is there a quantifiable measure of consistency that we are looking for? Jono - On the purple leadership column is that ILT or teachers in the classroom? Learning Targets are in part for admin and the District but also for creating a clear environment. Wondering - How we will measure our progress. Marina - We were imagining how it would look. Susan sharing ideas about how to move forward in Character and Crew.	
What type of PD and when would we best schedule it?	Needed Links: * Wednesday PD Schedule plus MTSS Friday and Buy Back Day * Staff Commitments to	Really emphasizing: <ul style="list-style-type: none">• D-ELD• Tier 1• Crew	Protocol: <ul style="list-style-type: none">• Take 5 minutes to review teacher feedback• Spend 10 minutes per round talking with your

<p>45 min</p>	<p>Anti-Racism from '24/'25 * Staff PD Feedback</p> <p>Note: We have 9/10, 9/17, 9/24 and 9/19 Buy Back Day, 10/1</p> <p>10/8 and 10/15: Analyzing data (CEAs, IReady, Walkthroughs, Sown to Grow, etc)</p> <p>First Cycle is August 11 - October 24th</p> <p>Charge: What do the teachers need to continue growing in this area and when? (Look over teacher feedback) Calendar Pd Clarity on who is running what</p> <p>Before Protocol Framing: * Learning doesn't necessarily have to take place during standardized PD times! For example, Listening Campaigns and book groups! Or, things can happen during district PDs or Coaching. * When is it best for learnings to happen whole school? When is it best for learnings to happen in spans or in grade levels or departments? * We will create a plan. Then, at ALT, Jono, Susan and Violeta will work out any</p>	<p>For the first 6 weeks.</p> <p>Then:</p> <ul style="list-style-type: none"> • Curricula unpacking (CEAs, Student work analysis, Data Analysis) • Anti-Racism <p>Emphasize:</p> <p>K - 2:</p> <ol style="list-style-type: none"> 1. D-ELD 2. Observar para ver Crew en los salones <ul style="list-style-type: none"> - Que pueden observar 3. Tiempo para align y planear acerca de ELD y Crew 4. D-ELD: In first grade they only have 12 ELLs and a lot of Spanish development In Kinder there are only 5. (Time to work out the details) <p>3 - 5:</p> <ol style="list-style-type: none"> 1. Time to plan and adapt Benchmark <p>6 - 8:</p> <ol style="list-style-type: none"> 1. Everyone would like to start with meeting in D-ELD and SLD groups. (Charity, Tim, and Nelly need to meet to align D-ELD) 2. SLD teachers need to meet to figure out how 	<p>grouping to plan best days/times/groupings to run this PD</p> <p>First Round:</p> <ol style="list-style-type: none"> 1. D-ELD Round <ul style="list-style-type: none"> - Gloria, Nelly, Violeta 2. Tier 1 <ul style="list-style-type: none"> - Jono, Marina 3. Crew <ul style="list-style-type: none"> - 4. Unpacking Curricula (also CEAs, Student work analysis) <ul style="list-style-type: none"> - Noah, Susan 5. Anti-Racism <ul style="list-style-type: none"> - Damián, Gabriela <p>Second Round:</p> <p>* Rotate to the next group. Add a check mark if you agree. * Add a question or suggestion.</p> <ol style="list-style-type: none"> 6. D-ELD Round <ul style="list-style-type: none"> - 7. Tier 1 <ul style="list-style-type: none"> - Gloria, Noah, Gabriela - 8. Crew
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	<p>conflicting times, stamp it, and communicate to staff.</p>	<p>to assess students and to make up their groups.</p> <p>Learning Targets PD:</p> <ul style="list-style-type: none"> - It has felt like we're saying you're not doing Learning Targets. You need to do Learning Targets. Middle School knows how to do Learning Targets. They don't want to go to a PD and spend an hour and a half on Learning Targets. They way things are messaged. 	<ul style="list-style-type: none"> - Marina, Nelly <p>9. Unpacking Curricula (also CEAs, Student work analysis)</p> <ul style="list-style-type: none"> - Damián, Jono, <p>10. Anti-Racism</p> <ul style="list-style-type: none"> - Violeta, Susan <p>Third Round: Whole Group Discussion</p> <ol style="list-style-type: none"> 1. Susan, Jono, and Violeta to program it in. 2. Then, show it to ILT and get input.
How to add to ILT agendas and/or co-plan the agendas 5 minutes			
District Walkthrough Indicators versus MLA Work Plan	MLA's Version of the District Walkthrough Tool		

Indicators 5 minutes			
Staff Crew Sign Up 2 minutes			
Write an email summarizing what we did and add a slide to Staff Meeting 10 minutes			<p>Hello MLA Staff,</p> <p>Today we had our 2nd ILT meeting and the topics we discussed were:</p> <ul style="list-style-type: none"> • Review 25-26 MLA Workplan • Read teacher input and began planning PD cycles for the next two months <p>Here are the ideas we generated and discussed (organized below in grade level spans)</p> <ul style="list-style-type: none"> • K-2: <ul style="list-style-type: none"> ○ Support with designated ELD ○ Observe how crew is done in other grade levels ○ Address population imbalance of ELLs and SLDs • 3-5: <ul style="list-style-type: none"> ○ Time to co-plan Spanish and English Language Arts • 6-8: <ul style="list-style-type: none"> ○ Planning time for ELD and SLD <p>Some questions we had are how</p>

			we're going to measure our progress toward the goals.
Aprecios 5 minutes			

Time: Assign	Date: 8/19 Roles:		Notes/Questions:	Next Steps:
Roles (How will we do this in a way that is equitable?) 5 mins	<ul style="list-style-type: none"> - Time keeper: Noah - Process Checker: Damián - Facilitator: Susan - Note Takers: Andi, Noah - (combine with below) Write and send email about what we did during ILT: violeta - Create a slide on what we did during ILT for the next Staff Meeting: jono - Snacks: Gabriela 			
Attendance :	Damian, Gabriela, Jono, Gloria, Andi, Noah, Nelly, Marina, Violeta, Susan			
5 min	Check In/Reading	Our greatest dreams require us to root into and honor our innate interdependence. Our most important desires require us to trust and be trustworthy, to bring our gifts and receive the gifts others bring, to ask for and offer resources, to invite others into our vision, and to welcome and celebrate differences and discomfort. Inquisitive_human	-"innate" interdependence → not the taught American "independent" culture -learning how to bring our strengths together to make a future for our children -building trust again; building the web again to make it stronger → this takes time, relationship building, honesty, and time -celebrating differences also makes us think about how to include our neurodivergent students more into our community (for example, SCP K-2 eats with all 1st instead of separated which is more joyful and intentional about including) -one thing is to "include" and another is respecting their ways of doing things -we need to believe at first to even want to do this work together in the first place; especially as adults we need to live our habits! "Show and feel it" -Marina -modeling is so impactful! We need to model this for our students	
10 mins	Norms:	<u>Possible</u> Norms to choose from:	Norms that we land on:	

	What do we need to have a successful meeting?	We Trust Each other to: <ul style="list-style-type: none"> - Allow for all voices to be heard - Be aware of your impact on the group - Have a Clear purpose and Clear Roles - Break work Manageable chunks to the next step, clear roles, - Bring out authentic selves and a Growth mindset +1 - Lean into our “<i>MLA Acuerdos</i>” on this team - Keep students at the center of our decisions and conversations - We hold each other and ourselves accountable - We infuse Joy into our work 	<ul style="list-style-type: none"> 20. Keep students at the center of our decisions and conversations+1 21. Allow for all voices to be heard (step up, step back) 22. Bring out authentic selves and a Growth mindset 23. Respecting the agenda and stay on time (to respect all respect) 24. We infuse Joy into our work 25. Modeling our MLA Acuerdos/Habits <p>Process Checker:</p> <p>-Add a protocol to support equity of voice; write down, partner talk, need to move on</p> <p>Agenda Maker:</p> <p>-Make agendas with enough time, do not add to many items</p>
10 mins: * Read for 5 * Discuss/Question for 10	Review the ILT Mission and Vision	<ul style="list-style-type: none"> - Discuss the ILT Mission and Vision 	<p>Nelly: “TSA’s will be automatic members of ILT?” Just wanted to clarify regarding Sydney and her absence.</p> <p>Violeta: Alternates for grade level span leads (Marina, Nelly, Damian).</p> <p>Gabriela: Holly is my alternate. No “official” alternates. Admin will support in replacing members when necessary (for emergencies). Susan wondering if staff is aware of this document and if they’ve had time to internalize it. Damian wondering if we can make this more readily available. It is now shared on whole drive.</p>
20 mins	<u>Work Plan:</u> * D-ELD * Tier 1 * Adopting	Chart for assigning ILT Work Tasks Useful Link: Wednesday and MTSS Friday Planning	<p>ILT Members put themselves as either the lead, or team member, of each initiative on the ILT Work Tasks</p> <p>Structure of PD, whether it will be done in spans (K-2; 3-5; 6-8) or elementary & MS, or whole school, is yet to</p>

	District Adopted Curricula		<p>be determined.</p> <p>Nelly noted there is a need for MS to have allocated time, including PD time, to norm on grading.</p>
15 mins	Write an email summarizing what we did and add a slide to Staff Meeting	Jono	<p>Hello MLA staff,</p> <p>Today we had our first ILT Meeting. We discussed:</p> <ul style="list-style-type: none"> • ILT Mission and Vision • Setting up norms ILT meeting norms. These are the norms we landed on: <ul style="list-style-type: none"> a. Keep students at the center of our decisions and conversations+1 b. Allow for all voices to be heard (step up, step back) c. Bring out authentic selves and a Growth mindset d. Respecting the agenda and stay on time (to respect all respect) e. We infuse Joy into our work f. Modeling our MLA Acuerdos/Habits • We had a conversation and decided not to have alternate reps because of the complexities of this being a stipend position. We do have representatives from all grade level spans in case anyone is absent. • We started the conversation about assigning roles and responsibilities within ILT • Middle School will have sometime on Wednesday to norm and calibrate on a Middle School Standards based grading system • We are still working to create a plan of when we are bringing together the K-2, 3-5, and 6-8 Spans, vs. TK-5 or Tk-8. We will be able to share a short term - 2-3 month plan of where and with whom, beyond the grade level or grade spans when we will meet more schoolwide on September 2nd, after the next ILT. • The first PD, August 27th will be in Grade Spans

			<ul style="list-style-type: none"> - discussing UED and some other key beginning of year topics. • The Second PD, September 10th, we will begin our first cycle of Inquiry. We will share more on this focus in the next ILT Bulletin/Update on September 2nd.
5 mins	Aprecios	For next time: ILT procedures: how are things approved, roles outside of meetings for reps, etc	<ul style="list-style-type: none"> •

Date: August 5th Retreat

Roles:

Facilitator: Alexis and Susan


Time-keeper: Noah

Present: Jono, Susan, Noah, Nelly, Marina, Violeta, Gloria, and Ian.

Notes: Violeta

Norms: Create these by asking what does this group need to have a productive meeting.

Time & Facilitator	Description	Notes & Links	Next Steps
12:30- 12:40 Susan or Jono	Crew Greeting Cards share	Nelly-Sitting in Italy, people watching Noah: Bike camping Trip Ian: Boys trip to Greenfield Jono: Sequoia Ntl Park hike and swimming Susan: chillax at home Violeta: lucha libre en Oa; Violeta Mari weeks at home, enjoyed not worrying about time Violeta:Lucha Libre in Oaxaca Gloria: Roadtrip with childhood friend, Portos Bakery Marina: completed 4 week training, hikes, new living place Andi: Japan, China and Korea, Food and music Festival, dancing with family	
12:40-1:00 Susan or Jono	Crew Reading: "It's the possibility of having a dream come true that makes life	-Having hope is powerful! -Working in a school where usually educators have a	

	interesting.” — Paulo Coelho, The Alchemist Balloons	shared dream it's motivating -Life is a daily pursuit	
12:45-2:00 Alexis Noah Susan	<u>Buy Back Day Preview:</u> <ul style="list-style-type: none"> I can analyze end-of-year data to determine strengths, areas for growth, and the school structures that produced these results I can describe the yearlong and cycle work planning purpose and process. I can internalize the 25-26 EL/MLA Work plan. I can give kind, specific, and helpful feedback on Cycle 	<u>Note Taker</u> <u>EOY Student Data</u> <u>Core Practice 33</u> <u>Workplan 2 pager</u> Noah and Alexis walked us through the slides -Many variables when looking at Data - Keep in mind that data is cumulative, try to depersonalize -Slow down and listen to others' perspectives, especially new members	<u>3 Dimensions of Student Achievement</u> <u>3DSA Spanish</u> How are you feeling about tomorrow? <ul style="list-style-type: none"> - Excited, inspired, hopeful - Nervous, anxious Questions/Concerns? <ul style="list-style-type: none"> - Schedules - Next steps - Vibes between campuses– where we sit? How we enter the room? Notes: How does it align with the workplan? Naming for people that we are thinking, reflecting on, and sitting with the data
2:10-2:20	Break		
2:20-2:45	<u>Finalize Master/Daily Schedules</u>	 Draft MLA-Wi...	
3:15-3:30	Debrief the meeting Review Norms? What worked?		<u>Next steps for ILT on 8/19:</u> Setting up ILT <ul style="list-style-type: none"> - Discuss the <u>ILT Mission and Vision</u> - Set up Norms on ILT (or unpack

	What would we do differently? Appreciations?		MLA professional norms) <ul style="list-style-type: none"> - What does this norm look like and sound like on OUR time? - Decide on roles for ILT (that include the process checker and shared leadership) <u>Next, Next Step</u> Feedback/ sharing Cycle 1 – (secondary to building ILT)
3:30	Set up the Cafeteria with the Day's		

Place Holder Yearlong Items

ILT Meeting Dates:	Agenda Items to Address: Place Holder
8/19:	Planning Yearlong PD Schedule
9/2:	PD Planning for Cycle one: Tier 1 routines, D-ELD, Unpacking Curricula, Talk Protocols, Analyzing student data, Analyzing student work, completing and/or inputting CEAs, anti-racism, EL School Visits, Tasks: Cycle One Planning <ul style="list-style-type: none"> • decide who is leading what • Schedule when • Coordinate with outside presenters • Calendar • Communicate • What happens during spans, on Friday MTSS days, Wednesday and MTSS Friday Planning
9/16:	

10/7:	
10/21:	
11/4:	<p>What to do about Portfolios:</p> <ul style="list-style-type: none"> • Yearly: much easier to manage, all students will be able to collect their work, won't lose any work • By Span: harder to manage, sweet to see growth over three years, • By Tk - 8: has gotten very hard to manage, system has shut, work will get lost esp when students leave MLA bwn Tk - 8, <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Return existing work 2. Implement new system <p>Walkthroughs, Learning Walks, Peer Observation</p>
12/2:	<p>Prep for 1/05 Buy Back Day (scope and sequence of student talk protocols, support for CEAs and backward planning)</p> <p>Schedule person to come to present on should we become a SEALs school? (Should we continue to be an EL school?) - Do this first during ALT meeting with Noah, Sydney, and Gloria</p>
1/06:	<p>Time to plan Learning Walks - aim to start last week in January</p> <p>Continue calendaring and planning Cycle 2 PD</p>
1/20:	Check in setting up a Sustainable and Predictable Peer Observation System
2/03:	
2/17:	
3/03:	
3/17:	
3/31:	
4/21:	

Meeting Agenda Template:

Date:			
Roles:			
Norms			
Time:	Notes	Next Steps	
Check In			
Write an email summarizing what we did and add a slide to Staff Meeting			
Aprecios			

Quotes:

1. Between Gandolf and Frodo:

“I am not made for perilous quests. I wish I had never seen the Ring! Why did it come to me? Why was I chosen?” “So do I,” said Gandalf, “and so do all who live to see such times. But that is not for them to decide. All we have to decide is what to do with the time that is given us. You may be sure that it was not for any merit that others do not possess: not for power of wisdom, at any rate. But you have been chosen, and you must therefore use such strength and heart and wits as you have.”

2. Elena Aguilar:

It's not your fault that things are the way they are, but it is your responsibility to do something about them. Everyone we work with knows a lot more and can do a lot more than we think.

3. Elena Aguilar:

“Everyone we work with knows a lot more and can do a lot more than we think. It’s our job as coaches to find out what it is that they know, care about, can do, and are committed to, and then to use that information to help them move their practice.”

4. Elena Aguilar:

“Tell stories to help others understand your beliefs and opinions. Offer your stories, not in the hope that they will change anyone else, but because they are your stories to tell and they deserve to live outside you. And when you are a listener, allow the stories of others to change you.”

5. Elena Aguilar:

“You can strive to make every conversation one that dismantles white supremacy and systems of oppression. Every conversation can contribute to building a more just and equitable world, a world in which every person’s full humanity is centered and seen, a world in which conversations are bridges to connection and healing.”

6. “We are our stories, stories that can be both prison and the crowbar to break open the door of that prison; we make stories to save ourselves or to trap ourselves or others, stories that lift us up or smash us against the stone wall of our own limits and fears. Liberation is always in part a storytelling process: breaking stories, breaking silences, making new stories. A free person tells her own story. A valued person lives in a society in which her story has a place. Rebecca Solnit.”

7. “If I envision a just, fair future, I must behave justly and fairly today.”

8. "When we love, we always strive to become better than we are. When we strive to become better than we are, everything around us becomes better too."

— **Paulo Coelho, The Alchemist**

9. "The secret of life, though, is to fall seven times and to get up eight times."

— **Paulo Coelho, The Alchemist**

10. "Everything tells me that I am about to make a wrong decision, but making mistakes is just part of life. What does the world want of me? Does it want me to take no risks, to go back to where I came from because I didn't have the courage to say "yes" to life?"

— **Paulo Coelho, Eleven Minutes**

11. "No matter what he does, every person on earth plays a central role in the history of the world. And normally he doesn't know it."

— **Paulo Coelho, The Alchemist**

12. "Nothing in the world is ever completely wrong. Even a stopped clock is right twice a day."

— **Paulo Coelho, Brida**