

Board Office Use: Legislative File Info.	
File ID Number	
Introduction Date	
Enactment Number	
Enactment Date	



**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 October 14, 2025

Subject Amended Melrose Leadership Academy 2025-2026 Measure G1 Application

Ask of the Commission Approve the Amended Melrose Leadership Academy 2025-2026 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Amended Melrose Leadership Academy 2025-2026 Measure G1 Application.

Fiscal Impact The recommended amount is **\$65,276.00**. Resource 9332 - Measure G1.

Attachment(s) Amended grant application attached.



2025-2026 Measure G1 Application

Due: March 1, 2025

Amended: October 14, 2025

School Information & Student Data

School	Melrose Leadership Academy	School Address	4730 Fleming Avenue Oakland, CA 94619
Contact	Jonathan Mayer	Contact Email	jonathan.mayer@ousd.org
Principal	Jonathan Mayer	Principal Email	jonathan.mayer@ousd.org
School Phone	510-535-3832	Total Number of Students	233
Recommended Grant Amount¹	\$65,276	2024-25 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	220
		2024-25 LCFF³ Enrollment	126

Student Demographics (%)				Measure G1 Team	
English Learners	31.6 %	Asian/Pacific Islander	1.4%	Name	Position
LCFF	55.8 %	Latinx	67.7%	Jonathan Mayer	Principal
SPED	12.2 %	Black or African-American	4.3%	Violeta Escobar	AP
		White	17.1%	Andi Gonzalez	CSM

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.

		Indigenous or Native American	0.4%		Whole SSC	SSC
		Multiracial	8.0%			

Chronic Absence (Include raw number and percent): Pulled March 2025				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	42.2% (86 students)	12.9% (29 students)	13.9% (32 students)	10%
Asian/Pacific Islander	0	0	0	0
Latinx	45.2% (66 students)	16.6% (27 students)	16.3% (27 students)	10
Filipino	50% (1 student)	0	50% (2 students)	0
Black or African-American	38.5% (5 students)	9.1% (1 student)	0%	0
White	33.3% (9 students)	3.2% (1 student)	6.5% (2 students)	3.2%
Multiple Ethnicity	25% (3 students)	0%	6.7% (1 student)	0
Indigenous or Native American	100% (1 student)	0%	0%	0
English Learners	58.3% (28 students)	21.7% (13 students)	17.5% (11 students)	15%
Students w/ IEPs	61.1% (11 students)	27.3% (6 students)	23.3% (7 students)	20%
Free/ Reduced Lunch Students	43.4% (49 students)	16% (24 students)	19.6% (28 students)	15%

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)

Number of students taking elective courses.	Art	31%	50/210	60/230	80/240
	Language	100%	210/210	230/230	240/240
	Music	25%	60/210	85/230	90/240
Number of students participating in non-course experiences (e.g. after-school program)	Art	20%	20%	20%	20%
	Language	100	100	100	100
	Music	20%	35%	35%	40%

Positive & Safe Culture (Include raw number and percent)				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Average Daily Attendance Date of Figure: March 2025				
Asian/Pacific Islander	100% N= 2	100% N= 2	100% N= 2	100%
Filipino	50% N=1	100% N= 4	50% N=2	100%
Latinx	54.8 N=80	83.4 N=136	83.7% N=139	90%
Black or African-American	61.5% N = 8	90.9% N=10	100% N=8	100%
White	66.7% N=18	96.7% N=30	93.5% N=29	95%
Multiple Ethnicity	76% N=9	100% N=11	93.3 N=14	95%
Indigenous or Native American	0%	100% N=1	100% N=1	100%
English Learners	41.7% N=20	78.3% N=47	82.5% N=52	90%
Students w/ IEPs	38.9% N=7	72.7% N=16	76.7% N=23	85%
Free/ Reduced Lunch	56.6% N=64	84% N=126	80.4% N=115	90%

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

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	76	70	77	80

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
SSC	1/27/25

Staff Engagement Meeting(s)	
Staff Group	Date
SLT	2/3/25
Staff Meeting	1/13/25
Instructional Leadership Meeting Minutes	9/16/25

<u>Music (Rubric)</u>	2023-24	2024-25
Access and Equitable Opportunity	Thriving	Thriving

Instructional Program	Sustaining	Thriving
Staffing	Thriving	Thriving
Facilities	Developing	Developing
Equipment and Materials	Developing	Sustaining
Teacher Professional Learning	Thriving	Thriving
<u>World Language (Rubric)</u>	2023-24	2024-25
Content and Course Offerings	Thriving	Thriving
Communication	Sustaining	Sustaining
Real world learning and Global competence	Sustaining	Sustaining
<u>Art (Visual Arts, Theater, and Dance)</u>	2023-24	2024-25
Access and Equitable Opportunity	Sustaining	Sustaining
Instructional Program	Sustaining	Sustaining
Staffing	Thriving	Sustaining
Facilities	Sustaining	Sustaining
Equipment and Materials	Sustaining	Sustaining
Teacher Professional Learning	Sustaining	Sustaining

Proposed Expenditures

Guidelines

- In the following sections, please discuss your team's plan to address the goals of G1:
 - 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.
- Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
- Add additional lines as needed.
- The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
- Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

Summary of 2024-25 Approved Expenditures

All Actual Expenditures		Budget Amount
IPositive & Safe Culture		
1	Community School Manager (.25 FTE)	\$35,032.25
2	Teacher STIP to provide targeted intervention	\$23,768.94
3	Extended Contracts Paying Additional Hours for Teacher, Extended Contract to help Newcomers in Middle School with SEL issues, build relationships with families and Improve Attendance.	\$5,524.81
Budget Total		\$64,326.00

Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Hire a Case Manager Enrichment Prep Teacher	\$65,276
Budget Total (must add up to Recommended Grant Amount)		\$65,276.00

Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
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, teacher will provide teacher coverage for Middle School IEP's, and provide an Elective Movement class.	Daily Average Attendance	\$65,276.00
Hire a Case Manager to provide support for our students who are at risk social/emotionally. The 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	\$65,276.00

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

Meeting Agenda:

- Time keeper: Noah
- Process Checker: Damian
- Facilitator: Jono, Alexis at 4:00, Susan at 4:30
- Note Takers: Sydney
- Snacks:
- Facilitator - jono

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		● 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 ○ Support Newcomer case management ○ Attendance (preventative work for chronic absenteeism) ○ 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 Manger. ● Vote approved to fund the position, it will be posted later so that people can apply
5 minutes	Who is going to Truckee? October 7th - 9th - same: Susan and Violeta		● Conference, usually for administrators, but our administrators have attended. The proposal is for Noah and Gloria to attend. ○ MS conferences are this week

	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 Can send 5 - 7 people		OCEAA • Fly down Thursday night, visit the school on Friday, and then fly back • Teachers attending: Charity, Luz, Nelly, Damian, Gabriela ◦ Violeta will ask Beatriz if she is interested • Our EL School Designer Alexis will be there
20 min	Buy Back Day Planning Top Priorities: Community Building Curriculum Unpacking Intro to Talk Protocols Who is taking the lead on each part?	slides from 9/10- last week	MS: time for ELD/SLD; Crew A vast majority of our teachers want to stay onsite We are adding time for grade level teams to partner for buddies Discussing CEAs • Math is coming up soon for Eureka pacing (1, 3rd-5th) in 10 days ◦ 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
4:00-4:30 30 mi	Cycle 1 Planning: Purpose: Review and revise the plan in light of walkthrough feedback and finalize the “Do Section” Cycle 1. 1. Feedback on the Cycle 1 PLAN -10 min 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	Notes will be taken on the Cycle 1	Key stakeholders (you!) support implementation of the plan. End of cycle walkthroughs, reflection and plan for next cycle tentatively scheduled for October 16/17– Cycle 1 PDSA: How will we disaggregate the data? • 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

	a. Review Roles and Responsibilities b. Think and annotate: 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? a. Who? b. By When? 4. Next Steps and Supports: 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?		goals or all MS ○ 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 Summary of DOS: ● Longer walkthroughs ● Peer walkthroughs ● Teacher self-assessing as part of process ● Share the indicators/rubric ahead of time with teachers 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. Video lessons to bring back with peers. Unpack walkthroughs at PD: ● What are the indicators? What do they look like, feel like, and sound like? ○ 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? ■ 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 How does it feel to have a schoolwide work plan in this way? ● 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 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
4:30-5:00	Review Wednesday PD Schedule: ● 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 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	\$65,276
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

1/27/2025

Outcomes/ Objectives:

Format : Zoom- [link](#)

Date: 1/27/25

Meeting Time Start: 5:30 pm

Agenda

SSC Members Present (*Complete after roll call*):

Present: (see below):

SSC Members Present:

John Mayer- Principal (Chairperson)
Juan Vaca- Parent (Chairperson)
Andi Gonzalez- Community Schools Member
Shannon Darcey- Parent (Secretary)
Carissa Romano- Parent
Carina Lieu- Parent
Cristina Rojas-Lopez- Teacher
Sydney Schantz- Teacher (Vice Chair)

Others Present:

Analisa
Alexina Rojas
Kirsten Hernandez
Senhit Gamble
Molly Eiseman

Participants (16)		
Search		
	Shannon Darcey (Co-host, me)	 
	Jonathan Mayer (Host)	 
	Andi Gonzalez (Co-host)	 
	Sydney Schantz (Co-host)	 
	Alexina Rojas	 
	Alma Ortega	 
	Annalisa	 
	carina lieu	 
	Carissa Romano	 
	Cristina Rojas-lopez	 
	Juan's iPhone	 
	Kirstin H (she/her)	 
	Molly Eiseman	 
	Rafael	 
	senhit	 
	Tim Marshall	 

5. Welcome

Principal Mayer
Check in- What is something you are looking forward to this week?

6. Review and Approve Minutes

Yes

 Cristina Rojas-lopez to Everyone 5:42 PM
yes

 Carissa Romano to Everyone 5:42 PM
Yes approve

 Andi Gonzalez to Everyone 5:42 PM
yes

 carina lieu to Everyone 5:42 PM
Yes   

 Jonathan Mayer to Everyone 5:42 PM
in favor yes

 Tim Marshall to Everyone 5:42 PM
Yes

Motion to Approve- Sydney
Second- Andi
Vote- 7 Yes

3. Title 1 allocation for 25-26

Title 1 Allocation for 25-26 - review priorities and community feedback again and vote:

- Recommendations from previous meeting discussed
- Vote

Andi Gonzalez to Everyone 6:28 PM
yes

You to Everyone 6:28 PM
Yes

Jonathan Mayer to Everyone 6:28 PM
yes

Carissa Romano to Everyone 6:28 PM
yes

Cristina Rojas-lopez to Everyone 6:28 PM
yes

Sydney Schantz to Everyone 6:28 PM
Juan said yes as well!

Tim Marshall to Everyone 6:28 PM
Yes

👍 🗨️ ...

Spreadsheet- overview of budget

109 responses to the survey. Summary provided by Sydney. The survey was given to teachers and families.

Top 2 priorities in English -

- 1- STIP sub EEIP
- 2- Extra instruction (small group instruction)
- 3- Case Manager
- 4- Supervision/ safety

A lot of comments concerned about lack of supervision during recess. Questions about addressed to immigration. One long comment about MLA needing to be rooted in restorative justice and the position should reflect this priority.

Spanish survey results:

- 1- STIP sub EEIP
- 2- Extra instruction (small group instruction)
- 3- Safety and supervision
- 4- Case manager position.

Teacher comments also reflected a priority on a return to expeditionary learning.

A lot of people didn't leave comments, the comments who are there are from people passionate about those topics.

Andi- as a staff member at MLA, can't imagine having STIP subs to provide coverage and small group instruction.

Mr. Marshall- echos this importance of STIP subs. STIP subs also provide a lot of SEL support and school climate support.

Carina Lieu- filled this out from the perspective of being a former teacher, but as a parent I would love to see a focus on restorative justice. It seemed like the survey was presented as staff needs. If the comments are different from what were in the options and are there other things we should consider. How did we come up with this list?

These are things that Title 1 funds can pay for. Supplemental funds and site funds can pay for other things.

Next time- explain what title 1 funding can be used for in the future.

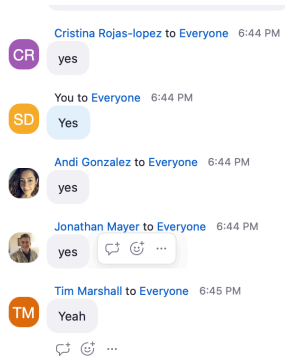
EEIP positions can do anything a STIP sub can do. It can cover everything a STIP sub does.

.5 Casemanager- we don't have this in our BASE. Instead we got a .5 TSA. We could use title 1 funding to continue making the TSA position full time and/or make the newcomer teacher position at the middle school full time.

Question about library- is it centrally funded? Yes. Still need to make up the difference. Librarian funding is increased from .6 to .7.

	Explain the PE position at the middle school- Mario isn't quite covered by the middle school electives funding. Last year Title 1 provided funding for 1 teacher in the middle school base, and now that is covered in the Base. We have to have elementary classrooms sort of over enrolled to make up for the slightly under enrolled middle school classroom. The idea behind funding TSA and newcomer TSA to teach more elective teachers because the prep for middle school teachers is a lot and trying to lighten the load of preps for next year. Casemanage position could support newcomers AND do restorative justice. -Need for a dedicated person for restorative justice, a case manager person could be dedicated to this as well as providing support for newcomers. G1 Funding- \$65,000- could be used to fund EEIP. Last year we provided a list of options, but we need to make it clear when we vote, that we need to make it clear what we are voting for. There is a \$141,000 in Title 1 funding. Proposal 1- fund 2 full time (up to 1.0) EEIP positions- that can happen to keep the current people/ positions we currently have. EEIP- needs a credential or 30 day waiver/ emergency credential. You have 36 months to get into a credentialing program. -STIP subs do not need to be enrolled in a credentialing program. EEIP teachers would need to eventually enroll in a credentialing program. -One EEIP position would likely do small group instruction. Wonder if one EEIP teachers could put RJ in their job description? Response- possible? -Depending on cost of EEIP positions, might be able to use some salesforce funds to hire a .5 case manager. -Would we go down on the 2.9 EEIP meeting or only cover the case manager if these other positions are funded. -Right now the 3 people who are in STIP sub positions would like to stay. Motion to use Title 1 Funds to fund 2 full time (up to 1.0) EEIP Positions- Sydney Second- Christina Rojas Vote- 7 yes (in addition to 2 above)
4. Budget	Motion to table this to the next meeting- Sydney

Discussion Title 1 Parent Ed - Allocation for 25-26 Andi Gonzalez to Everyone 6:31 PM  yes You to Everyone 6:31 PM  Yes Cristina Rojas-lopez to Everyone 6:31 PM  yes  Tim Marshall to Everyone 6:32 PM  Yes Jonathan Mayer to Everyone 6:32 PM  yes Carissa Romano to Everyone 6:32 PM  yes 	Second- Shannon Votes- 6 yes.
6.SELLS Update	Next meeting
7. New Business/ Public Input	Ms. Marshall- Feb. 4th at Oscar Grant Plaza, there will be a campaign, “We can’t wait” to fund safe and stable schools. Join teachers unions and other unions at 4pm Admin has been trained on OUSD Sanctuary policy and protocols. -Students are safe in school. ICE is not allowed in the building, if they try to produce a document, call legal department right away. -Trying to find resources to support families. -Most likely thing to happen in the Bay Area is ICE raids outside of schools in the community. -Know your rights workshop held previously and another will be held soon. -Nobody can get into schools and can’t even get into the front office. ICE is not permitted in the building. -Concern- you can buzz and say, “I’m here to pick up ____.” and the kid is let out. Not a confirmation that you are the parent. Response- we will go back to the office staff and confirm the protocol. -Should there be a protocol that people need to come into the office to sign out their kids and confirm that they are parents. Jono will check in with office staff about this procedure. -Morning at Sherman- so lovely and families welcomed on campus. A feeling like it is a wide open campus until the gates are locked. However, it feels less secure. Not sure if there is a suggestion, but it doesn’t feel like a closed campus at that time in the morning. -Violeta and Jono will discuss this. -Make sure all relevant SSC links are sent out in the parent square messages about upcoming meetings. (Agenda, SSC MInutes, Zoom Link)

	-Appreciate the survey sent to teachers and community about the budget, but next year, hope that it can be sent out sooner so we have more time to get input, review it, etc. Question about loss of one AP- an appeal has been put in. If the appeal doesn't get approved, then we might need to mobilize, so hoping the appeal moves forward. Jono will continue to update.
8. Closing: Establish the Date of the Next Meeting & Adjourn 	Next Meeting Date: Monday- February 24- 5:30 pm on Zoom. Motion to Adjourn: Sydney Second: Christina Vote: 5 yes (plus 2 above) Time of Adjournment: 6:45

1/13/2025

Outcomes/ Objectives:

Format : In person- Room 12

Date: 1/13/25

Meeting Time Start: 5:00 pm

Agenda

SSC Members Present (Complete after roll call):

Present: (see below):

Helpful Links: [MLA Year-Long Calendar 24-25](#)

	Our Cycle 2 data meeting is coming up soon Cycle 2 Slide Deck		
4:28	Appreciations		
Next Meetings:	SIPPS problem and small groups -solving for next year • Working with ELLMA Office: designated ELD, ELD/SLD • CEAs •		

February 3, 2025

Participants: Jono, Susan, Violeta, Noah, Sydney, and Andi

Time Keeper: Andi

Facilitator: Susan

Note taker: Noah

Time:	Agenda Item:	Note Taker: (and roles)	
3:30	Welcome and check in	Noah: Sore; Sydney; Andi:	
3:35	Reading: Three little birds sat on my doorstep - what was their message to you -u - u?	Don't worry about a thing, because every little thing is going to be alright Don't sweat the small stuff! - Jono Looking forward to all the things! Noah concurs with everyone	
3:40	Quick celebration of our Wonderful Oratoricals	Next steps: how to reduce CSM workload to be in charge of such a large percentage	-Make this an assignment aligned to standards so

of the work

everyone participates.
 - Having a stip sub and an out of class person who can help bring the students to practice.
 - If Sydney has some things off her plate, she could help with Oratorical. (It will help when 4th grade is self-contained.)
 - Can we start promoting Oratorical and Sharing it sooner.
 Move one hour assemblies to 9:00 so that students can eat breakfast beforehand. Try for 45 minute Oratorical or less.
 - In lower grades it can be an all class song.

3:45

Walkthrough Notes

Sherman	
Strengths	Areas of Growth
Environment was set up to allow for S/T interaction	Lesson Structure- ratio of student to teacher talk and WHO (demographics) is talking
Print rich classrooms	Opportunity for more co-created anchor charts
Specific areas devoted to different subjects	Explicit teaching about how and why we use conversation cues
Conversation cues posted by subject	Wonder: If we are all working towards one thing together- how would that change the data?
LT posted	
Maxwell	
Strengths	Areas of Growth
Learning Targets posted (for SLA and ELA)	Was not posted for ELD and SLD (that match the task)
When there was a clear task, meant more language practice	-more thoughtful planning around ELD/SLD time (need more teacher time for this)
Positive classroom environment	Lack of curriculum for ELD/SLD
	More student talk - Need for an adequate ELD Curricula Lack of conversation cues (i.e. print environment)

What do we notice?

Violeta: Similar strengths and areas for growth between two campuses; concern around lack of ELD/SLD curriculum; wondering around moving toward district adopted curriculum

Susan: We did not see ELD learning targets; only saw an ELD curriculum in one classroom; wondering what we need to do to make sure we are using the curriculum and having learning targets

Jono: We need next steps for the curriculum we are going to try and implement. Having a district partner to support (eg. Katia)

Sydney: We never got the middle school

Next steps:

1. How do we share this out to the faculty?
2. Why don't we involve the ELLM Department in this? Katia has offered to help us.
3. Discuss this during ILT (Benchmark, Expeditionary Learning, ELL Curricula)

		ELD work books. Nelly uses the summer school ELD curricula. 4th and 5th use EL for ELD. Noah - ELD Express/Benchmark is the ELD curricula for most bilingual schools. In 3rd grade, they use ELD time for sips. Benchmark doesn't have an SLD curricula in it however the ELMA office created lessons that are SLD. The Inquiry Cycle doesn't really work if we don't have a curricula. ELD should be scheduled to happen every day. Because teachers don't have time to prep for it, in the middle school sometimes they don't prep and do homework time for students.	
	Update from ELD walkthrough and report out - Violeta, Noah and Susan	- Timing of implementation - - First consistent quality curriculum - Second focal students and Cycle of Inquiry	Friday February 7th: -Violeta will share out trends from the walkthrough
4:05	Budget and G1 discussion update - Last meeting we discussed We have \$65,000 for 25-26 - Can fund EEIP for MS electives and supporting targeted small group intervention, etc	Discussion - we did discuss - and I have been able to protect all positions if we do use G1 money for EEIP. This prevents layoffs for people who are currently STIPS SSC was in agreement and voted to approve EEIP positions, based on the survey. SSC consensus was to use other money available for a Case Manager	SLT - discussion: There is agreement to hold onto the STIP sub positions through using the G1 Funds for EEIP positions to provide targeted intervention, additional electives, as necessary and consistent subs to help with student retention.

Helpful Links: [MLA Year-Long Calendar 24-25](#)

		Gardening (Growing Together) could be funded by EdFund, and we are waiting to hear from Public Land Trust Currently this is funded by grants Ballet: currently serves only 2nd grade. Violeta will get feedback from 2nd grade teachers.	
4:08	MTSS Friday Feb 7th Upcoming 1:30 - 2:30 for Autism Presentation agenda 2:30-2:45 - Personnel Committee - Walkthrough Feedback - Violeta		
4:15	Cycle 2 Goals and Data: Inquiry and Planning Document	Foundation Literacy, Math, ELD, and School Culture (on 2/12 Rodolfo will help with the math planning for Cycle 2)	
4:25	Pay for PD -- Quetzal	SalesForce: around \$3000 or \$4000 It's easiest if the group is a District Vendor.	
4:30	chisme		
Next Meetings:	SIPPS problem and small groups -solving for next year Working with ELLMA Office		

Helpful Links: [📅 MLA Year-Long Calendar 24-25](#)

Time	Agenda Item Attended:	Roles: Facilitating - Jono Notes - Violeta Time Keeper: Andi	Notes:
3:30	Check In Question - what are you excited about this week?	Notes: oratorical; sydeny new sipp group; going on the Walkthrough, getting healthy,	
3:35 Reading	Reading/Quote: Nothing ever goes away until it teaches us what we need to know.	It's better to just look at reality and listen and deal with it. Sydney saying that it's a good idea to listen to the SSC feedback.	Facilitate - jono
3:40	Last minute tweaks for Alexis' visit	- Planning for Alexis' Visit Skeleton Plan 1/29 - should we increase he time that Susan, - Violeta, and Jono work with Alexis for a longer period of time (on SPSA, EL plan, and thinking about next year) - Put substitute coverage and the coverage calendar	
3:40 Budget discussion	Title 1 money and Measure G1 Middle School: Link to SSC/SLT discussion We can't use any the money in any other resources for positions	These two sets of monies could help us keep Billy, Shiyon and Simone SLT is supportive of using G1 monies to support continued staffing with all money going to EEIP position	

Helpful Links: [MLA Year-Long Calendar 24-25](#)

	except: Title 1, Measure G1, VAPA/Prop 28 for art; and PTSA To keep everyone - Looks like recommendation is all toward a STIP/EEIP position Additional funds - I am thinking Case Manager to support Andi, Gloria, Sydney, and new comer work		
3:50	ICE protocols update	* Message from leadership about our stance (to families and faculty) * Should we review the ICE protocols update with teachers? (or promote it more strongly?) * Middle schoolers are worried. Ian would like to talk to middle school and students. He can take the lead	Next Steps: 1. Ideally for our next PD or Staff meeting to talk about ICE protocols. Can we do this in grade spans? Go through the slides. Ask at ILT when and how long. Take 20 minutes during span time with a Parking Lot. 2. Middle school will create a “know your rights” protocol. Let kids know if you see with your own eyes (not stuff from Social Media). Don’t have foreign ID. 3. Jono talk with Noah when he returns.
4:00	Planning for completing Data 2 Cycle Goals		