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

Board Cover Memorandum

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

From Middle School Network

Meeting Date April 23, 2024

Subject Revised Life Academy 2024-25 Measure G1 Application

Ask of the Commission Approve the Revised Life Academy 2024-25 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Revised Life Academy 2024-25 Measure G1 Application.

Fiscal Impact The recommended amount is **\$99,523**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant application attached.





2024-2025 Measure G1 Application

Due: March 14, 2024

Allocations are provisional subject to Board approval

School Information & Student Data

School	Life Academy	School Address	2101 35th Avenue Oakland, CA 94601
Contact	Aryn Bowman Alykhan Boolani	Contact Email	aryn.bowman@ousd.org alykhan.boolani@ousd.org
Principal	Aryn Bowman Alykhan Boolani	Principal Email	aryn.bowman@ousd.org alykhan.boolani@ousd.org
School Phone	510-534-0282	Total Number of Students	243
Recommended Grant Amount¹	\$99,523	2022-23 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	173
		2023-24 LCFF³ Enrollment	164

Student Demographics (%)				Measure G1 Team	
English Learners	29.1	Asian/Pacific Islander	4%	Name	Position
LCFF	95.8	Latinx	87%	Alykhan Boolani	Principal
SPED	23.3	Black or African-American	6%	Rodrigo Sandoval-Perez	Counselor
		White	<1%	Hector Cocula De Alba	Teacher
		Indigenous or Native American	<1%	Christi Carpenter Grossman	Teacher

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

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

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

		Multiracial	2%		
Chronic Absence (Include raw number and percent)					
	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)	
Student Population Overall	140 (32.1%)	213 (49.9%)	95 (22.2%)	80 (18.7%)	
Asian/Pacific Islander	5 (31.3%)	7 (58.3%)	4 (30.8%)	2 (<10%)	
Latinx	118 (30.6%)	191 (49.4%)	87 (22.1%)	70 (18.7%)	
Black or African-American	12 (54.5%)	10 (58.8%)	3 (23.1%)	1 (<10%)	
White	1 (50%)	0 (0%)	1 (50%)	0 (0%)	
Indigenous or Native American	0	0	0	0	
English Learners	45 (37.8%)	67(48.9%)	25 (18.1%)	15 (10.8%)	
Students w/ IEPs	43 (47.3%)	59 (60.8%)	27 (28.4%)	20 (21%)	
Free/ Reduced Lunch Students	134 (32.4%)	201 (49.6%)	93 (22.4%)	80 (19%)	

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Number of students taking elective courses.	Art	64 (36%)	100 (66%)	180 (100%)	180 (100%)
	Language	0	0	0	0
	Music	0	0	0	0
Number of students participating in non-course experiences (e.g. after-school program)	Art	160 (80%)	160 (80%)	160 (80%)	180 (100%)
	Language	0	0	0	0
	Music	120 (66%)	170 (80%)	170 (80%)	180 (100%)

Positive & Safe Culture (Include raw number and percent)				
Metric	2021-22 (%)	2022-23 (%)	2023-24 (%)	2024-25 Goal (%)
Average Daily Attendance Date of Figure: 8/7/2023 - 3/14/2024				
Asian/Pacific Islander	89%	82.4%	90.5%	93%
Latinx	90.1%	87.8%	92.9%	97%
Black or African-American	79%	80.7%	79.2%	85%
White	90%	90.2%	85.5%	92%
Indigenous or Native American	93.2%	95%	N/A	95%
English Learners	88.3%	87.6%	91.9%	94%
Students w/ IEPs	83.4%	83.6%	87.3%	90%
Free/ Reduced Lunch	89.2%	87.5%	91.7%	93%

Metric	2021-22 raw number (%)	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 Goal raw number (%)
Suspended Students Date of Figure: 8/7/2023 - 3/14/2024				
Asian/Pacific Islander	0	0	0	0
Latinx	0	3 (<1%)	2 (<1%)	0
Black or African-American	0	0	0	0
White	0	0	1 (<1%)	0
Indigenous or Native American	0	0	0	0
English Learners	0	0	0	0
Students w/ IEPs	0	2 (<1%)	1(<1%)	0
Free/ Reduced Lunch	0	4 (1%)	3 (<1%)	0

Student Retention from 5th Grade to 6th Grade				
Metric	2021-22	2022-23	2023-24	2024-25 Goal
6th Grade Enrollment	61	57	62	64

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
SSC	March 6, 2024

Staff Engagement Meeting(s)	
Staff Group	Date
MS Team Meeting	March 5, 2024

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

Staffing	N/A	Basic
Facilities	N/A	Basic
Equipment and Materials	N/A	Basic
Teacher Professional Learning	N/A	Basic

Proposed Expenditures

Guidelines

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

Summary of 2023-24 Approved Expenditures

All Actual Expenditures		Budget Amount
Safe & Positive Culture		
1	Fund a 0.5 FTE Case Manager to support Tier 2/Tier 3 PBIS supports, RJ processes, and social emotional support for students in 6-8.	\$63,711.95
2	Fund 1 part-time (0.2 FTE) Student Advisor Position	\$17,635.74
Electives (Art, Music, World Language)		
1	Fund a .2 FTE Theatre Arts position for sixth grade	\$18,541.85
2	Art Supplies for Advisory Art Programming	\$2,676.45
Budget Total		\$102,565.99

Summary of 2024-25 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Fund a .2 FTE Theatre Arts position for sixth grade	\$18,819.88
2	Art Supplies for Advisory Art Programming	\$3,178.22
3	Fund a 0.5 FTE Arts teacher to provide Visual Arts instruction to students	\$57,619.13
4	Fund 1 part-time (0.2 FTE) Student Advisor Position	\$19,905.77
Budget Total (must add up to Recommended Grant Amount)		\$99,523

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
Continue to fund .2 FTE Theater Arts teaching position for '24-'25 - <i>providing students in our 6th grade with a course that teaches them theater arts, including the production of a school play.</i>	60		\$18,819.88
Art Supplies for Advisory Art Programming - <i>this is our second year in which we have radically increased access to art in advisory with the adoption of a new advisory art curriculum. Students in advisory are experiencing visual art at least 5-6 times a month (increase from 2-3 times of month last year). We need supplies to support the expansion of this program in '24-25.</i>	180		\$3,178.22
Fund a NEW 0.5 FTE Art Teacher position to provide visual art instruction to students. This will be the first time we are able to offer this position with support from Prop 28 funding.	90		\$57,619.13

Proposed Expenditures for Retention of 6th Graders

Description of Proposed Expenditures	Budget Amount
Fund 1 part-time Student Advisor Position (0.2 FTE) -- <i>Continue to fund 1 part-time position in '24-'25. The goal of this position is to ensure that the transition from Elementary to MS is successful, specifically for minoritized populations. This person will:</i> <ul style="list-style-type: none">• Identify and support students who may need additional supports prior to beginning of 6th grade through summer bridge participation• Increase in cultural and academic celebrations to once per marking period• Plan and host 3 parent events in '24-25 that target families in minoritized groups• Increased positive reports on CHKS survey on whether students feel safety and connectedness at school from minoritized groups	\$19,905.77

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

Life Academy of Health & Bioscience
SSC - MEETING MINUTES
Budget Approval

Format (Check all that apply)

In-Person - Location: Teen Center at Life Academy

Meeting Date: March 6, 2024

Meeting Time: 9:30

AGENDA ITEM	NOTES																						
1. Welcome & Call to Order	Meeting called to order at: 9:35am																						
2. Roll Call & Quorum Established	<p>Roll Call was taken of SSC members who were present at this meeting. List here the names of all SSC voting members who are present at this meeting:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><i>SSC Member's Name</i></th> <th style="text-align: center;"><i>Present? Absent?</i></th> </tr> </thead> <tbody> <tr><td>1. Alykhan Boolani</td><td>Present</td></tr> <tr><td>2. Christi Grossman</td><td>Present</td></tr> <tr><td>3. Roro Sandoval Perez</td><td>Present</td></tr> <tr><td>4. William Juang</td><td>Present</td></tr> <tr><td>5. Kaitlin Le</td><td>Present</td></tr> <tr><td>6. Claudia Bautista</td><td>Present</td></tr> <tr><td>7. Mayite</td><td>Present</td></tr> <tr><td>8. Carmen Beltran</td><td>Present</td></tr> <tr><td>9. Liliana Camacho</td><td>Present</td></tr> <tr><td>10. Alicia Garibaldi</td><td>Present</td></tr> </tbody> </table> <p>Quorum means that 6 voting members are present. Quorum Established? YES</p>	<i>SSC Member's Name</i>	<i>Present? Absent?</i>	1. Alykhan Boolani	Present	2. Christi Grossman	Present	3. Roro Sandoval Perez	Present	4. William Juang	Present	5. Kaitlin Le	Present	6. Claudia Bautista	Present	7. Mayite	Present	8. Carmen Beltran	Present	9. Liliana Camacho	Present	10. Alicia Garibaldi	Present
<i>SSC Member's Name</i>	<i>Present? Absent?</i>																						
1. Alykhan Boolani	Present																						
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6. Claudia Bautista	Present																						
7. Mayite	Present																						
8. Carmen Beltran	Present																						
9. Liliana Camacho	Present																						
10. Alicia Garibaldi	Present																						
3. Discuss & Approve 2024-2025	<ul style="list-style-type: none"> ● Review Purpose of Measure G1: <ul style="list-style-type: none"> ○ Increase access to courses in arts, music, and world languages in grades 6-8 																						

**Measure G1
Budget Priorities**

- Improve student retention during the transition from elementary to middle school
 - Create a more positive and safe middle-school learning environment.
 - Mr. Boolani proposes uses for Measure G1 funds in the 24-25 school year
 - Boolani introduces that we have around \$99,710.96 in G1 for 24-25
 - Boolani explains use from previous years: 50% of case manager to support RJ, 2 student advisor positions to support transition into 6th and into 9th grades, and 1 partial theater arts position to ensure that we are providing theater arts for our 6th grade students.
 - This year Mr. Boolani proposes the following uses for the G1 funds - generally the same as previous years, no major change here:
 1. Fund a .2 FTE Theatre Arts position for sixth grade (18,819.88)
 2. Art Supplies for Advisory Art Programming (3,178.22)
 3. Fund a 0.5 FTE Case Manager to support Tier 2/Tier 3 PBIS supports, RJ processes, and social emotional support for students in 6-8 (57,619.13)
 4. Fund 1 part-time (0.2 FTE) Student Advisor Position (19,905.77)
 - Dialogue
 - This is the same as we have been doing - is it working?
 - Is this the best use of funds as the team sees it?
 - Yes, this maximizes out funding to reach the most students and drive for the best possible outcomes.
 - Concerns:
 - As salaries increase but the funds from G1 stay the same, how will we continue to pay for these positions?
 - We will need to supplement with other sources
 - We may need to consolidate positions, always prioritizing core teaching positions
1. **Motion** to approve from Claudia
 2. **Second** by Liliana
 3. **Vote:** The motion has been moved and seconded, take the vote by asking through a show of hands “All in favor, All opposed, any abstentions”

<i>SSC Member's Name</i>	<i>VOTE (Yes, No, Abstain)</i>
1. Alykhan Boolani	Yes
2. Christi Grossman	Yes
3. Roro Sandoval Perez	Yes
4. William Juang	Yes
5. Kaitlin Le	Yes
6. Claudia Bautista	Yes
7. Mayite	Yes
8. Carmen Beltran	Yes

9. Liliana Camacho	Yes
10. Alicia Garibaldi	Yes

4. **Vote Outcome:** The SSC approves the use of Measure G1 as outlined.

**5. Discuss Measure N
Plan & Review
Planned Uses**

- **Review Purpose of Measure N/H**
 - Reduce the drop-out rate
 - Provide high school students with real-world work and learning opportunities
 - Prepare students for admission to the University of California and other four-year colleges
 - Expand mentoring, tutoring, counseling, support services, and transition to job training programs
 - College and Career pathways provide meaningful learning experiences by exposing students to career-oriented coursework in fields such as engineering, health care, performing arts, law, and more. These proven pathway programs have a track record of increasing college and career readiness and reducing dropout rates by integrating learning with real-world careers, a rigorous pre-college curriculum, and mentoring, internships, and other supports.
- Currently in our plans we are proposing the use of Measure N for the following uses (it is the largest restricted funding source \$162,663.41 or carryover and \$215,050.00 new funds)

Supervisor, Administrative, Instruction Coaches Salaries: Hire a Co-Principal, at .20 FTE. This expenditure will fund the portion of a co-principal's scope of work that relates to the support of and strengthening of our Academy programming, specifically the student leadership model for pathways strands, reintroducing community partnerships for our internship and work based learning programming, and the counseling work involved in Academy and supporting all students toward high school graduation. PCN 6304 Alykhan Boolani (Salary and Benefit costs included)	\$43,770.86
Pathway Coach at .5 FTE to support the development and alignment of the pathway to our goals and intended outcomes.	\$83,090.51
0.20 Teacher Khemani to teach math acceleration sections to ensure Pathway students at risk of 1) not graduating A-G eligible or 2) not being prepared to successfully complete higher level math courses receive a programmatic and curricular support any unfinished learning as students engage in grade level content. This will lead to higher rate of students in the pathways advancing into calculus (required for mot careers in health and bioscience) and mastering higher level math course content.	\$19,905.77

<p>Teacher Salaries Stipends: Extended Contracts to pay Science Academy Teachers to meet and plan throughout the school year. Their pathway aligned objective is to collaborate on increasing the rigor in science classes so that students are prepared for intro level math and science when they enter career or college. Grades 9-11 directly impacted, a total of 195 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included)</p>	<p>\$8,662.50</p>
<p>Teacher Salaries Stipends: Extended Contracts to pay Math Academy Teachers to meet and plan throughout the school year. Their pathway aligned objective is to collaborate on increasing the rigor in math classes so that students are prepared for intro level math and science when they enter career or college. Grades 9-11 directly impacted, a total of 195 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included)</p>	<p>\$8,662.50</p>
<p>Teacher Salaries Stipends: Extended Contracts to pay Humanities Academy Teachers to meet and plan throughout the school year. Their pathway aligned objective is in support of Strategic Goal #1 (integration of pathway themed text/unit in all grades 9-12). Grades 9-12 directly impacted, a total of 260 students. Compensation: \$38.50 per hour x 36 hours + 25% benefit costs = \$1,732.50 x 5 Teachers = \$8,662.50. (Salary & Benefit Costs included)</p>	<p>\$8,662.50</p>
<p>Teacher Salaries Stipends: Extended Contracts for 8 Instructional Leadership Teachers/Staff to attend 2 extra days of professional development work. The 2 extra days will be at the beginning of the year and late summer to design and plan the professional learning plan for the teaching staff to center around pathway and post-secondary success for students. Compensation: 16 hours at \$38.50 per hour + 25% benefit costs = \$770.00 x 8 teachers = \$6,160.00 (Salary & Benefit Costs include)"</p>	<p>\$6,160.00</p>
<p>Professional Contracted Bus Services: Charter bus rentals for pathway students to attend College and Career Exploration visits or trips to explore pathway themes outside of our walls, engage in hands-on activities, interact with industry professionals, see the relevance/application of their school work. Also to explore college programs in biotech, public health and healthcare, including college and university programs in pre-medical fields.</p>	<p>\$18,000.00</p>

<p>"Rentals - Facility: This expenditure will provide funds to pay for the rental fees of an "AirBNB" venue for staff to attend an Life Academy curriculum building and vertical alignment retreat to ensure stronger alignment to our Academy themes and to rebuild our 10th grade Defense project with the new Academy teachers. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. Two days rental in FY 2024-25, for 7 teachers: \$5,000.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines."</p>	<p>\$4,800.00</p>
<p>Supplies & Materials: to purchase supplies and materials for our pathways classes. The supplies and materials are required to directly engage students in pathway aligned learning projects. This will include supplies and materials for students in healthcare and biotech pathways programming to work on industry experimental skills and procedure following, hands-on investigation and have the items needed so that they can practice the clinical skills they are learning through pathway programming.</p>	<p>\$2,135.36</p>
<p>Books - other than Textbooks: In alignment with Strategic Goal #1, each humanities class will be selecting a healthcare/public or health/biotech related book and create a unit around this book in order to ensure that the theme of our pathway is continuously reinforced in all content areas. This expenditure will ensure that we have the funds to provide this book to each student in the pathway. In addition to the core text, this expenditure will also support the purchasing of supplemental books to inform the unit (for example, if teaching Rebecca Skloot's The Immortal Life of Henrietta Lacks, this expenditure will not only provide copies of the book for all students, but may also provide the teacher with the literature guide for this book, several Spanish versions of the book, a graphic novel version of the book). 100% of pathways students will be engaged in this unit through their humanities class.</p>	<p>\$2,000.00</p>
<p>"Rentals - Facility: This expenditure will provide funds to pay for the rental fees of a retreat center venue for staff to attend an Life Academy retreat near the beginning of the year (September 19-20) to continue our work on vertical alignment and pathway integration to increase student engagement in courses and pathways programming. The professional learning and alignment that takes place at this retreat will impact 100% of our academy students. One night / 2 day rental for September 19-20, 2024, for all high school affiliated staff (20 people x \$235): \$4700.00 *Retreats and Rental agreements will abide by OUSD, Risk Management, and Measure N guidelines."</p>	<p>\$4,700.00</p>
<p>Enterprise Car Rental for our annual junior college field trips to ensure that 100% of our juniors have the opportunity to visit, at minimum, 3 colleges or universities with programs aligned to the themes of our Academy: healthcare, public health and bioscience.</p>	<p>\$4,500.00</p>
<ul style="list-style-type: none"> ● We will present these proposed funding uses to the Measure N/H Commission in April 	

- Feedback on these ideas/plans?
- Dialogue
 - What are the new elements of this versus the elements we have been doing?
 - What are major successes of the pathway work at Life?
- Concerns:
 - How can we create more internship opportunities... Things are picking up post COVID what will it take to get behavioral health internships back as new opportunities for students?

5. Discuss & Approve Resignation of Title 4 funds for end of 23-24 School Year

We have unspent funds **Title 4** that we need to allocate in order to spend. These are suggested uses for the money, urgently because the deadline is March 22:

- **Title 4 \$3200**, we would like to move this to **teacher stipends (1120)** so that we can provide extra small group tutoring for students before the school year is over.
- **Title 4 : \$800 for field trip admissions** for students to have experiences that promote well rounded students (museum entrance fees)

1. **Motion** to approve the uses for title 4 funds as outlined above by: Boolani
2. **Second** by: Carmen
3. **Vote:** The motion has been moved and seconded, take the vote by asking through a show of hands “All in favor, All opposed, any abstentions”

<i>SSC Member’s Name</i>	<i>VOTE (Yes, No, Abstain)</i>
1. Aryn Bowman	Yes
2. Christi Grossman	Yes
3. Roro Sandoval Perez	Yes
4. William Juang	Yes
5. Kaitlin Le	Yes
6. Claudia Bautista	Yes
7. Mayite	Yes
8. Carmen Beltran	Yes
9. Liliana Camacho	Yes
10. Alicia Garibaldi	Yes

4. **Vote Outcome:** unanimous approval

6. Next Meeting Date & Adjourn

The next SSC meeting will be on the following date: March 27, 2024 9:30am

1. **Motion** to Adjourn by: ROro
2. **Second** by: Boolani
3. **Vote:** The motion has been made and seconded. Vote taken by asking for a show of hands: “All in favor. All opposed. Any Abstentions.”

SSC Member's Name	VOTE (Yes, No, Abstain)
1. Alykhan Boolani	Yes
2. Christi Grossman	Yes
3. Roro Sandoval Perez	Yes
4. William Juang	Yes
5. Kaitlin Le	Yes
6. Claudia Bautista	Yes
7. Mayite	Yes
8. Carmen Beltran	Yes
9. Liliana Camacho	Yes
10. Alicia Garibaldi	Yes

4. The meeting adjourned at the following time: 10:50

Middle School Team Meeting – Measure G1 Engagement Meeting

Tuesday March 5th, 2024 3:45 to 4:45

Present: Alykhan Boolani, Ricardo Cruz, Juhi Khemani, Daisy Hernandez, Christi Carpenter Grossman, Gabriel Kahn, Allison Pham, Hector Cocula, Julio Molina, Will Orfei, Venus Mesui, Rodrigo Sandoval-Perez, Christian Thomas Davis, Sam Shaw

Time	Item	Notes/Minutes
3:45 - 3:55	<p>Welcome and Framing</p> <p>Roles:</p> <ul style="list-style-type: none"> ● Facilitator: Alykhan ● Notes: Ricky ● Process Check: Juhi 	<p>Check In Question: We’ve put a lot of work into organizing our RJ systems this year. What is working well, and what is not?</p> <ul style="list-style-type: none"> - <i>Christi: I feel really clear about how to communication with the RJ MTSS team. Christian is so responsive, thoughtful and great.</i> - <i>Pham: I think some of the spreadsheets are little unnecessary... I mean I get creating a paper trail, but we are a small school... is that really necessary?</i> - <i>Molina: the referral system seems to really work. follow up is consistent and strong.</i> - <i>Will: thinking about a couple students who need a lot of love. some of the case management work seems to be really working.</i> <p><i>Boolani review purpose of meeting:</i></p> <p>Purpose of Meeting:</p> <ul style="list-style-type: none"> - To discuss G1 funding as a continued source of important funding for MS <p>Outcome of Meeting:</p> <ul style="list-style-type: none"> - To develop a plan for the use of G1 monies this year. <p>Process: See Below</p>
3:55 - 4:00	<p>Current Use of G1</p>	<p>Current (23-24) use of G1:</p> <ul style="list-style-type: none"> ● Fund a Case Manager to support Tier 2/Tier 3 PBIS supports, RJ processes, and social emotional supports for students in 6-8. ● Fund a .2 FTE Theatre Arts position for sixth grade ● 1 part-time Student Advisor Positions ● Funding art supplies for advisory art program <p><i>Juhi: What happened to the other student advisor position?</i> <i>Alykhan: you all just keeping getting more expensive... aging like fine wine hahaha.</i> <i>Juhi: bummer, it was great to have a partner.</i></p>

		<p><i>Alykhan: Unfortunately the grant size does not change, regardless of how salaries increase!</i></p> <p><i>Christi: what percent of our art supplies are funded by G1 currently?</i></p> <p><i>Alykhan: almost 100%!</i></p> <p><i>Christi: wow, that's great.</i></p>
4:00 - 4:05	Current Proposal	<ul style="list-style-type: none"> ● Proposal is to use the G1 funds in the exact same way in order to keep a cohesive program for our MS students. Specifically: <ul style="list-style-type: none"> ○ Continue to fund the Case Manager position ○ a section of theater arts for 6th grade, and continuance of 6th grade play ○ 1 part-time student advisor position... sadly no space for another one, still. ○ Art supplies for our advisory art program. ● Juhi asks about the nature of the small shifts in the total amount of the grant. ● Alykhan explains that it does fluctuate slightly from year to year. for example, there is a couple thousand dollar reduction between this year and last. Not sure why/how that's the case. ● Will asks about carryover. ● Alykhan: we have spent every penny! ● Roro process checks and invites others into the conversation. ● Christi shares how much Christian and Venus's work is so critical for our MS culture and accountability.
	Questions & Feedback	<ul style="list-style-type: none"> ● Roro shares how amazing the culture of our MS is at this moment. We are working together and systems are working. ● Julio agrees and adds that we are in a good way, let's not rock the boat.
	Finalize Plan	<ul style="list-style-type: none"> ● All members present feel comfortable with this continued use of G1 funds -- unanimous support for the proposal. ● We will move forward with funding proposal as presented

Middle School Team Meeting – Measure G1 Engagement Meeting

Tuesday March 5th, 2024 3:45 to 4:45

Present: Alykhan Boolani, Ricardo Cruz, Juhi Khemani, Daisy Hernandez, Christi Carpenter Grossman, Gabriel Kahn, Allison Pham, Hector Cocula, Julio Molina, Will Orfei, Venus Mesui, Rodrigo Sandoval-Perez, Christian Thomas Davis, Sam Shaw

Time	Item	Notes/Minutes
3:45 - 3:55	<p>Welcome and Framing</p> <p>Roles:</p> <ul style="list-style-type: none"> ● Facilitator: Alykhan ● Notes: Ricky ● Process Check: Juhi 	<p>Check In Question: We’ve put a lot of work into organizing our RJ systems this year. What is working well, and what is not?</p> <ul style="list-style-type: none"> - <i>Christi: I feel really clear about how to communication with the RJ MTSS team. Christian is so responsive, thoughtful and great.</i> - <i>Pham: I think some of the spreadsheets are little unnecessary... I mean I get creating a paper trail, but we are a small school... is that really necessary?</i> - <i>Molina: the referral system seems to really work. follow up is consistent and strong.</i> - <i>Will: thinking about a couple students who need a lot of love. some of the case management work seems to be really working.</i> <p><i>Boolani review purpose of meeting:</i></p> <p>Purpose of Meeting:</p> <ul style="list-style-type: none"> - To discuss G1 funding as a continued source of important funding for MS <p>Outcome of Meeting:</p> <ul style="list-style-type: none"> - To develop a plan for the use of G1 monies this year. <p>Process: See Below</p>
3:55 - 4:00	<p>Current Use of G1</p>	<p>Current (23-24) use of G1:</p> <ul style="list-style-type: none"> ● Fund a Case Manager to support Tier 2/Tier 3 PBIS supports, RJ processes, and social emotional supports for students in 6-8. ● Fund a .2 FTE Theatre Arts position for sixth grade ● 1 part-time Student Advisor Positions ● Funding art supplies for advisory art program <p><i>Juhi: What happened to the other student advisor position?</i> <i>Alykhan: you all just keeping getting more expensive... aging like fine wine hahaha.</i> <i>Juhi: bummer, it was great to have a partner.</i></p>

		<p><i>Alykhan: Unfortunately the grant size does not change, regardless of how salaries increase!</i></p> <p><i>Christi: what percent of our art supplies are funded by G1 currently?</i></p> <p><i>Alykhan: almost 100%!</i></p> <p><i>Christi: wow, that's great.</i></p>
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