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|--|-----------|
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| Introduction Date                        | 2/10/2026 |
| 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** February 10, 2026

**Subject** Amended Melrose Leadership Academy 2025-2026 Measure G1 Application

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**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: February 10, 2026**

### School Information & Student Data

|   |                            |  |  |
|---|----------------------------|--|--|
| <b>School</b>                               | Melrose Leadership Academy | <b>School Address</b>  | 4730 Fleming Avenue<br>Oakland, CA 94619 |
| <b>Contact</b>                              | Jonathan Mayer             | <b>Contact Email</b>   | jonathan.mayer@ousd.org                  |
| <b>Principal</b>                            | Jonathan Mayer             | <b>Principal Email</b>   | jonathan.mayer@ousd.org                  |
| <b>School Phone</b>                         | 510-535-3832               | <b>Total Number of Students</b>  | 233                                      |
| <b>Recommended Grant Amount<sup>1</sup></b> | <b>\$65,276</b>            | <b>2024-25 CALPADS<sup>2</sup><br/>Enrollment Figure<br/>(grades 6-8 Oakland residents only)</b> | 220                                      |
|   |                            | <b>2024-25 LCFF<sup>3</sup> Enrollment</b>   | 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       |

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

<sup>2</sup> 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.

<sup>3</sup> 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% |  |           |     |

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

## Metrics

(all data points are required)

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



| Metric   | 2022-23<br>raw number (%) | 2023-24<br>raw number (%) | 2024-25<br>raw number (%) | 2025-26 Goal<br>raw number (%) |
|--|---------------------------|---------------------------|---------------------------|--------------------------------|
| <b>Suspended Students</b><br><b>Date of Figure: March 2025</b> |                           |                           |                           |                                |
| 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 |

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

|   |                |                |
|---|----------------|----------------|
| <b>Instructional Program</b>                        | Sustaining     | Thriving       |
| <b>Staffing</b>                                     | Thriving       | Thriving       |
| <b>Facilities</b>                                   | Developing     | Developing     |
| <b>Equipment and Materials</b>                      | Developing     | Sustaining     |
| <b>Teacher Professional Learning</b>                | Thriving       | Thriving       |
| <b><u>World Language (Rubric)</u></b>               | <b>2023-24</b> | <b>2024-25</b> |
| <b>Content and Course Offerings</b>                 | Thriving       | Thriving       |
| <b>Communication</b>                                | Sustaining     | Sustaining     |
| <b>Real world learning and Global competence</b>    | Sustaining     | Sustaining     |
| <b><u>Art (Visual Arts, Theater, and Dance)</u></b> | <b>2023-24</b> | <b>2024-25</b> |
| <b>Access and Equitable Opportunity</b>             | Sustaining     | Sustaining     |
| <b>Instructional Program</b>                        | Sustaining     | Sustaining     |
| <b>Staffing</b>                                     | Thriving       | Sustaining     |
| <b>Facilities</b>                                   | Sustaining     | Sustaining     |
| <b>Equipment and Materials</b>                      | Sustaining     | Sustaining     |
| <b>Teacher Professional Learning</b>                | 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  | Enrichment Prep Teacher   | \$65,276,<br>\$10,276.00 |
| 2  | Busses to take Middle School Band to Competition at Great America | \$4,500.00               |
| 3  | Admission to Great America for Band Competition                   | \$5,100.00               |
| 4  | Middle School Planners  | \$6,000.00               |
| 5  | MS Hoodies, Shirts  | \$5,400.00               |
| 6  | Music Instruments   | \$19,000.00              |
| 7  | Art Supplies  | \$15,000.00              |
| Budget Total (must add up to Recommended Grant Amount) |   | \$65,276.00              |

## 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 | Budget Amount |

|   |                         |                   |             |
|---|-------------------------|-------------------|-------------|
|   |                         | in each activity. |             |
| Musical Instruments: Saxophone, Tuba, Vibraphones, Clarinets, Trombones, Flutes, new drums  | 108 students            |                   | \$19,000.00 |
| Art Supplies: Paint, Laminators, etching machine, paper, notebooks, fabricating machines for school yearbooks etc.  | 91 students             |                   | \$15,000.00 |
| Busses to take Middle School Band to Competition at Great America   | 2 busses for 94         |                   | \$4,500.00  |
| MS Planners: Supports 5th-6th transition, especially with our 20 incoming 6th graders (who are transferring from other schools in OUSD); supports attendance, and has huge impact on school Culture as all students are clear on homework, expectations, and all families have clear daily communication, as well as a weekly letter which is written in the planner by the students. | 240                     |                   | \$6,000     |
| Admission, Great America for Band Competition, Music in the Parks   | 94                      |                   | \$5,100.00  |
| Hoodies, T-Shirts, and Swag for MS, especially 6th graders, to unify the new group of 6th graders, support dress code and build community; Support culture and climate and student retention.   | 80 6th;<br>240 total MS |                   | \$5,400.00  |

| 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, teachers will provide teacher coverage for Middle School IEP's, and provide an Elective Movement class. | Daily Average Attendance  | <del>\$65,276.00</del><br>\$10,276.00 |

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

## SSC Meeting Minutes

### Responsibilities of SSC

| Meeting Minutes          |
|--------------------------|
| <a href="#">9/30/24</a>  |
| <a href="#">10/21/24</a> |
| <a href="#">11/18/24</a> |
| <a href="#">12/16/24</a> |
| <a href="#">1/13/25</a>  |
| <a href="#">1/27/25</a>  |
| <a href="#">2/24/25</a>  |
| <a href="#">3/17/25</a>  |

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3/17/2025

**Outcomes/ Objectives:**

**Format :** Zoom- [link](#)

**Date:** 3/17/25

**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)  
Phoenix Dias- Student Representative

### Others Present:





Jill Thomas  
Ms. Nelly

| Participants (11)   |                              |   |
|---|------------------------------|---|
| Search  |                              |   |
| SD  | Shannon Darcey (Co-host, me) |   |
|  | Jonathan Mayer (Host)        |   |
|  | Sydney Schantz (Co-host)     |   |
|  | Andi Gonzalez                |   |
| ci  | carina's iPhone              |   |
| C   | Carissa Romano               |   |
| CR  | Cristina Rojas Lopez         |   |
|  | Jill Thomas (she/her/hers)   |   |
| J   | Juan                         |   |
| N   | Nelly                        |   |
| PJ  | Phoenix Joaquin (Student)    |   |

### 1. Welcome

Principal Mayer  
Check in- What are your spring break plans





### 2. Review and Approve Minutes

|   |   |
|---|---|
| Carissa Romano to Everyone 5:44 PM  |   |
| Yes. Approve.   |   ... |
| Jonathan Mayer to Everyone 5:44 PM  |   |
| yes   |   |
| carina's iPhone to Everyone 5:44 PM   |   |
| Yes   |   |
| You to Everyone 5:44 PM   |   |
| yes   |   |
|   ... |   |

Motion to Approve- Sydney  
Second- Shannon  
Vote- 6 yes total (one verbal)

### 3. SPSA Review- Sections 3 and 4

#### Part 3 vote:

|   |   |
|---|---|
| Andi Gonzalez to Everyone 6:04 PM   |   |
| brb   |   |
| yes   |   |
| Carissa Romano to Everyone 6:06 PM  |   |
| Yes.  |   ... |
| Jonathan Mayer to Everyone 6:06 PM  |   |
| yes   |   |
| You to Everyone 6:06 PM   |   |
| yes   |   |
|   ... |   |

#### Part 4 Vote:

| LCAP Goal 1: All students graduate college, career, and community ready. |   |  |  |   |
|--|---|--|--|---|
| School Goal:   |   | 57% of 2-5 students will be at or above the Biliteracy Zone* 45% of 3rd-5th Grade Students will be at grade level on I-Ready Math<br>Increase number of students at grade level in I-Ready math  |  |   |
| Identified Need:   |   | Teachers need the knowledge and skills to effectively teach and assess reading, and respond to identify the needs in the data.<br>Increase number of students with phonics 80% of eligible 2nd grade students will pass at least 6 SIPPS Mastery Tests by February |  |   |
| #  | STRATEGY/ACTIVITY   | STUDENTS SERVED  | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 1-1  | Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.  | SPED Students  | Academic   | Tier 3 - Intensified                          |
| 1-2  | New teachers attend foundational curricula training.  | English Learner Students   | Academic   | Tier 1 - Universal                            |
| 1-3  | Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction. | All Students   | Academic   | Tier 1 - Universal                            |
| 1-4  | Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.   | All Students   | Academic   | Tier 1 - Universal                            |

You to Everyone 6:32 PM

SD Yes

Jonathan Mayer to Everyone 6:32 PM

yes

Phoenix Joaquin (Student) to Everyone 6:32 PM

yes

Carissa Romano to Everyone 6:32 PM

Yes

Cristina Rojas Lopez to Everyone 6:32 PM

Yes

Andi Gonzalez to Everyone 6:32 PM

yes

👍 🗨️ ...

| LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap. |  |  |  |   |
|---|--|--|--|---|
| <b>School Goal:</b>   |  | Our ELLs will grow by one and a half levels on the ELPAC over the years. On IReady our ELL students will grow by one year in English reading and math.; Our AA students will grow by more than one grade level on the I-Ready and SBAC assessments   |  |   |
| <b>Identified Need:</b>   |  | Ensure structures are in place for daily Designated ELD and SLD: we need to be purposeful about our language allocation. Staff will engage in professional development with the ELLMA office's Stages of ELD tools, and fortify our language practices (ALAS, GLAD, Thinking Maps, scaffolds, Rally Coach etc.). |  |   |
| #   | STRATEGY/ACTIVITY  | STUDENTS SERVED  | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 2-1   | Spanish Language Development for AA students which will strengthen their language skills and improve SBAC ELA scores   | African American Students  | Academic   | Tier 1 - Universal                            |
| 2-2   | GLAD and Kagan high engagement (Rally Coach, for example) strategies targeted for AA students which will strengthen their math skills and improve SBAC Math scores | African American Students  | Academic   | Tier 1 - Universal                            |
| 2-3   | Train new teachers in and reinforce GLAD best practices during Faculty meetings; Ensure the designated ELD and SLD is in the master schedule.                      | English Learner Students   | Academic   | Tier 1 - Universal                            |
| 2-4   | Hold at least 3 PD Cycles looking at our data of ELLs.   | English Learner Students   | Academic   | Tier 1 - Universal                            |

-Ensuring that all grade levels are meeting D-ELD instructional minutes consistently, even with the dual language model that we have where instruction is primarily in Spanish.

| LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools. |   |   |  |   |
|--|---|---|--|---|
| <b>School Goal:</b>  |   | Increasing Student Attendance by 1% to 95. 7% student attendance;   |  |   |
| <b>Identified Need:</b>  |   | Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices. |  |   |
| #  | STRATEGY/ACTIVITY   | STUDENTS SERVED   | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 3-1  | Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly | All Students  | Academic   | Tier 1 - Universal                            |
| 3-2  | Create an attendance team that meets regularly. Discuss chronic issues during COST.   | English Learner Students  | Academic   | Tier 2 - Supplemental                         |
| 3-4  | Provide targeted intervention for students who are chronically absent.  | English Learner Students  | Academic   | Tier 3 - Intensified                          |
| 3-5  | Provide targeted intervention for students who are chronically absent.  | African American Students   | Academic   | Tier 3 - Intensified                          |
| 3-5  | Increase parent engagement for student connectedness to school  | All Students  | Behavioral   | Tier 1 - Universal                            |
| 3-6  | Create incentives for attendance  | All Students  | Behavioral   | Tier 1 - Universal                            |
| 3-7  | Provide a robust after school program, aligned to school day and providing families with additional support   | All Students  | Behavioral   | Tier 1 - Universal                            |
| 3-8  | Provide exciting electives, such as Band, Art, Music, etc. in middle school   | Middle School   | Academic   | tier 1 universal                              |
| 3-9  | Provide safe, playful and joyous environment for lunch recess and all recess  | All Students  | Behavioral   | tier 1 universal                              |

-All grades 3+ have access to Sown to Grow check-ins. The SEL curriculum wasn't available in Spanish. However, the Healthy Oakland Kids curriculum is also being used, with Expeditionary Learning structures. Each grade level also has a structure that they use daily. Also includes grade checks, letters home, etc.

Question around districts overall budget status and how the impending changes would affect MLA and how our school performs will impact funds we received.

Response: The newest budget deficit was reduced by A LOT (from 90 million to 12 million). They did cut 100 positions, but that math still doesn't totally add up (but is wrapped into 3-4 year projection). Unclear how this number changed so significantly. They also cut supplemental funding to every school site.



| LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. |  |   |  |   |
|--|--|---|--|---|
| <b>School Goal:</b>  |  | Retain, support, and invest in a diverse staff that uplifts MLA's vision, with a focus on increasing and retaining Black staff.   |  |   |
| <b>Identified Need:</b>  |  | We want all staff to be high quality, stable, and reflective of Oakland's rich diversity. "Students and families feel welcomed, safe, healthy, and engaged."<br>1. Retention of our Black students and staff members through an inclusive and supportive culture<br>2. Create comprehensive systems around supporting our growing Newcomer population for TK-8" |  |   |
| #  | STRATEGY/ACTIVITY  | STUDENTS SERVED   | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 4-1  | Work with District Talent Division to Recruit and Retain new staff through the Oakland Teaching partnership programs   | All Students  | Academic   | Tier 1 - Universal                            |
| 4-2  | Assertively recruit African American candidates.   | All Students  | Academic   | Tier 1 - Universal                            |
| 4-3  | Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year. | All Students  | Academic   | Tier 1 - Universal                            |
| 4-4  | Provide mentors with structure and a Rubric on how to work with their mentees.   | All Students  | Academic   | Tier 1 - Universal                            |

Currently have a hiring committee with Admin and 4 teachers. They are focusing on trying to support and invest in bilingual teachers right now. Recruiting more bilingual teachers from the CAL program. In Feb. and Jan. SSC meetings we talked a lot about how to ensure we retain our two STIP subs who are both Black, by hiring them as EEIP teachers. Right now we have funding for 1.2 of those positions. Trying to recruit

Question about bilingual teacher retention- Is our budget helping with Visa status, because the district is not renewing, and the question is if that is related to the OUSD budget situation, and if there is another way to retain bilingual teachers here with a Visa.

Response: Would have to be something that we talked to the PTSA about that. They are currently trying to plan the budget for next year. It could possibly fall under the part of the budget that is for "Teacher Effectiveness." Title 1 money has already been used. There also needs to be organizing to prove the need. Not sure if there is a budget that is needed. Perhaps Admin can know more about who has visa's expiring to plan ahead of time.

Idea to have an emergency fund to cover visa renewal if the district doesn't have funds.

| CONDITIONS FOR BLACK STUDENTS |   | Instructions & resources |  |   |
|-------------------------------|---|--------------------------|--|---|
| #                             | STRATEGY/ACTIVITY   | STUDENTS SERVED          | WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? | WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? |
| 5-1                           | Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings                         | African American         | SEL / Mental Health  | Tier 1 - Universal                            |
| 5-2                           | Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target. | African American         | Academic   | Tier 1 - Universal                            |

Motion to Approve: Sydney

Second: Carina

Votes: 6 yes

Then we reviewed the budget in Part 4 of the SPSA.

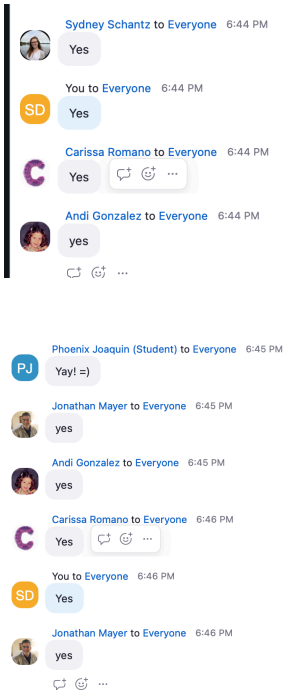
-There are after school funds that they decide what to spend the money on.  
-ELOP funds, the school site has more control and input in how those funds are used.

Suggestion- We have noticed a lot of independent studies. Could there be a system created for teachers to have prep time to prepare work for independent study so that we can continue improving our attendance rates.

Question- Some families have been interested in alternative options for after school program. How does the after school program get selected? Is it possible to have more than one contract at the school site?



|   |   |
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|   | <p>Response- It is a 3 year contract that can get renewed. We know not everyone is satisfied.</p> <p>Meeting recently with Princess and Armando in the school and they are always open to receiving feedback. It's an issue around capacity. In the parent survey, there is room to improve and get feedback, and another point of contention is making sure that more students are served.</p> <p>Question about trying to lighten the load a bit on teachers who are prepping.</p> <p>In 6th grade trying to hire a chorus teacher so that 6th grade teachers don't also have to teach an elective.</p> <p>Trying to have 2 art and 2 music sections in 7th and 8th grade and Mr. Reyes still wants to do leadership, but will take away one class/ prep from the other teachers, and that time can be used differently.</p> <p>SPSA Budget (Part 4)<br/> Motion to Approve: Sydney<br/> Second: Cristina<br/> Votes: 8 yes</p>   |
| <p><b>4. Budget Discussion Title 1 Parent Ed - Update</b></p> | <p>1. Culture and Climate Listening Campaign<br/> Listening Campaign for students who reported the lowest sense of belonging: Newcomers, Black students and students in the SPED department.</p> <p>Culture and climate committee split up into 3 groups, and gathered data in the way that the individual community preferred to collect data. This wednesday, they are presenting the results and proposals to the staff at PD. The presentation is being presented into 2 groups. This week newcomer and SPED group is presenting (the summary of data) and next week Black students and families. Next Month, Nelly will come back with the proposals and present to SSC. The data will be revised to be parent and family facing and shared in the future.</p> <p>A lot of families really appreciated being heard and having space to share out. They asked to have it done on a yearly basis, and provide these spaces.</p> <p>2. Upcoming Early Literacy at Sherman 3/25/25<br/> Partnering with Oakland Reads and ELLMA. More info coming on parents square.</p> <p>3. Upcoming Literacy at Maxwell 4/10/25</p> <p>4. Update on ESOL classes for Adults through Laney College<br/> A parent of a 3rd grade student teaches at Laney and proposed this partnership. Laney said we needed 35 adult students to participate, and it is free. Once they have their Laney IDs, they can access additional</p> |

|   |  |
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|   | <p>programs and classes on the Laney campus. We did have a lot of interest and the most popular options was classes in the evenings. They start after spring break on Tuesday and Thursdays from 6-8pm. The professor hired is meeting with MLA staff tomorrow.</p> <p>A registration event was held last week and so far 23 adult students are registered. There will be another registration event next week. Everyone is very excited!!</p> |
| 5.SELLS Update  | SELLS meeting (families of ELLs). Previous meeting was around ELPAC and this most recent meeting was about reclassification. Lots of families have been asking to get more data about their students and families are really engaged in learning about the reclassification progress.  |
| <p>7. Discuss calendar for the rest of the year.</p>  | <p>April 21st to approve the SPSA<br/> Motion- Phoenix<br/> Second- Juan<br/> Yes- 6</p> <p>May 12th meeting- Final meeting to debrief SSC</p> <p>Motion- Sydney<br/> Second- Juan<br/> Yes- 8</p>   |
| 7. New Business/<br>Public Input  | Upper yard Kaboom Playground May 21-23.  |
| <p>8. Closing:</p> <p>Establish the Date of the Next Meeting &amp; Adjourn</p>  | <p>Next Meeting Date: April 21st- 5:30</p> <p>Time of Adjournment: 6:50</p> <p>Motion: Sydney<br/> Second: Andi<br/> Yes- 6</p>  |

2/24/2025

**Outcomes/ Objectives:**

**Format** : Zoom- [link](#)

**Date:** 2/24/25

**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)  
Phoenix Ballon Diaz- Student Representative

### Others Present:

Analisa  
Melissa Harris  
Kirsten Hernandez

Participants (13)

Search

- S Shannon Darcey (me)
- Sydney Schantz (Host)
- Jonathan Mayer (Co-host)
- Martha Escobar-Giron
- a andi (Guest)
- AM Annalisa McHenry (Guest)
- ci carina's iPhone (Guest)
- C Carissa Romano (Guest)
- CR Cristina Rojas Lopez (Guest)
- J Juan Vaca
- Kirstin H (she/her) (Guest)
- Melissa Harris (Guest)
- PJ Phoenix Joaquin (Student) (Guest)

### 3. Welcome

Principal Mayer  
Check in- What did you do over the 3 day weekend?

### 4. Review and Approve Minutes

Motion to Approve- Andi  
Second- Christina  
Vote- 7 yes (6 in chat and 1 verbal yes)

### 3. SPSA Review- Sections 1 and 2

Sydney Schantz to Everyone 5:45 PM  
Yes

You to Everyone 5:45 PM  
Yes

Carissa Romano to Everyone 5:45 PM  
Yes. Approve.

Jonathan Mayer to Everyone 5:45 PM  
yes

Phoenix Joaquin (Student) to Everyone 5:45 PM  
yes!

Cristina Rojas Lopez to Everyone 5:45 PM  
Yes

Our goals from year to year have been really similar- retaining teachers, improving ELA and math scores, and retaining Black students and teachers.

Based on the results, we have decided we would focus on ELD instruction and we have been doing walk throughs around it and just finished second COI on ELD instruction.

#### SPSA 2024-2025

Some of the benchmark/ district assessments, teachers aren't given because of expeditionary learning and our dual language program. However, some of the current work is to try to get more teachers regularly doing these district benchmark assessments.

We need to look at the plan we create last year and see how is this working.

We reviewed the strategies that were being implemented in current year.

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|   | <p>-There is a block in the new master schedule is that all students have a period of SLD or ELD. There is currently not alignment in what curriculum is being used.</p> <p>-Challenge- Figuring out in the lower grades with 90-10 model, how to ensure students are getting enough ELD, phonics instruction, and English content instruction.</p> <p>Are we seeing evidence of these strategies in instruction?<br/>Are we seeing more engagement from students?</p> <p>-We continue to see the gap between ELLs and the rest of our population. Our EO students/ monolingual students are outperforming our ELLs on Spanish assessments. This needs to continue to be a focus.</p> <p>At the SELLS curriculum, families really want their students to reclassify, and are asking for “more English,” but we are a dual language school, and they are simultaneously developing other skills.</p> <p>The PD cycle we just finished- each teacher chose focal students with ELLs and analyzed data, implemented new strategies, and saw how it went.</p> <p>Current data: Achievement Gap with ELLs is large and the biggest concern. This is where a lot of the focus in PD is, etc.</p> <p>Question if the EL Education partnership is going to continue next year?<br/>-Not sure- meeting later this week.</p> <p>Motion to Approve- Juan Vaca<br/>Second- Sydney<br/>Vote- 6 Yes</p> |
| <p><b>4. Budget<br/>Discussion Title 1<br/>Parent Ed - Update</b></p> | <ul style="list-style-type: none"> <li>a. Teachers listening campaign- culture and climate committee have been doing listening campaigns with 3 target populations named in SPSA goals (newcomers, Black students and families, and students with IEPs). These listening campaigns have been held, and are working on compiling the info and data so that it can be shared with SSC next week.</li> <li>b. Educational evenings - January 27th</li> <li>c. Upcoming Early Literacy Sherman 3/20/25</li> <li>d. Upcoming Literacy Maxwell 4/10/25</li> </ul> <p>-Partnering with Oakland Reads and Oakland Library to talk about how to provide literacy instruction and also talking about i-Ready. One is focused on early literacy and one for older students. Food will be provided as well.</p> <p>Motion to Approve- Juan Vaca</p>   |

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|   | <p>Second- Sydney<br/>Vote- 6 Yes</p>   |
| 5.SELLS Update  | <p>Two sessions<br/>           -Message was sent about ELPAC. Testing has started at both sites. At one of SELLS meeting there was training about how to support students at home with ELPAC and training was provided about how to support students with practice at home. We hope to make this happen in classrooms, with teachers and families next year. We want to provide a little more test taking strategies/ practice taking online assessments.<br/>           -Working with the district to have a workshop on reclassification.<br/>           -Next SELLS meeting date isn't available yet- waiting to hear from the district.</p> <p>DELLS meeting this week- Thursday?</p> |
| 6. Update from Listening Campaign   | See notes above.  |
| 7. Discuss calendar for the rest of the year.                                 | March 17- Parent squire, info and links to come   |
| 8.Update on Budget Session  | <p>a)We were able to hire one full time EEIP position and part of a second position at this time</p> <p>-Have to budget for the “average teacher rate,” so it only is currently funding for 1.5 positions. However, over the summer, we hope to be able to find more funding and it will still be prioritized. Our title 1 funds did not go as far now as they will in the future.</p>  |
| 7. New Business/<br><b>Public Input</b>                                       | <p>a) Our First Black Joy Celebration Friday night Feb 28th from 5:30-7:30 Let's all support!</p> <p>-Performance, Art, Oratorical performers, local food vendors- Oakland Chicken and Waffle House, caterer, live DJ, etc. Everything is in the cafeteria.</p> <p>-Will there be announcement to the students on the Maxwell campus about this event?</p>  |
| <p>8. <b>Closing:</b></p> <p>Establish the Date of the Next Meeting &amp;</p> | <p>Next Meeting Date: March 17- 5:30</p> <p>Time of Adjournment: 6:51</p>   |

|         |  |
|---------|--|
| Adjourn |  |
|---------|--|

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)   |                              |   |
|---|------------------------------|---|
| <input type="text" value="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

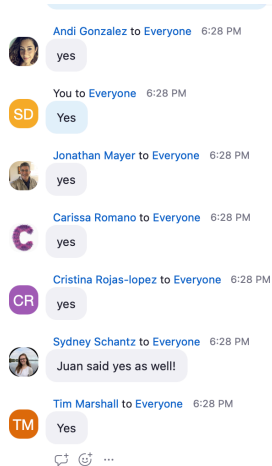
**Motion to Approve- Sydney**  
**Second- Andi**  
**Vote- 7 Yes**

### **3. Title 1 allocation for 25-26**

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

- a. Recommendations from previous meeting discussed**
- b. Vote**





## 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.

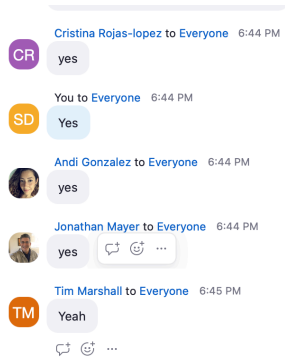
EEIP positions can do anything a STIP sub can do. It can cover everything a STIP sub does.

.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.

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

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| <p><b>Discussion Title 1</b><br/> <b>Parent Ed -</b><br/> <b>Allocation for</b><br/> <b>25-26</b></p> <p>Andi Gonzalez to Everyone 6:31 PM<br/>  yes</p> <p>You to Everyone 6:31 PM<br/>  Yes</p> <p>Cristina Rojas-lopez to Everyone 6:31 PM<br/>  yes </p> <p>Tim Marshall to Everyone 6:32 PM<br/>  Yes</p> <p>Jonathan Mayer to Everyone 6:32 PM<br/>  yes</p> <p>Carissa Romano to Everyone 6:32 PM<br/>  yes </p> | <p>Second- Shannon<br/>         Votes- 6 yes.</p>   |
| <p>6.SELLS Update</p>   | <p>Next meeting</p>   |
| <p><b>7. New Business/<br/>         Public Input</b></p>  | <p>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</p> <p>Admin has been trained on OUSD Sanctuary policy and protocols.</p> <ul style="list-style-type: none"> <li>-Students are safe in school. ICE is not allowed in the building, if they try to produce a document, call legal department right away.</li> <li>-Trying to find resources to support families.</li> <li>-Most likely thing to happen in the Bay Area is ICE raids outside of schools in the community.</li> <li>-Know your rights workshop held previously and another will be held soon.</li> </ul> <p>-Nobody can get into schools and can’t even get into the front office. ICE is not permitted in the building.</p> <p>-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.<br/>         Response- we will go back to the office staff and confirm the protocol.</p> <p>-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.</p> <p>-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.</p> <p>-Violeta and Jono will discuss this.</p> <p>-Make sure all relevant SSC links are sent out in the parent square messages about upcoming meetings. (Agenda, SSC MInutes, Zoom Link)</p> |

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|  | <p>-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.</p> <p>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.</p> |
| <p><b>8. Closing:</b></p> <p>Establish the Date of the Next Meeting &amp; Adjourn</p>  | <p>Next Meeting Date: Monday- February 24- 5:30 pm on Zoom.</p> <p>Motion to Adjourn: Sydney<br/> Second: Christina<br/> Vote: 5 yes (plus 2 above)</p> <p>Time of Adjournment: 6:45</p>  |

1/13/2025

**Outcomes/ Objectives:**

**Format : In person- Room 12**

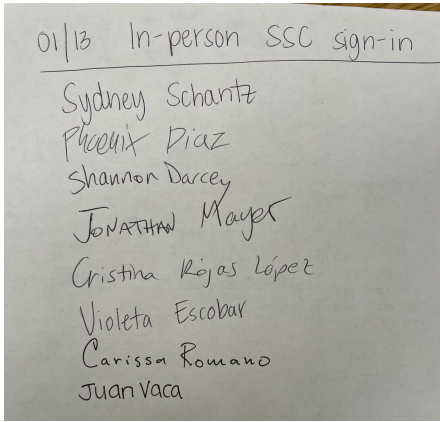
**Date: 1/13/25**

**Meeting Time Start: 5:00 pm**

**Agenda**

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

**Present: (see below):**

|  |   |
|--|---|
| <p><b>SSC Members Present:</b><br/> John Mayer- Principal (Chairperson)<br/> Juan Vaca- Parent (Cochair)<br/> Shannon Darcey- Parent (Secretary)<br/> Carissa Romano- Parent<br/> Cristina Rojas-Lopez- Teacher<br/> Sydney Schantz- Teacher (Vice Chair)<br/> Phoenix Ballon Diaz- Student Representative</p> <p><b>Others Present:</b><br/> Violeta Escobar- Assistant Principal</p> |  <p>01/13 In-person SSC sign-in</p> <p>Sydney Schantz<br/> Phoenix Diaz<br/> Shannon Darcey<br/> Jonathan Mayer<br/> Cristina Rojas Lopez<br/> Violeta Escobar<br/> Carissa Romano<br/> Juan Vaca</p> |
|--|---|

|   |   |
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| <b>7. Welcome</b>   | Principal Mayer<br>Check in- What's your favorite burrito   |
| <b>8. Review and Approve Minutes</b>  | Motion to Approve- Shannon<br>Second- Sydney<br>Vote- 5 yes, 0 no   |
| <b>3. Title 1 expenditures for the 2024-2025 School year.</b>   | <p>2024-2025 Title 1 funding uses:</p> <p>TSA at Sherman- 40%<br/> 7th grade math teacher- 55% (This is in the interest of lowering our class sizes in the middle school).<br/> STIP Sub- 5%</p> <p>Comment- all of these positions have a huge impact and are really vital to programming.</p>   |
| <p>3. Budget Discussion:<br/> Title 1 Allocation for 25-26 - review priorities and community feedback</p> | <p><a href="#">-Slides explaining</a> overall budget changes.<br/> -Big loss- Losing 1 AP Position in current budget.</p> <p>-Jono is pushing appealing for the second AP position.</p> <p>-STIP sub- the district is going to hire 45 STIP subs district wide, and send them to school sites when needed/ requested. So, these positions are currently not funded.</p> <p>Hope is that the Case Manager can fulfill some of the role that</p> <p>Both STIP subs are Black, and it has been a goal to retain our Black staff members, so if these STIP positions are cut, there is a hope/ goal to is to find another position for these staff members.</p> <p>Question about the Newcomer teacher and where that funding comes from. Could part of it be used to fund the newcomer</p> |

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|  | This year we currently have no counseling service providers who speak Spanish.   |
| <p>4. Budget Discussion<br/>Title 1 Parent Ed -<br/>Allocation for 25-26</p>   | <p>What felt like a lack of transparency was that it was unclear if the priorities were ranked. We need to make sure that it is clear when we are voting if the use of title 1 funds are just an unranked list of options, or a prioritized list.</p> <p>-The options on the survey that teachers got to rank priorities on did not include all of the positions that could have been funded so teachers felt like they didn't have an opportunity to actually represent their priorities.</p> <p>-SSC input meeting and teachers could come to give their input, but only 6 teachers came</p> <p>-How can we ensure we get input from most of the stakeholders, and hear from everyone?</p> <p>-Original survey didn't include the reading tutor position and so it felt like it was intentional.</p> <p>-Feedback from teachers advising the SSC, they aren't making decisions. The SSC is the body that makes the decision about how Title 1 funds.</p> <p>-There is the ability to create a QR code and a Jamboard to get input from families (so that it isn't complicated).</p> <p>-It's hard, but necessary to prioritize positions and not people. It's so important to emphasize the positions and not the person.</p> <p>-If a survey is sent to families, make it not about positions, but what are priorities that families can choose from. (ex. Safety, reading, math, intervention, supporting ELLS/ newcomers, etc).</p> |
| <p>5. Revisit rest of the year calendar (we will need to meet in two weeks to discuss and vote on budget priorities)</p> | <p>-Teachers who are not voting members are more likely to attend on zoom.</p> <p>-Power in being in community together, you lose some of it when on Zoom. It's hard because it is easy to be distracted. It's different.</p> <p>-Starting at 5 is also difficult.</p> <p>-Thought there would be more people here.</p> <p>-Worried about in person and zoom- would it just be 3 people in person and everyone else on zoom.</p> <p>Motion to move to Zoom: Cristiana<br/>Second: Sydney<br/>Votes: Yes- 5, No- 1</p> <p>January 27, 5:30.</p> <p>-Maybe another one in person.</p> <p>-Difficult conversations are really important to have in person.</p>  |
| 6.SELLS Update   | Lateefa, Cristina and Violeta were all there.  |

|  |   |
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|  | <p>-Talked about ELPAC coming up and reclassification.</p> <p>-A lot of questions about ELPAC and how to practice.</p> <p>-A lot of questions about reclassification.</p> <p>-Next meeting will be training parents how to practice at home and will follow up with teachers to ensure students have a chance to practice and become familiar with the platform online.</p> <p>-Sent message that being an ELL is not a negative thing. Talked about legal requirement to teach ELD, and that it is positive to be multilingual it takes time to reclassify and families expressed wanting to trust the bilingual program.</p> <p>-Celebrate kids who reclassify.</p> <p>12-16 family members showed up. Passed out fliers in the morning and at pick-up.</p> <p>-Seems important to maybe hold SELLS meeting on the Maxwell campus and potentially get more families to attend, especially of newcomers.</p> <p>-Also shared PD cycle at the SELLS meeting.</p> <p>-Next SELLS meeting is January 24th. Also want to do a needs survey.</p> <p>-Alternative ELPAC for kids in special education.</p> |
| <b>7. New Business/<br/>Public Input</b>                                   | None  |
| <b>8. Closing:</b><br><br>Establish the Date of the Next Meeting & Adjourn | Next Meeting Date: Monday, January 27, at 5:30<br><br>Motion to Adjourn: Shannon<br>Second:Cristina<br>Vote: 4 yes, 0 no.<br><br>Time of Adjournment: 6:31  |

**12/16/2024**

**Outcomes/ Objectives:**

**Format : ZOOM - [link](#)**

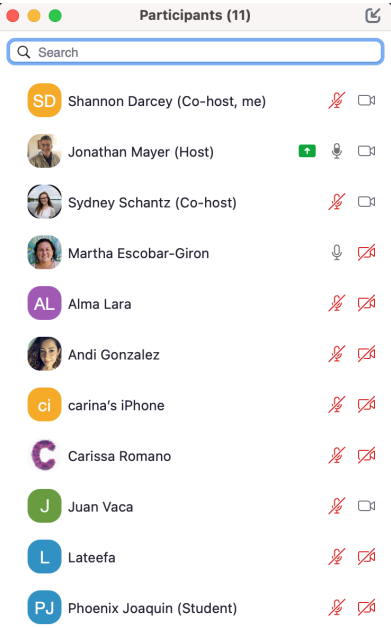
**Date:** 12/16/24

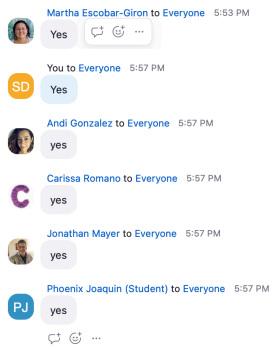
**Meeting Time Start:** 5:30 pm

**Agenda**

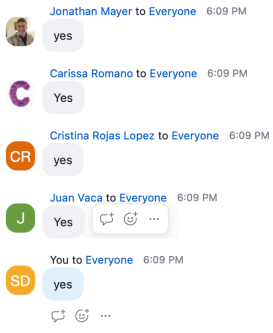
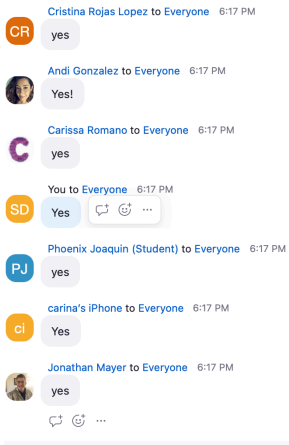
**SSC Members Present (*Complete after roll call*):**

**Present: (see below):**

|  |  |
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| <p><b>SSC Members Present:</b><br/> John Mayer- Principal (Chairperson)<br/> Juan Vaca- Parent (Chairperson)<br/> Andi Gonzalez- Community Schools Member<br/> Shannon Darcey- Parent (Secretary)<br/> Carissa Romano- Parent<br/> Carina Lieu- Parent<br/> Cristina Rojas-Lopez- Teacher<br/> Sydney Schantz- Teacher (Vice Chair)<br/> Phoenix Ballon Diaz- Student Representative</p> <p><b>Others Present:</b><br/> Lateefa Ali- Parent Alternate<br/> Violeta Escobar- Assistant Principal<br/> Alma Lara- Parent</p> |  |
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| <p><b>9. Welcome</b></p>   | <p>Principal Mayer<br/> Check in- What are you looking forward to for the upcoming break?</p>   |
| <p><b>10. Review and Approve Minutes</b></p>  | <p>Comment- concern that notes did not include a concern raised about SELLS not having met since establishment. Notes were revised to include this.</p> <p>Concern raised again: Still haven't met. Message sent to SELLS members if they prefer to meet this Thursday, 12/19 or Friday 12/20. There was some back and forth about whether or not families wanted to meet on the same day as Padres Unidos. Five meetings are required, but comment raised that 5 is the minimum, and it is important that we hear from ELL families and that they are able to advise the SSC.</p> <p><b>Motion to Approve- Sydney</b><br/> <b>Second- Andi</b><br/> <b>Vote- 6 Yes votes in chat, 1 verbal yes, plus Sydney= 8 total</b></p> |
| <p><b>3. Approve MLA</b><br/> <a href="#">Safety Plan</a><br/> Violeta</p>   | <p>Violeta walked through the safety plan.</p> <p>Question about communication protocol, in recent light of the Tsunami warning. Curious about the levels of communication when there is an emergency.</p> <p>-Families will be notified via parent square right away if there is an emergency.</p> <p>-Need to debrief as a district about the tsunami- this was a new thing and for a crisis that affects everyone, principals get messages about what to say and share and it gets sent as an alert on parent square goes right to phone rather than to text.</p> <p>Question from Phoenix- what if there is a disaster near the school, close enough that</p>   |



|  |  |
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|                             | <p>it is a danger. Will we still evacuate?</p> <p>Two responses:</p> <ol style="list-style-type: none"> <li>1- Concern in the neighborhood- lock in- secure the outside and keep everyone in.</li> <li>2- If there is an emergency on campus, that is a different response.</li> </ol> <p>If school leaders have information that is not general knowledge, school leaders make judgement calls. They are not unilateral decisions and there is always consultation.</p> <p>In addition to the safety plan, one priority this year at MLA was to get people trained in de-escalation. All of our TSAs, Leaders Attended CPI training for verbal de-escalation and some people</p> <p>Move to Approve Safety Plan: Sydney<br/> Second- Juan Vaca<br/> Vote- 5 yes votes in the chat and two verbal yes votes (7 total)</p>  |
| <p>4. January Meeting</p>  | <p>Proposal to start at 5pm.</p> <p>Took a poll and a majority of members were able to attend.</p> <p>-Also have a zoom option- Sydney can zoom in on people who are unable to attend.</p> <p>Food? Burritos</p> <p>-Childcare options?</p> <p>-Elisa or Ms. Vaca provide childcare on donation basis for PTSA options. We can look into that.</p> <p>Motion: January 13th meeting- in person at Maxwell campus in room 12<br/> Motion to Approve time and location: Shannon<br/> Second: Sydney<br/> Vote: 8 yes on chat = Sydney = 9 Yes</p>   |
| <p>5. Budget Update</p> <p>Postponed to January</p>  | <ol style="list-style-type: none"> <li>1. Planning for next year - budget update and starting to prioritize <ol style="list-style-type: none"> <li>a. Discuss what is working</li> <li>b. What can be improved- hear from members about their students experiences</li> <li><b>c. Review key priorities and investments</b> <ol style="list-style-type: none"> <li>i. This year: Math Teacher Middle School; TSA Sherman (violeta)</li> </ol> </li> <li><b>d. Preview that reductions are coming</b> <ol style="list-style-type: none"> <li>i. There will be much less Supplemental funding this coming year - last year we did have about \$275,000 in Supplemental, which helped pay for ½ of the TSA at Sherman, Part of PE, and for roughly 1.5 STIP subs.</li> <li>ii. Hoping to hold onto the Middle TSA position;</li> <li>iii. Principals receive budgets at the end of this week – Mayer will look at it over break and we can begin the discussion on January 13th for next year’s budget and start to prioritize</li> </ol> </li> </ol> </li> </ol> |

## 6. Update on Title 1

### First Proposal:

Jonathan Mayer to Everyone 6:30 PM  
yes

Carissa Romano to Everyone 6:30 PM  
yes

Cristina Rojas Lopez to Everyone 6:30 PM  
yes

You to Everyone 6:30 PM  
yes

Andi Gonzalez to Everyone 6:30 PM  
yes

Phoenix Joaquin (Student) to Everyone 6:30 PM  
yes

🗨️ 🗨️ ...

### Second Proposal:

Cristina Rojas Lopez to Everyone 6:37 PM  
yes

Carissa Romano to Everyone 6:37 PM  
Yes

Andi Gonzalez to Everyone 6:37 PM  
Yes

Juan Vaca to Everyone 6:37 PM  
Yes

Jonathan Mayer to Everyone 6:37 PM  
yes

Phoenix Joaquin (Student) to Everyone 6:37 PM  
yes

You to Everyone 6:37 PM  
yes

carina's iPhone to Everyone 6:37 PM  
Aye

🗨️ 🗨️ ...

Update on Title 1 money and budget for the rest of this year

-There will be no additional allocation this year, but we have \$3400 of unspent Title I money

[-Culture and Climate Committee's proposal for Listening Campaigns](#)

SPSA goals: Specifically about support ELLS, newcomers, Black students and families, and

Proposal to use funds for extended contract to have the culture and climate committee to host listening campaign evenings at the school with families, meet with students during the day, and then condense the information in a presentation and next steps to present to SSC and staff at PD. Hopefully it will inform March PD that is focused on Anti-Racism practices in the classroom.

Comment: Hourly extended contract rate is more than is listed in the proposal

Question: What has been the culture and feel around anti-racism work at MLA and the prioritization of this work.

-Families of the African Diaspora who were facing racism from fellow students at the school, but there was so much turnover in leadership. Now we are making progress and moving forward with this work. This came from families and things happening in the middle school. There is a lot of work that need to be done continuously. Other concerns include lack of Black staff and we want to retain our Black staff and students. Have worked with MLA families to

Student comment- Definitely hear students say things that could be offensive when they think it is a "joke." In the boys bathroom last year people wrote inappropriate words (N-word) or symbols.

Family comment-Special education and newcomer families are also listed in this plan, and there is a lot of work to do to make an inclusive environment for all of these families.

Student population of Black students has decreased over the years and families have named that it is because they don't feel welcome and supported.

-Listening campaign with families of ELLs (who aren't newcomers) as well. It can be added on.

-Focus will be on SCP classes- self contained program. We see in data that these students report feeling less belonging, and culture data shows the same.

Move- Vote to Approve Listening campaign and extended contract hours

-Move to Approve- Sydney

-Second- Juan

-Vote- 8 yes votes

-There is \$3500 for parent education nights:

-Family Literacy Night- These will happen in March and will happen on both campuses.

-Opportunity to provide resources to our newcomer families.

-Money would be used to provide dinner (as incentive and necessity to get families there) and the money would also be used for resources).

-We can invite Legal Aid group that works for the district

-Ensure they are connected to Parent Square

|  |   |
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|  | <ul style="list-style-type: none"> <li>-i-Ready resources</li> <li>-Connect to other resources.</li> <li>-Translation in Mam and Arabic</li> </ul> <p>Items that cost money:</p> <ul style="list-style-type: none"> <li>-Childcare</li> <li>-Food</li> <li>-Translation</li> </ul> <p>Motion to Approve Family Literacy events: Sydney<br/>Second- Juan Vaca<br/>Vote: 9</p> <p>Question about where the proposals come from. Are these the only proposals?</p> <ul style="list-style-type: none"> <li>-One came from Culture and Climate Committee</li> <li>-Parent Ed Money- Brainstormed with Sydney and Andi to ensure we are reaching our newcomer families.</li> </ul> <p>-Title 1 funds are so restricted. We want to make sure we can use them.</p> <p>-Maybe in the future we can add to the bylaws to have a clear procedure about how to make proposals for title 1 funds.</p> |
| <b>7. Public Input</b>   | <p>Next Agenda Items:</p> <ul style="list-style-type: none"> <li>-Budget 2025-2026 School year.</li> <li>-Additional meeting date chosen (January 20 or 27).</li> </ul> <p>Comment:</p> <ul style="list-style-type: none"> <li>-Ensure that we make a plan to collect input from staff to inform budget priorities.</li> <li>-We will likely need to meet twice in January.</li> <li>-Tomorrow's meeting- Legal Aid Support at Fremont High School- especially for newcomer families (Lots of fear and uncertainty around change in federal administration, district deficit).</li> <li>-Will share it out with families again on Parent Square.</li> <li>-January is very busy and a lot of decisions have to be made.</li> </ul>  |
| <b>8. Closing:</b><br><br>Establish the Date of the Next Meeting & Adjourn | <p>Next Meeting Date: Monday, January 13, at 5pm in person on Maxwell campus</p> <p>Motion to Adjourn: Sydney<br/>Second: Juan<br/>Vote: Unanimous</p> <p>Time of Adjournment: 6:49</p>   |

11/18/2024

**Outcomes/ Objectives:**

- Provide update on Title 1 meeting and SELLS establishment
- Approve MLA SSC Bylaws
- Review SSC responsibilities and suggested monthly topics document

**Format : ZOOM - [link](#)**

**Date:** 11/18/24

**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  
Sydney Schantz- Teacher (Vice Chair)  
Cristina Rojas-Lopez- Teacher  
Phoenix Ballon Diaz- Student Representative

### Others Present:









Senhit Gamble- Parent Alternate  
Lateefa Ali- Parent Alternate  
Violeta Escobar- Assistant Principal

| Participants (15)   |                              |   |
|---|------------------------------|---|
| <input type="text" value="Search"/>   |                              |   |
|    | Shannon Darcey (Co-host, me) |       |
|    | Jonathan Mayer (Host)        |       |
|    | Andi Gonzalez (Co-host)      |       |
|    | Martha Escobar-Giron         |       |
|    | Sydney Schantz               |       |
|    | Alexina Rojas                |       |
|    | carina's iPhone              |       |
|    | Carissa Romano               |       |
|    | cristina rojas lopez         |       |
|    | Juan                         |       |
|    | Kirstin H (she/her)          |       |
|    | Lateefa                      |       |
|   | Nayeli Bernal                |     |
|  | Phoenix Ballon diaz          |   |
|  | senhit                       |   |

### 11. Welcome

Principal Mayer  
Check in- What are you doing over the fall break?

### 12. Review and Approve Minutes

|   |   |
|---|---|
|  | Vote for minutes                                      |
|  | Carissa Romano to Everyone 5:44 PM<br>Yes. Approve.   |
|  | carina's iPhone to Everyone 5:44 PM<br>Aye            |
|  | You to Everyone 5:44 PM<br>Yes                        |
|  | Juan to Everyone 5:44 PM<br>Approve                   |
|  | Jonathan Mayer to Everyone 5:44 PM<br>approve minutes |
|  | Andi Gonzalez to Everyone 5:44 PM<br>yes              |
|  | Phoenix Ballon diaz to Everyone 5:44 PM<br>yes        |

Motion to Approve- Sydney  
Second- Cristina  
Vote- 7 yes

### 3. Update on EL

Tony, our EL school designer facilitated PD about crew and modeled different crew

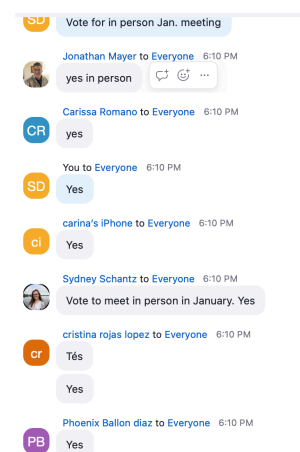
## Education - visit and building CREW schoolwide

activities, and played a game called, “What are you doing?” then did “concentric circle to get to talk to lots of different people, and then given images that they had to put in chronological order without speaking and talked about how to apply these strategies in our own classrooms.

Walkthrough throughout the school- saw great implementation of crew throughout the school, and seeing students practicing the habits of heart and mind, and the different activities of crew (Greeting, Reading, Initiative, Debrief, Reflection. Next step- get students to think about the “why” of these different elements of crew.

A challenge and goal of the school is revamping EL education and one part of it is crew, but a bunch of staff members got to visit a school in Truckee and they learned a lot from it, and we are in a good place to continue moving forward.

## 4. Moving forward: Translation and meet in person - December



It has varied over the year, we attempted a few in person last year, but it didn't happen. We hope to make it happen this year, and conversations are happening with families who have been a part of the school for many years.

We want to work on trying to get more families to engage in SSC. We aren't seeing families of ELL students show up to SSC, and we want to get more families to engage in SSC.

During SELLS meeting- the meeting was in English and Spanish.

SELLS establishment meeting has happened, but the next meeting will happen soon, attached to the Padres Unidos group- first Friday of the month. Next meeting will be scheduled soon. December 13th? (second Friday of the month) at 9am. Families said there wasn't enough time for Padres Unidos and SELLS because families didn't have enough time for both. Need to refer back to the minutes.

Concern raised by member that SELLS has not met since the establishment meeting, October 19th. Haven't received communication since.

Made the decision to hold the meeting in the morning, because that is what the people who were present voted for.

It felt good to hold SELLS in person. It's a different feeling.

Who is the point person from SELLS who can report back to SSC?- Violeta Escobar (but Cristina and Lateefa are also on the SELLS committee and can report out. Invitations to SSC can also be sent to SELLS members.

Could SSC be in person?

Next Meeting will be Monday, December 16th. Do we want to shoot for that in person? Could instead do two meetings in January since we won't have the budget in December.

Could we create a doodle to see everyone's responsibility?  
-Maestra Cristina is unable to do an in person meeting.

Last Padres Unidos was well attended, but we do want to work on getting more families of ELLS available.

|                               |   |
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|                               | <p>Will ensure outreach is done in multiple formats- Parent Square, In person, and Whats App group.</p> <p>Would it be easier if SSC was happening during after school program?</p> <p>At Expo- booth to share info about SSC and maybe other orgs...Padres Unidos, SELLS</p> <p>Motion to hold SSC in person in January: Juan<br/>Second- Shannon<br/>Votes- 7 yes</p> <p>Need to find a location- library or classroom.</p>   |
| <p><b>5. Discuss Data</b></p> | <ol style="list-style-type: none"> <li>1. <a href="#">School Plan for Student Achievement</a> and goals for this year, and discuss <a href="#">Fall Analysis of 2023-24 end of year data</a> : Slide 34 - Letter sounds; Slide 33 Chronic Absence data and sown to grow</li> <li>2. <a href="#">Trimester 1 fall 2024 Data Slide Deck</a> -slide 7 is district goals slide 11 - second grade-16; K - slide 18</li> <li>3. Discuss what is working</li> <li>4. What can be improved- hear from members about their students experiences</li> </ol> <p>Questions: In December we should share data from end of year SBAC data and end of year and this fall i-Ready data. This data wasn't being shared in</p> <p>-SIPPS- systematic instruction instruction in phonological awareness, phonics and sight words.</p> <p>Our EO students are out performing our ELLs even on spanish assessments. This is what led to a goal in Language Development. SIPPS instruction supports this growth, but so does D-ELD lessons. There will be an inquiry cycle among teachers in January about learning together about what strategies work best to support our ELL students.</p> <p>3rd-5th grade and some middle school ELD students are receiving SIPPS intervention. Goal and data available on slides.</p> <p>Of the students who are not on track to meet this goal is they are newcomers and they needed to do reteaching so those tests haven't been administered.</p> <p>4- 3rd graders who haven't met the goal- one is chronically absent, and one is being assessed for an IEP.</p> |

In 4th grade- one student is a newcomer, and a reading volunteer is also supporting these students who haven't met these goals.

Last year the transition in the work, there are more people doing SIPPS intervention groups.

We have more students in 4th and 5th grade needing SIPPS intervention, but students are progressing.

How do you assess ELL students who also have disabilities. Something we are trying to stress with teachers is that all students are language learners and strategies we implement support all students (whether they are learning spanish or english).

SIPPS intervention:

3rd and 5th graders- 4 days a week

4th grade- every day

2nd graders- 4-5 times a week.

It will be good to look at other i-ready data to see if this growth shows up there as well.

-Question about as kids are getting older how are we ensuring kids are getting access to high level texts? How can they transfer these skills in content areas?

Andi sharing about SEL work and absences:

-Sown to grow data.

-Sown to grow has given a lot of information from middle schoolers, when we perhaps aren't getting as much verbal sharing about how they are feeling. If a student reflection is flagged because they share something that is concerning, team the provides services at the school gets notified.

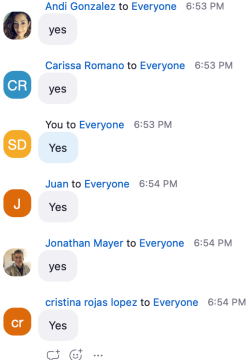
Attendances:

68% of MLA students attend school regularly- this is a steady improvement from the last two years.

Also steady reduction of chronic absences.



|                                       |  |
|---------------------------------------|--|
|                                       | <p>However, chronic absences (1/10 days- 18+ in a year) have gone up in 6th grade-area for improvement.</p> <p>Attendance also hasn't been improving in TK and SDC classes.</p> <p>We are just looking at overall trends. We can get deeper in the data to try to follow particular students and families (which is done with the SART process).</p> <p>Supporting newcomer population, where there is a larger rate of absenteeism.</p> <p>What are we doing to support them:</p> <ul style="list-style-type: none"> <li>-Free clipper cards for middle schoolers.</li> <li>-Attendance letters and meeting with families via COST, in person, to identify barriers to attendance.</li> <li>-Newcomer population 10% more likely to be chronically absent. Newcomer social worker position was cut this past year. Newcomer social worker position requires 40+ newcomers, and we are under that enrollment so we don't get a newcomer social worker.</li> </ul> <p>Phoenix brought up the issue that students don't always get to class in time. It's a good wondering. We do have "tardy time," which is detention. Tardies were much worse in the past, and "tardy time" has resulted in a lot of improvement.</p> |
| 5.MLA <a href="#">Safety Plan</a>     | <ul style="list-style-type: none"> <li>- Postpone to December</li> </ul>   |
| 6. Update on Title 1 money and budget | <ul style="list-style-type: none"> <li>- Postpone to December</li> <li>a. There will be no additional allocation</li> <li>b. There is \$3500 for parent education nights - <ul style="list-style-type: none"> <li>i. Ideas for how to spend this - can't be dinner but can be a snack - could be to bring someone in, or notebooks for parents</li> </ul> </li> </ul> <p>EXPO flyer</p> <p>-Having info about what SSC Does</p>  |

|   |   |
|---|---|
|   | <p>-What SSC does and discusses and difference between SSC and PTSA. And include info about SELLS</p>   |
| <p><b>7. Public Input</b></p>   | <p>Next Agenda Items:</p> <ul style="list-style-type: none"> <li>-Confirm time of Jan. meeting</li> <li>-Safety Plan approval</li> <li>-Title Funds</li> <li>-Needs Assessment- Looking at new data.</li> </ul> <p>Comment:</p> <ul style="list-style-type: none"> <li>-Make sure teachers are providing translation and connection to students and families. Parent feeling unwelcome because when they are pushing back on needing resources. We need to provide more translation for our Arabic and Mam speaking family and need to be more inclusive.</li> <li>-It needs to happen with teachers and staff on a deeper level and with PD</li> </ul> |
| <p><b>8. Closing:</b></p> <p>Establish the Date of the Next Meeting &amp; Adjourn</p>  | <p>Next Meeting Date: Monday, December 16- 5:30</p> <p>Motion to Adjourn: Sydney</p> <p>Second: Juan</p> <p>Vote: 6 yes</p> <p>Time of Adjournment: 6:54</p>  |

**10/21/2024**

**Outcomes/ Objectives:**

- Provide update on Title 1 meeting and SELLS establishment
- Approve MLA SSC Bylaws
- Review SSC responsibilities and suggested monthly topics document

**Format : ZOOM - [link](#)**

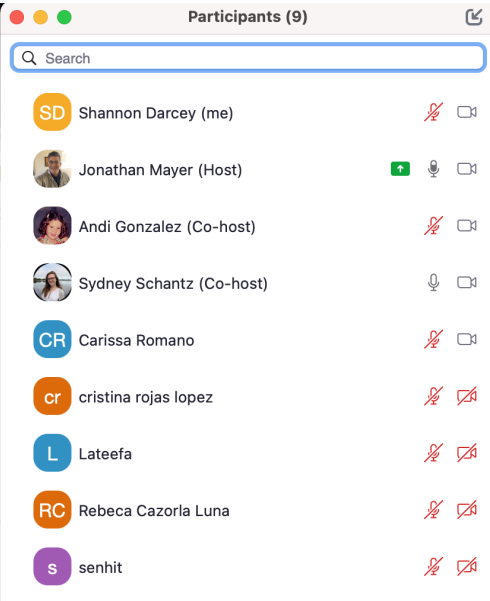
**Date:** 10/21/24

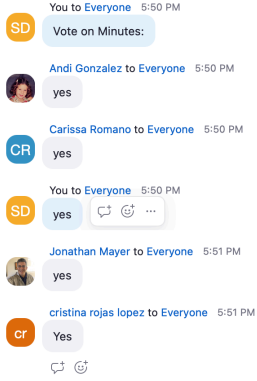
**Meeting Time Start:** 5:30 pm

## Agenda

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

**Present:** (see below):

|   |  |
|---|--|
| <p><b>SSC Members Present:</b><br/> John Mayer- Principal (Chairperson)<br/> Andi Gonzalez- Community Schools Member<br/> Shannon Darcey- Parent (Secretary)<br/> Carissa Romano- Parent<br/> Sydney Schantz- Teacher (Vice Chair)<br/> Cristina Rojas-Lopez- Teacher</p> <p><b>Others Present:</b><br/> Senhit Gamble- Parent Alternate<br/> Lateefa Ali- Parent Alternate</p> |  |
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|--|--|
| <p><b>13. Welcome</b></p>  | <p>Principal Mayer<br/> Check in- A rose from your day.</p>  |
| <p><b>14. Review and Approve Minutes</b></p>  | <p>Motion to Approve- Sydney Schantz<br/> Second- Cristina Rojas<br/> Vote- 6 (including Sydney who approved)</p>  |
| <p><b>3. Update on Title 1 meeting and SELLS committee</b></p>   | <p>Title 1 Meeting held. Parent student compact and family engagement policies passed out. Then SELLS formation.</p> <p>-Created SELLS subcommittee. It will be a committee outside of SSC this year. It was pretty well attended, and Alma, the PTSA president is going to be the co-chair of SELLS. Can't remember the other person.</p> |
| <p><b>4. Approval of Bylaws</b></p>  | <p>Notes:<br/> -reviewed Article 1<br/> -reviewed Article 2- formation and members.<br/> -section B of Article 2-</p> <p><a href="#">Bylaws are shared with attendees</a>, and the floor is open for any suggested changes to Bylaws:</p>  |

Approval of Bylaws

CR

Carissa Romano to Everyone 6:03 PM

yes

Andi Gonzalez to Everyone 6:03 PM

yes

SD

You to Everyone 6:03 PM

yes

Jonathan Mayer to Everyone 6:03 PM

yes

cristina says yes by phone

1. Section B of Article 2- “to be elected for a one year term, with no term limit.”

2. Article 3- Secretary will keep member’s email addresses, not physical addresses.

Vote to Approve Bylaws

5. Sydney Schantz Motion: I move the Melrose Leadership Academy bylaws to be approved with the suggested changes incorporated above. (If no changes to the bylaws were made - SAY, “ I move to Approve bylaws with no additions or changes”)

6. Shannon Darcey: I Second the motion

7. The motion has been moved and seconded; take the vote by asking through a show of hands, “All in favor, All opposed, any abstentions”

8. Vote Outcome: 6 yes (5 in chat 1 verbal)- 1 yes, from Sydney who motioned to approve (so no vote in the chat).

5. SSC Responsibilities and suggested Monthly topics

Reviewed this document

Next Agenda Items:

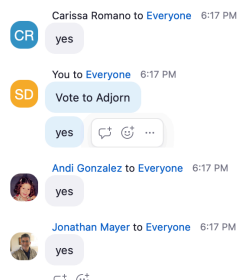
MLA SPSA

Slides for Engagement

6. Elected Member emails and phone numbers

| Name                 | Email                         | Phone Number         |
|----------------------|-------------------------------|----------------------|
| Sydney Schantz       | sydney.schantz@ousd.org       | 352-586-7472         |
| Carissa Romano       | subatomicat@gmail.com         | 510-290-9055         |
| Andi Gonzalez        | andrea.gonzalez@ousd.org      | 510-939-1466         |
| Shannon Darcey       | shannondarcey@gmail.com       | 631-681-7222         |
| Cristina Rojas Lopez | cristina.rojas-lopez@ousd.org | 510-859-5286         |
| Phoenix Ballon Diaz  | s_phoenix.ballondiaz@ousd.org | (415) 505-3403 (Mom) |
| Carina Lieu          | carinavinhlieu@gmail.com      | (510) 827-3007       |
| Juan Vaca            | juan.vaca@ousd.org            | 310-988-9129         |
| Timothy Marshall     | timothy.marshall@ousd.org     | 510-967-3465         |

|  |   |
|--|---|
|  |   |
| <b>7. Public Input</b>   | <p>Next Agenda Items:</p> <p><a href="#">MLA SPSA</a></p> <p><a href="#">Slides for Engagement</a></p> <p>Adjustment of Title 1 funds</p> <p>Review and Approve School Safety Plan</p> <p>-Sydney will share out parent square message with all links of these documents that will be reviewed in the next meeting.</p> |
| <b>8. Closing:</b><br><br>Establish the Date of the Next Meeting & Adjourn | <p>Next Meeting Date: November 18, 2024</p> <p>Motion to Adjourn: Sydney</p> <p>Second: Cristina</p> <p>Vote: 6 (including verbal yes from Cristina and Sydney who motioned to approve)</p> <p>Time of Adjournment: 6:18</p>  |



## SSC ESTABLISHMENT MEETING- 2024- 2025

### Format

[Zoom Link](#)

**Date: September 30, 2024**

**Meeting Time Start: 5:30**

|  |  |
|--|--|
| <p><b><u>SSC Members Present:</u></b></p> <p>John Mayer- Principal (Chairperson)</p> <p>Andi Gonzalez- Community Schools Member</p> <p>Juan Vaca- Parent (Chairperson)</p> <p>Shannon Darcey- Parent (Secretary)</p> <p>Carissa Romano- Parent</p> <p>Sydney Schantz- Teacher (Vice Chair)</p> <p>Tim Marshal- Teacher</p> <p>Cristina Rojas-Lopez- Teacher</p> <p>Phoenix Ballon Diaz- Student Representative</p> <p><b><u>Others Present:</u></b></p> <p>Violeta Escobar Giron- Assistant Principal</p> <p>Senhit Gamble- Parent Alternate</p> <p>Alison Yin- Parent Alternate</p> | <div> <div>SD</div> <div>Shannon Darcey (Co-host, me)</div> <div></div> <div></div> </div> <div> <div></div> <div>Sydney Schantz (Host)</div> <div></div> <div></div> </div> <div> <div>L</div> <div>Lateefa</div> <div></div> <div></div> </div> <div> <div></div> <div>Jonathan Mayer</div> <div></div> <div></div> </div> <div> <div>CR</div> <div>Carissa Romano</div> <div></div> <div></div> </div> <div> <div></div> <div>Diosa Diaz</div> <div></div> <div></div> </div> <div> <div>S</div> <div>senhit</div> <div></div> <div></div> </div> <div> <div>TM</div> <div>Tim Marshall</div> <div></div> <div></div> </div> <div> <div>V</div> <div>Violeta</div> <div></div> <div></div> </div> |
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|                               |  |
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| Lateefa Ali- Parent Alternate | *Screenshot taken toward the end of the meeting when some people had already left. |
|-------------------------------|--|

| 1. <a href="#">SSC Training Overview Presentation</a> | Facilitated by: Jonathan Mayer<br>Notes Taken: Shannon Darcey   |                   |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
|---|---|-------------------|------------|-------------------|----------------|-----|-----|----------------|-----|-----|-------------|-----|-----|--------------------------|-----|----|-----------------------|-----|----|-----------------|------------|-------------------|-----------|-----|-----|--|-----|----|--|-----|-----|--|--|--|--|--|--|--|--|--|--|--|--|
| 2. Peer Elections of Members                          | <p><b>September 16, 2024- We did not have enough teacher representatives to hold an official SSC Establishment Meeting, however parents elected, via peers, 3 parent members and two alternates. Those votes are recorded below</b></p> <ul style="list-style-type: none"><li>Parents/Community member peer election:<ul style="list-style-type: none"><li>All votes taken via chat on Zoom. Nomination were verbal.</li></ul></li></ul> <p><b>Elected on September 16, 2024</b></p> <table><tr><th>Name of Nominee</th><th># of Votes</th><th>Elected? (yes/no)</th></tr><tr><td>Shannon Darcey</td><td>5/5</td><td>yes</td></tr><tr><td>Carissa Romano</td><td>5/5</td><td>yes</td></tr><tr><td>Carina Lieu</td><td>5/5</td><td>yes</td></tr><tr><td>Senhit Gamble- Alternate</td><td>5/5</td><td>No</td></tr><tr><td>Alison Yin- Alternate</td><td>5/5</td><td>no</td></tr></table> <p><b>Elected September 30, 2024:</b></p> <table><tr><th>Name of Nominee</th><th># of Votes</th><th>Elected? (yes/no)</th></tr><tr><td>Juan Vaca</td><td>6/6</td><td>Yes</td></tr><tr><td>Lateefa Ali- Alternate (alternate) - alternate</td><td>6/6</td><td>No</td></tr><tr><td>Phoenix student (student representative)</td><td>6/6</td><td>yes</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li>Teachers member peer election:<ul style="list-style-type: none"><li>Tim Marshall: 3/3 votes</li><li>Cristina Rojas Lopez: serving 2nd year</li></ul></li></ul> | Name of Nominee   | # of Votes | Elected? (yes/no) | Shannon Darcey | 5/5 | yes | Carissa Romano | 5/5 | yes | Carina Lieu | 5/5 | yes | Senhit Gamble- Alternate | 5/5 | No | Alison Yin- Alternate | 5/5 | no | Name of Nominee | # of Votes | Elected? (yes/no) | Juan Vaca | 6/6 | Yes | Lateefa Ali- Alternate (alternate) - alternate | 6/6 | No | Phoenix student (student representative) | 6/6 | yes |  |  |  |  |  |  |  |  |  |  |  |  |
| Name of Nominee                                       | # of Votes  | Elected? (yes/no) |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
| Shannon Darcey  | 5/5   | yes               |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
| Carissa Romano  | 5/5   | yes               |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
| Carina Lieu   | 5/5   | yes               |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
| Senhit Gamble- Alternate                              | 5/5   | No                |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
| Alison Yin- Alternate                                 | 5/5   | no                |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
| Name of Nominee                                       | # of Votes  | Elected? (yes/no) |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
| Juan Vaca   | 6/6   | Yes               |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
| Lateefa Ali- Alternate (alternate) - alternate        | 6/6   | No                |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
| Phoenix student (student representative)              | 6/6   | yes               |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |                   |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |                   |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |                   |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |
|   |   |                   |            |                   |                |     |     |                |     |     |             |     |     |                          |     |    |                       |     |    |                 |            |                   |           |     |     |  |     |    |  |     |     |  |  |  |  |  |  |  |  |  |  |  |  |

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|                        | <ul style="list-style-type: none"> <li>• Sydney Schantz: - serving 2nd year</li> <li>• Alternate: Julie Palacios</li> <li>• Other staff member peer election: <ul style="list-style-type: none"> <li>• Andi Gonzalez- serving 2nd year</li> <li>• Alternate: Mary Ramos de Duenas</li> </ul> </li> <li>• Student Representative- Phoenix Ballon Diaz</li> </ul>  |
| 3. Election of Officer | <p>Call for Nominations for each officer position at a time.</p> <p><b><u>SSC Co-Chair Election:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Juan Vaca Motion:</b> I move that <b>Juan Vaca</b> be elected as Chair of the School Site Council for <b>MLA</b></li> <li>2. <b>Sydney Schanz:</b> I <b>Second</b> the motion</li> <li>3. <i>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></li> <li>4. <b>Vote</b> Outcome: 8/8 yes</li> </ol> <p><b><u>SSC Vice Chair Election:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Jonathan Mayer Motion:</b> I move that Sydney Schanz be elected as Vice Chair of the School Site Council for <b>MLA</b></li> <li>2. <b>Cristina Rojas:</b> I <b>Second</b> the motion</li> <li>3. <i>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></li> <li>4. <b>Vote</b> Outcome: 8/8 yes</li> </ol> <p><b><u>SSC Secretary Election:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Sydney Schanz Motion:</b> I move that Shannon Darcey be elected as Secretary of the School Site Council for MLA</li> <li>2. <b>Jonothan Mayer:</b> I <b>Second</b> the motion</li> <li>3. <i>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></li> <li>4. <b>Vote</b> Outcome: 7/8 yes</li> </ol> |



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| <p>4. Approval of Bylaws</p>                                   | <p>Move to table Bylaws vote until next meeting- All Agreed- postpone this agenda</p> <p><a href="#">Bylaws are shared with attendees.</a> and the floor is open for any suggested changes to Bylaws:</p> <p>3. [Insert change 1, if any]</p> <p>4. [Insert change 2, if any]</p> <p><b><u>Vote to Approve Bylaws</u></b></p> <p>9. [Motioning Member's name here] <b>Motion:</b> I move the [school name] bylaws to be approved with the suggested changes incorporated above. <i>(If no changes to the bylaws were made - SAY, " I move to Approve bylaws with no additions or changes")</i></p> <p>10. [Seconding Member's name here]: I <b>Second</b> the motion</p> <p>11. <i>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></p> <p>12. <b>Vote</b> Outcome: _____</p> |
| <p>5. Public input</p>   | <p><b>Notes:</b></p> <p>-The SAS is holding a candidate forum for OUSD Board members that are on the upcoming election. It is happening tonight on Zoom (already started). A chance to hear from the candidates about their position on special education.</p> <p>-Request to establish who is going to send out agenda, zoom link and by laws on the agenda- Sydney will do that.</p>   |
| <p>6. Establish the Date of the Next Meeting &amp; Adjourn</p> | <p>Next Meeting Date: October 21, 2024</p> <p>Time of Adjournment: 6:25pm</p>  |

### SSC Minutes Template for future meetings:

**Date:**

**Meeting Time Start:**

**Format : ZOOM - [link](#)**

**Agenda- Slides**

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

**Present: (see below)**

|   |  |
|---|--|
| <p><b><u>SSC Members Present:</u></b><br/> John Mayer- Principal (Chairperson)<br/> Andi Gonzalez- Community Schools Member<br/> Juan Vaca- Parent (Chairperson)<br/> Shannon Darcey- Parent (Secretary)<br/> Carissa Romano- Parent<br/> Carina Lieu- Parent<br/> Sydney Schantz- Teacher (Vice Chair)<br/> Tim Marshal- Teacher<br/> Cristina Rojas-Lopez- Teacher<br/> Phoenix Ballon Diaz- Student Representative</p> <p><b><u>Others Present:</u></b><br/> Violeta Escobar Giron- Assistant Principal<br/> Senhit Gamble- Parent Alternate<br/> Alison Yin- Parent Alternate<br/> Lateefa Ali- Parent Alternate<br/> Julie Palacios- Teacher Alternate</p> |  |
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|---|---|
| <b>1. Welcome</b>   | Facilitated by: Principal Mayer<br>Notetaker: Shannon Darcey<br>Check in- |
| <b>2. Review and Approve Minutes</b>                          | Motion to Approve:<br>Second:<br>All favor -                              |
| 6. Public Input   |   |
| 7. Closing:<br><br>Establish Date of Next Meeting and Adjourn | Next Meeting Date-<br>Future Agenda Items:<br><br>Time of Adjournment:    |

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

March 24th 3:30-4:30

Present:

| Time:     | Agenda Item:  | Note Taker: | Next Steps: |
|-----------|---|-------------|-------------|
| 3:30      | Check In  |             |             |
| 3:40      | Confirm Expo Dates:<br>Sherman: May 14th, May 21st or May 22nd<br>Maxwell: May 21st or May 22nd |             |             |
| 3:40-4:20 | <a href="#">25-26 Workplanning DRAFT</a>  |             |             |
| 4:20-4:30 | Announcements/ Closing  |             |             |

May 17th

| Time: | Agenda Item:  | Note Taker: (and roles)  |  |
|-------|---|--|--|
| 3:30  | Welcome and roles   | Note Taker: Andi<br>Facilitator: Jono<br>Time Keeper:  |  |
|       | <p><b>Check-In</b></p> <p><b>Jono:</b></p> <ul style="list-style-type: none"> <li>• Hiring is a priority (notices last week)</li> <li>• Weekly Kaboom and New Building Meeting</li> <li>• Maxwell Check-Ins with Teachers (Sherman done)</li> </ul> <p><b>Susan:</b></p> <ul style="list-style-type: none"> <li>• 504 Backlog (adding to 504 website)</li> <li>• IEP meetings</li> <li>• planning with Alexis,</li> <li>• lots of discipline</li> <li>• Teacher evaluations</li> <li>• Next Year's Calendar</li> </ul> <p><b>Violeta:</b></p> <ul style="list-style-type: none"> <li>• 504s</li> <li>• All day discipline and phone calls</li> <li>• Parent meetings-attendance+</li> <li>• Supporting Ale with IEPs</li> <li>• 2nd Grade parent meeting</li> <li>• Coordinating with Billy and Simone</li> </ul> | <p>* Planning a Ceremony for the students who have Reclassified (this is something we did in the past)</p> <p>* Noah saying we won't get our reclassification until Fall so that would be the next</p> <p>* Here - we receive the awards and we give it out at the next Asemblea and invite the students who passed.</p> | <p>- Announcing that we are making a change in 4th grade to self contained.</p> <p>- Also, letting people know if we are going to have a partnership with EL again.</p> <p>-</p> |

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|  | <p>for Preps</p> <p><b>Noah:</b></p> <ul style="list-style-type: none"><li>• A number of SSTs and moving some students to Tier 3</li><li>• Coaching four teachers, observing them, debrief, modeling, showing student exemplars, analyzing data--weekly</li><li>• A Couple of small groups *SIPPS challenge group, extension group</li><li>• Supporting the reading tutors</li><li>• Doing a culture reset in one of the classrooms</li><li>• Almost done with ELPAC. There are two students at Sherman who need the alternative ELPAC.</li></ul> <p><b>Andi:</b></p> <ul style="list-style-type: none"><li>• Working with Tyler to get CHKS surveys done</li><li>• Asemblea (5 different one for March)</li><li>• Lots of RJ circles</li><li>• 5th grade SEL lessons for Crew and check in</li><li>• ESOL Recruitment Support</li><li>• Recruitment Support for MS (tours and calling families)</li><li>• PD Planning</li><li>• Coordinating St.Mary Teacher Helpers</li><li>• Coordinating legal consults Wed/Fri for parents with Jaitlin and Cecily</li></ul> <p><b>Sydney:</b></p> <ul style="list-style-type: none"><li>• Trained staff on SBAC last week</li><li>• Sent out community reminder to</li></ul> |  |  |
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|  | <p>families so they know when testing will happen</p> <ul style="list-style-type: none"><li>• A couple people who are missing their training moodle</li><li>• No testing on Mondays so we'll do make up on Mondays</li><li>• Trying to get it done before IReady window starts</li><li>• They are almost done with ELPAC</li><li>• Meeting with Tyler consistently. Has met the minutes for meeting with Izzie, but hasn't seen Camille in a while.</li><li>• Continuing groups (started a new Challenge 3rd group)</li><li>• ESOL classes are happening</li></ul>  |  |  |
|  | <p>Anti-Racist - Share out: Listening Campaign</p> <p>Anti-Racist - what we are doing structurally -</p> <ul style="list-style-type: none"><li>• Supporting Oratorical School wide and committing teacher staff resources and time</li><li>• Supporting Black Joy Celebration - Annually (Feb 27th this year)</li><li>• Hiring Diverse Staff and providing training, support etc. Retain staff</li><li>• Training and coaching a strong staff with high expectations so that we support all learners and address the achievement gap</li><li>• Setting aside time and resources for a listening campaign to see</li></ul> |  |  |

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

|  |   |  |  |
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|  | <p>how our black families are experiencing MLA</p> <ul style="list-style-type: none"> <li>• Supporting the third Cycle of inquiry to look at issues our race, anti-racism at MLA</li> <li>• Consulting with FOAD around staffing, issues, concerns, etc.</li> </ul> |  |  |
|--|---|--|--|

February 24th:

Alexis Zooms in at 4:00 and review stages of Walk Throughs in preparation for presenting to ILT  
 Cycle 2 Data Reflection and Completion  
 Sanctuary City Protocol March 19th from 2:00 - 3:00

Time Keeper: Andi  
 Facilitator: Susan  
 Note taker: Noah

| Time: | Agenda Item:   | Note Taker: (and roles)   |   |
|-------|--|---|---|
| 3:30  | Welcome and roles  | Note Taker:<br>Facilitator:<br>Time Keeper:   |   |
| 3:35  | <p>Reading:<br/>           “Resources are limited in many schools--however, if we prioritize dismantling systemic oppression, if we prioritize the needs of our most marginalized students, we can find the time, support, money, and resources that we need.”<br/>           — Elena Aguilar, Coaching for Equity: Conversations That Change Practice</p> | <p>How is this true in our context? What thought patterns might we need to change to embody this thought?</p> <p>Doing what’s best for our lowest kids, it supports everyone. Like differentiation that helps the lowest kids, helps all kids. How do we help people see that they are a resource that maybe we aren’t tapping.</p> | <p>Question: How to use our time well?</p> <p>Creating a list of things -</p> |

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

|      |   |  |  |
|------|---|--|--|
|      |   | We need to learn how to use our time. What action items can you do.  |  |
| 3:40 | Meeting Norm you will embrace   |  |  |
| 3:40 | <p>Upcoming Wednesday PDs:</p> <p><b>Feb 26th:</b> prepare for Conferences and Report Cards</p> <p><b>March 5th:</b> Beginning of Conferences</p> <p><b>March 12th:</b> Sherman OGO Slide Show, Maxwell -SBAC Training</p> <p><b>March 19th:</b> First Day of Antiracism PD: listening to feedback from Black family's listening conversations (or hearing about ICE protocols?)</p> <p><b>March 26th:</b> Second Day of Anti-racism PD Cycle</p> <p><a href="#">Link to ideas we have brainstormed already</a></p> | What will be the content? Ideas?   | <p>For Anti-racism PD:</p> <ol style="list-style-type: none"> <li>1. What is the next step?</li> <li>2. Who/how will we take it?</li> </ol> <p>Landed On:</p> <ol style="list-style-type: none"> <li>1. Sharing from listening conferences</li> <li>2. Having this PD with the whole school - 3:00 - 4:00</li> <li>3. Have a voluntary book group</li> </ol> |
| 4:00 | <p>Alexis to come in on Zoom to discuss her Friday Planning and WalkThrough Protocol for ILT tomorrow</p> <p><a href="#">Agenda 2/28</a></p> <p><a href="#">ILT Agenda 2/25 4:00</a></p>  | Unsure if GOING on walkthroughs to collect data is what we are doing tomorrow. Maybe more of a learning walk to help us determine WHICH indicators we are leaning towards to support showing growth towards next year goals. | <p>Next Steps:</p> <ol style="list-style-type: none"> <li>1. Susan make a walk through schedule for Maxwell - emphasizing core instruction from 10:30 - 12:00 for a Learning Walk</li> </ol>   |
| 4:20 | Cycle 2 Goals and Data: <a href="#">Inquiry and Planning Document</a>   | Next steps for getting this completed. Date of the meeting?  |  |



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

|                |  |  |  |
|----------------|--|--|--|
|                | Our Cycle 2 data meeting is coming up soon<br><a href="#">Cycle 2 Slide Deck</a>   |  |  |
| 4:28           | Appreciations  |  |  |
| Next Meetings: | SIPPS problem and small groups<br>-solving for next year <ul style="list-style-type: none"> <li>• Working with ELLMA Office: designated ELD, ELD/SLD</li> <li>• CEAs</li> <li>•</li> </ul> |  |  |

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? | <b>Don't worry about a thing, because every little thing is going to be alright</b><br>Don't sweat the small stuff! - Jono<br>Looking forward to all the things!<br>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                            | <b>Lack of curriculum for ELD/SLD</b>   |
|   | More student talk<br>- Need for an adequate ELD Curricula<br>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)

|      |   |   |   |
|------|---|---|---|
|      |   | <p>ELD work books. Nelly uses the summer school ELD curricula. 4th and 5th use EL for ELD.</p> <p>Noah - ELD Express/Benchmark is the ELD curricula for most bilingual schools.</p> <p>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 <a href="#">SLD</a>.</p> <p>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.</p> |   |
|      | Update from ELD walkthrough and report out - Violeta, Noah and Susan  | <ul style="list-style-type: none"> <li>Timing of implementation - <ul style="list-style-type: none"> <li>First consistent quality curriculum</li> <li>Second focal students and Cycle of Inquiry</li> </ul> </li> </ul>   | <p>Friday February 7th:</p> <p>-Violeta will share out trends from the walkthrough</p>  |
| 4:05 | <p>Budget and G1 discussion update -</p> <ul style="list-style-type: none"> <li>Last meeting we discussed We have \$65,000 for 25-26</li> <li>- Can fund EEIP for MS electives and supporting targeted small group intervention, etc</li> </ul> | <p>Discussion - we did discuss - and I have been able to protect all positions if we do use G1 money for EEIP.</p> <ul style="list-style-type: none"> <li>This prevents layoffs for people who are currently STIPS</li> </ul> <p>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</p>   | <p>SLT - discussion:</p> <p>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.</p> |

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

|                |  |  |  |
|----------------|--|--|--|
|                |  | <p>Gardening (Growing Together) could be funded by EdFund, and we are waiting to hear from Public Land Trust</p> <ul style="list-style-type: none"> <li>Currently this is funded by grants</li> </ul> <p>Ballet: currently serves only 2nd grade. Violeta will get feedback from 2nd grade teachers.</p> |  |
| 4:08           | <p>MTSS Friday Feb 7th Upcoming 1:30 - 2:30 for Autism Presentation agenda 2:30-2:45</p> <ul style="list-style-type: none"> <li>Personnel Committee</li> <li>Walkthrough Feedback - Violeta</li> </ul> |  |  |
| 4:15           | <p>Cycle 2 Goals and Data: <a href="#">Inquiry and Planning Document</a></p>   | <p>Foundation Literacy, Math, ELD, and School Culture (on 2/12 Rodolfo will help with the math planning for Cycle 2)</p>   |  |
| 4:25           | <p>Pay for PD -- Quetzal</p>   | <p>SalesForce: around \$3000 or \$4000<br/>It's easiest if the group is a District Vendor.</p>   |  |
| 4:30           | <p>chisme</p>  |  |  |
| Next Meetings: | <p>SIPPS problem and small groups -solving for next year</p> <ul style="list-style-type: none"> <li>Working with ELLMA Office</li> </ul>   |  |  |

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

| Time                   | Agenda Item Attended:  | Roles: Facilitating - Jono<br>Notes - Violeta<br>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   | <ul style="list-style-type: none"> <li>Planning for Alexis' Visit <a href="#">Skeleton Plan 1/29</a> - should we increase he time that Susan,</li> <li>Violeta, and Jono work with Alexis for a longer period of time (on SPSA, EL plan, and thinking about next year)</li> <li>Put substitute coverage and the coverage calendar</li> </ul> |                   |
| 3:40 Budget discussion | <p>Title 1 money and Measure G1 Middle School: <a href="#">Link to SSC/SLT discussion</a></p> <p>We can't use any the money in any other resources for positions</p> | <p>These two sets of monies could help us keep Billy, Shiyon and Simone</p> <p>SLT is supportive of using G1 monies to support continued staffing with all money going to EEIP position</p>  |                   |

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

|      |  |   |  |
|------|--|---|--|
|      | <p>except: Title 1, Measure G1, VAPA/Prop 28 for art; and PTSA</p> <p>To keep everyone - Looks like recommendation is all toward a STIP/EEIP position</p> <p>Additional funds - I am thinking Case Manager to support Andi, Gloria, Sydney, and new comer work</p> |   |  |
| 3:50 | ICE protocols update   | <ul style="list-style-type: none"> <li>* Message from leadership about our stance (to families and faculty)</li> <li>* Should we review the ICE protocols update with teachers? (or promote it more strongly?)</li> <li>* Middle schoolers are worried. Ian would like to talk to middle school and students. He can take the lead</li> </ul> | <p>Next Steps:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Jono talk with Noah when he returns.</li> </ol> |
| 4:00 | Planning for completing <a href="#">Data 2 Cycle Goals</a>   |   |  |

|  |  |  |   |
|--|--|--|---|
|  | <p>Black Girls group feedback on Racism happening during daytime and after-school we should address ASAP</p> | <p>Segway into the Anti-Racist PD. What are the consequences? Are we all doing the Middle Inclusion Policy? Some of our black students are saying that racism is still going on. They are saying “monkey”, Yamilet is still saying the N word. The kids want to see that teachers and admin have clear messages.</p> <p>They did ask who they would feel comfortable talking to: They said Violet and Shiyon.</p>  | <p>Anti-Racism PD:</p> <ol style="list-style-type: none"> <li>1. Let people know what the policy is.</li> <li>2. Talk about it. Make copies of the policy.</li> <li>3. Hand it out.</li> <li>4. Talk about this at Student Led Conferences?</li> </ol> <p>6th grade is concerned about Filiberto. If they talk about race he will roll his eyes. His family is a Trump supporter. Ivanna told people that she is black as a joke. Sydney let her know that, that’s not okay to joke about. This is a longer conversation.</p> |
|  | <p>Personnel Committee</p> <p>Luz says it is historically formed in January</p>                              | <p>"Hello MLA teachers,</p> <p>It is again time to form our personnel committee. The teacher representatives should be elected.</p> <ul style="list-style-type: none"> <li>○ Each school will elect a Personnel Committee (“PC”) of not more than <b>7 members (ideally 3-7)</b> with the simple majority of the committee being teachers at the site by <b>January ____</b>, ____The non-teacher members can be made up of classified staff, parents, and students (at high schools). <b>Members should be elected in a manner consistent with your site’s SSC elections.</b></li> <li>○ For teacher representatives, PC members should reflect the needs of grade levels, departments and Specialized Programs. (e.g. hiring a Bilingual teacher, a current bilingual teacher should be on the personnel committee)</li> </ul> | <p>We are going to hire 5 or 6 people to be on the hiring committee. Historically, they would meet beforehand and create questions for the interview questions. Jono saying that we already have questions but we can get a stipend from the district. It would be good to have two k - 2, a 3rd - 5th, and a 6th - 8th and also a sped representative. The history of the school was to have parents too.</p>  |

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

|      |   |   |  |
|------|---|---|--|
|      |   | <ul style="list-style-type: none"> <li>Teacher members of the PC will receive \$250 stipend and additional \$100 to be available during summer paid centrally.</li> </ul> <p>The members of the committee will attend hiring fairs, and interview candidates.</p> |  |
| 4:00 | Second Cycle  |   |  |
| 4:24 | <p>Quick question on grand canyon and when to come to our school</p> <p>Ashley 510-859-6564</p> |   |  |

Purpose and outcome

An end time for adding to the agendas

Name who will be creating the agenda

[Review Dismissal Supervision](#)

|             |                              |   |               |
|-------------|------------------------------|---|---------------|
| <b>Time</b> | <b>Agenda Item Attended:</b> | <b>Roles:</b> Facilitating - Jono<br>Notes - Violeta<br>Time Keeper: Andi | <b>Notes:</b> |
|-------------|------------------------------|---|---------------|



|  |   |   |   |
|--|---|---|---|
| 1:30   | Check In  | Notes:  |   |
| 1:40 Reading   |   | Reflection - We will be accountability buddies and support each other on our goals for balancing, joy, health, work, etc  | Facilitate - jono   |
| 1:45<br>Planning for January 13th Staff Meeting: <ul style="list-style-type: none"> <li>Budgeting input</li> <li>Intent to return</li> </ul> | <p>This is a difficult topic:</p> <p>How can we provide a supportive, contained space to process this?</p> <p>What will staff need?</p> | <p>Ideas:</p> <ul style="list-style-type: none"> <li>* The necessary information</li> <li>* Some time to process and clarify emotions</li> <li>* Anonymous way to provide input</li> <li>* Transparent communication around the outcome/decisions- plan to present at next SSC-?</li> </ul> | <p><a href="#">Intent to Return</a></p> <p>Jono: Number one thing to do is to let us know as early as possible to plan accordingly.</p> <p>Agenda for Jan 13th Meeting:</p> <ul style="list-style-type: none"> <li>Jono message about Intent to Return (please let us know asap so we can hire and serve our students) It's not binding but what is your intention.</li> <li>Jono to present about the budget.</li> <li>We're about negative 173K-</li> <li>90K win for Carlos position</li> <li>.5 Newcomer TSA-</li> <li>Gloria- funded from Newcomer Electives</li> <li>CSM position paid fully centrally</li> <li>1.7 FTE for Prep - - Library, Art, Music,</li> <li>45 stip subs will be hired centrally</li> </ul> <p>Goal to keep everyone</p> <ul style="list-style-type: none"> <li>Increasing the</li> </ul> <p>- Present this in a PowerPoint</p> <p>- Get teacher feedback: Violeta and Sydney can create a feedback survey</p> <p>-Title 1 money needs to be approved by SSC</p> |

|  |  |  |  |
|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"><li>-G1-governing body</li><li>-.8 noon supervisors-Title 1?</li><li>-Stip sub or Case manager?</li><li>- is the playground/safety a priority?-Billy 144 K</li><li>- <b>currently 2.8 stip subs-1 at each campus plus Billy at both</b></li><li>- <b>CSM</b></li><li>- <b>Other half of TSA position</b></li></ul> <p><b>SSC has to vote and the meeting is open to all community members</b></p> <p>Slide Show:</p> <ol style="list-style-type: none"><li>1. We will lose _____ of funding.</li><li>2. Fortunately, we have increased enrollment in the middle school so we will get some made up from there. (all nine middle school teachers)</li><li>3. The first priority is to keep all of the admin and TSA positions. The District might provide for some of these.</li><li>4. If the District can provide for all of our admin positions, then we will have some extra funding.</li><li>5. Please give input on how you would like us to prioritize using that money.</li></ol> |
|--|--|--|--|

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

|             |  |   |  |
|-------------|--|---|--|
|             |  |   |  |
| 2:20        | <a href="#">Review Dismissal Supervision-</a><br>Maxwell   | •   |  |
| 2:25        | Social Justice Parent Group<br>January 23rd  | •   |  |
| <b>2:30</b> | <p>ON THE HORIZON FOR NEXT SLT!</p> <ul style="list-style-type: none"> <li>February 4th and 5th EL conference in Santa Rosa. Susan and Violeta</li> <li><b>Family Literacy and Newcomer support Events - March</b></li> </ul> <p><a href="#">Oakland Reads</a> - Andi sent email to SLT+ about this<br/>Oakland Reads is a website that was developed by the OLC and OUSD early literacy team, for families and caregivers to learn how to support young readers at home. The website is aligned to district milestone grades PK-5, is translated in 6 languages, and has many hands-on activities, videos, and information to support at home literacy in accessible and fun ways from birth to upper elementary.</p> | Proposed Dates: April 10th and March 13th |  |

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

|  |   |  |  |
|--|---|--|--|
|  | <p><b>Oakland Reads is available to present to staff and also to present at a Family Night.</b> (Let's do both.)</p> <p>A resource to add to all Parent Nights:<br/><a href="mailto:nathaniel.dunstan@ousd.org">nathaniel.dunstan@ousd.org</a><br/>Nathaniel is a support from the district recent immigrants and can provide support in Mam too.</p> <p>Susan - point person for scheduling<br/>Oakland Reads, working with Laura Gonzalez, and Nathaniel Dunstan<br/>Andi - communication</p> |  |  |
| <p><b>2:35<br/>Check Out<br/>appreciations</b></p> | <p><b>Personal accountability group!</b><br/><b>Beginning of each meeting<br/>moving forward</b></p> <p>Jono - reading<br/>Sydney - daily long walks<br/>Noah - art/exercise<br/>Susan - having fun with friends<br/>Violeta - going outside and<br/>playing with her family<br/>Andi - regular physical activity</p>   |  |  |

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

| Time            | Agenda Item<br>Attended:  | Roles: Facilitating -<br>Notes -  | Notes: |
|-----------------|---|---|--------|
| 3:30            | Check In  | Notes:  |        |
| 3:35<br>Reading | <p>Reading: <i>Life is what happens when you're making plans</i> - John Lennon</p> <p>Obviously today's meeting is about planning our work with Alexis, with ILT, January 6th buy back day - How do you balance work plans with plans for you or your family so that you are able to plan out a good social life as well?</p>   | Reflection -  |        |
| 3:40            | <p>Alexis potential on-site dates</p> <ul style="list-style-type: none"> <li>• <b><i>Already scheduled and confirmed Wednesday January 29th.</i></b></li> <li>• Tuesday 2/25</li> <li>• <del>Tuesday 4/15</del></li> <li>• No to the May dates (it's too busy here.)</li> <li>• Monday, June 9th through Friday, June 13th- <b>Alexis is holding these days</b></li> <li>• <b>The sooner the better:</b> Let Alexis know if you have an ILT retreat, or August days such as back to school PD when you</li> </ul> | <p>To Do:</p> <ul style="list-style-type: none"> <li>• Choose dates</li> <li>• Let Alexis know about the dates</li> <li>• Plan and create a schedule for Alexis work on those days: (ie ELD/SLD walk through, check in with ELD/SLD planning team, check in with Crew planning team, attend part of Wednesday PD)</li> <li>• <b>Who will plan Alexis' schedule?-This is extremely helpful for clarity and efficient planning</b></li> </ul> |        |

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

|      |  |   |  |
|------|--|---|--|
|      | <p>would like her to be on site for whole school PD etc. She is open in August now, but it will change quickly come the spring!</p> <p><b>Additionally:</b></p> <ul style="list-style-type: none"> <li>• Monthly check ins for SLD/ELD planning (Can be during ILT)</li> <li>• Monthly Crew check ins (Can be during ILT)</li> <li>• Alexis is working on a <a href="#">MLA Landing Page</a> which will hold our dates, important documents and a summary of our workplan/theory of action.</li> </ul> | <p>The team is wondering if you can come two days in the middle of the year and for a week at the end of the year? Once we have the dates, we can schedule her to come to ILT.</p> <p>Once scheduled:</p> <ul style="list-style-type: none"> <li>• Alexis will send out invites and you can add to with any of the “need to know” people.</li> <li>• Share schedule with team</li> <li>• Calendar the events with appropriate people</li> <li>• Add to La Nota</li> </ul> |  |
| 4:00 | <p>Review ILT Agenda January 6th planning (so that we can go over it for ILT which is tomorrow)</p> <p><a href="#">Adult Crew</a></p> <p><a href="#">Structured Crew Planning Time</a></p> <p><a href="#">Slides</a></p>   | <ul style="list-style-type: none"> <li>• <a href="#">Clarify Tight and Loose Crew</a> Expectations (how many times per week for each span?, which components?, which can be Crewified and which must be a straight up Crew</li> <li>• Next week’s middle school schedule changes</li> <li>• How and who will send out student and staff Crew surveys</li> </ul>   | <p>ELD/SLD first planning session happened last week but they will meet again this week and will plan out the January 6th.</p> <p>Adult Crew: 45 minutes<br/>Planning Time: 60 minutes for planning<br/>Break 10:25<br/>ELD/SLD: 90 minutes - 10:30 - 11:45<br/>12:30 - 3:00 Afternoon: Teachers plan in grade level teams</p> |

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

|  |   |   |   |
|--|---|---|---|
|  | Sibling 2:45 Supervision Inside at Maxwell  |   | <p>Last year Sydney would wait out front from 2:45 - 3:15 but we don't have capacity for this this year.</p> <p>Put two benches across from the office door. Students sit there. Admin go by and say hello.</p> <ul style="list-style-type: none"> <li>• Susan will put the chairs out there. Jono will tell Sheila and Adriana.</li> </ul> |
|  | <p>Announcements</p> <ul style="list-style-type: none"> <li>• Last Week Joy! <ul style="list-style-type: none"> <li>○ Thanks Susan for sending out Spirit Week days. Next year we will plan better</li> <li>○ New jackets – when to pass out?</li> <li>○ Other celebrations?</li> </ul> </li> <li>• Oratorical Student Facing Slides to all Teachers</li> <li>• Clothes Give away this week and 1st week back</li> <li>• Holiday Resources in Spanish and English</li> <li>• Safety Drills-Violeta</li> </ul> |   | <p>-Friday coffee and hot chocolate.</p> <p>-Wednesday and Thursday - pass out new swag!</p>  |
|  | <p>ON THE HORIZON FOR NEXT SLT!</p> <ul style="list-style-type: none"> <li>• February 4th and 5th EL conference in Santa Rosa. Susan, Violeta, and Noah.</li> </ul>   | Proposed Dates: April 10th and March 13th |   |

|  |  |  |  |
|--|--|--|--|
|  | <ul style="list-style-type: none"><li>● <b>Family Literacy and Newcomer support Events - March</b></li></ul> <p><a href="#">Oakland Reads</a> - Andi sent email to SLT+ about this</p> <p>Oakland Reads is a website that was developed by the OLC and OUSD early literacy team, for families and caregivers to learn how to support young readers at home. The website is aligned to district milestone grades PK-5, is translated in 6 languages, and has many hands-on activities, videos, and information to support at home literacy in accessible and fun ways from birth to upper elementary.</p> <p><b>Oakland Reads is available to present to staff and also to present at a Family Night.</b><br/>(Let's do both.)</p> <p>A resource to add to all Parent Nights:<br/><a href="mailto:nathaniel.dunstan@ousd.org">nathaniel.dunstan@ousd.org</a></p> <p>Nathaniel is a support from the district recent immigrants and can provide support in Mam too.</p> <p>Susan - point person for scheduling Oakland Reads, working with Laura Gonzalez, and Nathaniel Dunstan</p> <p>Andi - communication</p> |  |  |
|--|--|--|--|



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

|                  |  |  |  |
|------------------|--|--|--|
|                  | Jono - Support day of tasks, Budgeting, Communication<br>Sydney: Organization  |  |  |
| <b>4:20-4:25</b> | Reflection: How did we do with our planning today  |  |  |
| <b>4:25</b>      | What plans do you have for the break or what do you need to do to self actualize some quality activities over break? |  |  |

| <b>Time</b>         | <b>Agenda Item</b><br><b>Attended:</b> Violeta, Susan, Jono, Andi, Sydney, Noah   | <b>Roles:</b> Facilitating - Jono<br><b>Notes:</b> Susan   |
|---------------------|---|--|
| <b>3:30</b>         | <b>How was your break?</b>  | <b>Notes:</b>  |
| <b>3:35 Reading</b> | <b><i>Reading: A well chosen reading serves as a brief, yet powerful offering that provides a group with a touchstone, an inspiration, a provocation.</i></b> | <b>Reflection - How are we doing with implementing readings into our own meetings, leading class discussions, crew, etc?</b>   |
|                     | <b>Collaborating with EL School Designers</b>   | <ul style="list-style-type: none"> <li>• Over the next 2.5 weeks, we can schedule dates</li> <li>• Leadership team meetings between site visits <ul style="list-style-type: none"> <li>◦ We can share the calendar of</li> </ul> </li> </ul> |

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|  |  | <p>upcoming SLT and ILT meetings</p> <ul style="list-style-type: none"><li>• Meet in smaller groups to plan PD or staff Crew</li><li>• What are our SLT goals for the school before June, and how do we work backwards to support expeditions, Crew scope and sequence, etc.?</li></ul> <p>-----</p> <p>Alexis to attend our ILT and SLT team meetings. We will send invites - even if the times and days change sometimes.</p> <p>We have a big SLT/ILT - maybe one or two people can check in with Alexis and meet with one or two people. One or two people can work with Alexis to figure out her schedule here or how to work out</p> <p>Talking about how Andi can incorporate Alexis into faculty crew planning.</p> <p>How much should the work be on continuing Crew and creating consistency in Crew? And, should we start planting seeds for incorporating Expeditions next year? Do we start Expeditions next year? Do we start EL student led conferences?</p> <p>Tony: Measuring the impact of Crew. A survey for students to take.</p> <p>Sydney - bringing up the idea of some ms teachers coming together to plan a scope and sequence for our Crew. Teachers are on board with having a larger scope</p> |
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|      |  | <p>and sequence for Crew but they would need time in the summer to plan it.</p> <p>Tony - saying that autonomy for teachers to plan for their students' specific needs.</p> <p>Violeta - saying that Expeditions are an important thing to start next year. They are such a big thing. Also, buddies hasn't been really happening. Violeta also thinks that Tony and Alexis should come to SLT and ILT.</p> <p>Andi - bringing up again that how to we make Crew sustainable? Middle School students are still dreading it. Teachers are doing it but it's not their priority.</p> |
| 3:45 | <p><b>December 9th staff meeting -</b></p> <ul style="list-style-type: none"> <li>○ Once again -conflicting priorities - <ul style="list-style-type: none"> <li>■ CREW whole staff/small groups</li> <li>■ Opportunities to get out front of the whole staff and share the school wide growth, etc.</li> </ul> </li> <li>○ Do we want to have a staff celebration -first ½ of year</li> <li>○ <a href="#">The week of joy 16th-20th</a></li> </ul> | <ul style="list-style-type: none"> <li>● <b>First do Crew</b></li> <li>● <b>Then, announcements and celebrations</b></li> </ul> <p><b>What are we seeing - what are our next steps and how can we share with ILT so span leaders (Monica, for example) can share to Tk-2 the good news as well as next steps -</b></p> <p><b>Other opportunities to break down the successes?</b></p> <p><b>Teachers go to their small group Crews. Do a planned crew. After 35 minutes, go to Tim's room altogether and do a "State of the Union".</b></p>  |
| 3:55 |  | <ul style="list-style-type: none"> <li>●</li> </ul>  |

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

|      |   |   |
|------|---|---|
| 4:10 | Math Walkthrough K-2 December 9th, and also looking for CREW MLA acuerdo Metas Walkthrough for 3-8th - Dec 12th - 8:30-11:00 <ul style="list-style-type: none"> <li>We only have 5 walkthroughs Caroline, Christian, plus 3 third grades - we can get to 6, 7, and</li> </ul> | <ul style="list-style-type: none"> <li><b>Artifact we are looking for is for the META around the Acuerdo being posted</b></li> <li><b>Goal for all 3,4 and 5 to do a curriculum embedded assessment sooner than later; and then do grade level where they look at their data</b></li> </ul> |
|      | <b>Estion Check next couple of weeks</b><br><a href="#">PD Planning</a> - Use this doc to record and plan Wednesday and Monday PDs<br>-Suggest Dec 18th - Staff Celebration?  | December 14th - 4-10pm -  |
| 4:25 | Reflect back on reading   | <a href="#">Crew Student Survey</a> - to look at, choose some not all questions :)  |

11/12/24

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| <b>Time</b> | <b>Agenda Item</b><br><b>Attended:</b> Violeta, Susan, Jono, Andi, Sydney, Noah     | <b>Roles:</b> Facilitating - Jono<br>Notes - Susan   |
| 3:30        | Check in -How are you feeling about these final 8-9 days until thanksgiving break?  | <b>Notes:</b>  |
| 3:35 Crew   | <b>Reading: We cannot see our reflection in running waters, it is only in still</b> | <b>Reflection - how do we slow down or access where we are and where we are going?</b><br>Violeta saying that in the past, admin would check in with every single teacher. They would find |

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|      | <b>waters that we can see our reflection</b>   | coverage for every teacher and meet for twenty minutes with each teacher. What support do you need? How is your life going personally? One admin would do this at Sherman and another at Maxwell.  |
| 3:45 | <b>December 9th staff meeting -</b> <ul style="list-style-type: none"> <li>Other opportunities to set the narrative</li> <li>Do we want to have a staff celebration -first ½ of year</li> <li><a href="#">The week of joy 16th-20th</a></li> </ul> | <ul style="list-style-type: none"> <li><b>First do Crew</b></li> <li><b>Then, announcements and celebrations</b></li> </ul> <p>What are we seeing - what are our next steps and how can we share with ILT so span leaders (Monica, for example) can share to Tk-2 the good news as well as next steps -</p> <p>Other opportunities to break down the successes and</p> <p>Teachers go to their small group Crews. Do a planned crew. After 35 minutes, go to Tim's room altogether and do a "State of the Union".</p>                        |
| 3:55 | <a href="#">data dive</a> on November 20th - next steps and distribute the workload  | <ul style="list-style-type: none"> <li><a href="#">Slide Deck</a></li> <li>Week of December fourth need to meet with 3-5th grades to do Clever (math CEA's) <ul style="list-style-type: none"> <li>Sherman - is meeting this Thursday on Math CEAs</li> <li>Need to meet with 3-5 teachers on how to get the data they have into illuminate - Clever <ul style="list-style-type: none"> <li>Share the why - how to look at trends of the grade - growth and strengths</li> <li>Use stip sub to enter data</li> </ul> </li> </ul> </li> </ul> |

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|      |   | <p>in illuminate</p> <ul style="list-style-type: none"> <li>• Math is entered into the Pair - <ul style="list-style-type: none"> <li>◦ Need to talk with Caroline, Christian, Laura - to see where we are at with CEA's and inputting them.</li> </ul> </li> </ul> |
| 4:10 | <p><b>Thanksgiving Break To Do's</b></p> <ul style="list-style-type: none"> <li>• PS Messaging: week we come back is Picture Retake,</li> <li>• Expos coming up and good time to catch up on work <ul style="list-style-type: none"> <li>◦ Monthly Memo? - coming out this week - what to include: <ul style="list-style-type: none"> <li>■ Conferences</li> <li>■ Report cards</li> <li>■ Bailaton</li> <li>■ Expos</li> <li>■ Picture retake dec 5</li> <li>■ Lot's to celebrate with growth</li> </ul> </li> </ul> </li> </ul> | <p><b>Goal for all 3,4 and 5 to do a curriculum embedded assessment and then do grade level where they look at their data</b></p>  |
|      | <p><b>Estion Check next couple of weeks</b><br/> <a href="#">PD Planning</a> - Use this doc to record and plan<br/> Wednesday and Monday PDs<br/> -Suggest Dec 18th - Staff Celebration?</p>  | <p><b>December 14th - 4-10pm -</b></p>   |
| 4:25 | <p><b>Reflect back on reading and meeting - how are we working to "Still the Waters" so we can see our successes during this "Change management time" especially as we close on end of first year?</b></p>  |  |

11/08/24

| Time      | Agenda Item<br>Attended: Violeta, Susan, Jono, Andi, Sydney   | Roles: Facilitating - Jono<br>Notes - Susan  |
|-----------|---|--|
| 9:00      | Check in - Any special plan for three day weekend?  | Notes: Golda will be peppermint  |
| 9:05 Crew | <p>Reading: The quote “We are what we repeatedly do. Excellence, then, is not an act but a habit” is often attributed to Aristotle, but it was actually written by Will Durant.</p> <p>The quote is about the idea that excellence is achieved by repeatedly doing something. Aristotle believed that habits are the primary factor in determining a person's character. He also believed that virtues are habits of the soul that allow people to act well, and that these habits are acquired through practice.</p> | <p>(cont.)</p> <p>Some say that the idea of excellence as a habit can be applied to many areas of life, including fitness and business. They say that to achieve excellence, people need to make good decisions consistently, rather than just doing the right thing once</p> <p>Reflections: What habits do we have that are ingrained - are there any habits we would like to grow in ourselves or our school?</p> |

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|                   |  |  |
| 9:15 Initiative - | <p>Staff meetings and school wide communication - how do we get in front of folks and create the narrative of the change we are creating and seeing:</p> <ul style="list-style-type: none"> <li>• Three strong strands</li> <li>• High functioning FC</li> <li>• New Staff - growing, learning, jumped right in</li> <li>• PD is more responsive and timely this year</li> <li>• ILT more consolidated but representative and functioning</li> <li>• Crew is happening and growing - long way to go - but laying a foundation</li> </ul> | <p>Q: How do we shift the narrative - practice communicating the good and the shifts</p> <ul style="list-style-type: none"> <li>• Generally we bury the headline</li> </ul> <p>Staff meeting; at Grade Spans - can we have, along with a reading and an initiative - a time to take a few minutes to share what we are seeing: K and 2 are killing it in letter sounds, foundational reading components - etc.</p> <p><a href="#">PD Planning</a> - Use this doc to record and plan Wednesday and Monday PDs</p> |
| 9:30              | <p>Debriefing Tony and next steps:</p> <ul style="list-style-type: none"> <li>• January 6th plans</li> <li>• The good - Crew is happening more and more - how do we build, what are we seeing, etc.</li> </ul>   | <p>Next Steps for Jan - 6th</p> <ul style="list-style-type: none"> <li>• Need to add a Acuerdo META to everyone's board <ul style="list-style-type: none"> <li>◦ With this we need to give time for planning both for Crew lessons and how to tie the Acuerdo learning to current curriculum</li> </ul> </li> </ul> <p>Next Steps - report out to staff Tony's visit and patterns we are seeing</p>  |
| 9:45              | <p>Kate at SLT plus as well as <a href="#">data dive</a> on November 20th -</p>  | <p>What are we seeing - what are our next steps and how can we share with ILT so span leaders (Monica, for example) can share to Tk-2 the good news as well as next steps - Week of DEcember fourth need to meet with</p>  |



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

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|             |  | <b>3-5th grades to do Clever</b> <ul style="list-style-type: none"><li>• December 9th staff meeting -</li><li>• Need to message- No Staff Meeting November to support Conferences and acknowledge everyone's workload</li></ul> |
| <b>9:55</b> | <b>Reflect - what did we do today? What does this show about our habits - organizationally, as a leadership team, etc.</b> |   |

Meetings are twice a month with, violeta, jono and; and twice a month with Sydney, Noah, and Andi  
11/04/2024

|             |   |  |
|-------------|---|--|
|             | <b>Attended:</b> Violeta, Susan, Jono, Andi, Sydney   | <b>Roles:</b> Facilitating - Jono<br>Notes - Susan |
| <b>Time</b> | <b>Agenda Item</b>  | <b>Notes</b>                                       |
| 3:30        | <b>Welcome and check in - hello crew - fist to five - how are you feeling about the election?</b> |  |

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| 3:35             | <b>Reading and centering: If you are walking down the right path, and you are willing to keep walking, eventually you will make progress</b><br><i>(Barack Obama)</i> | <b>In pairs and share out</b>   |
| 3:40             | <b>PD with Tony on Wednesday</b>  | <p>-SLCs for 4th and 5th with Tony</p> <ul style="list-style-type: none"> <li>• Check in about upcoming SLCs to discuss the templates they are using</li> </ul> <p>-MS meet with Tony (potentially around gearing up for 8th Grade Portfolios and/or MS Expos)</p> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>• At ILT we will figure out when the middle school wants to meet with Tony. topic: Expo and Capstone Project.</li> <li>• Then we will work around the time to find half an hour for 3rd - 5th grades.</li> </ul> |
| SLT conversation | <b>Elections- how to prepare to support the community if needed-Violeta</b>   | <b>How to support if the republican nomination wins -</b><br>Resend resources for RJ circles and ways to talk to students. Andi will resend the resources. It's more relevant to the older students. Also, send a message to parents saying how we will support our students.   |
|                  | <b>Admission Tour dates decided on the website ASAP; middle school</b>  | <p>One Kinder admission in December and two in January.</p> <p><math>\frac{2}{3}</math> goes to ELLs and <math>\frac{1}{3}</math> to others (this becomes filling with middle class kids)</p> <p>In November, Andi goes to Head Starts and advocates.</p> <p>Also - a Middle School Tour in December.</p> <p>One December date for Tk/K</p> <p>Two December dates for MS</p> <p>Two January dates for Tk/K</p>  |

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

|  |   |   |
|--|---|---|
|  |   | One January date for MS<br><br>Andi will go to the Head Start presentations. Violet will set up the MS dates. |
|  | <b>Safety Plan-if time allows</b>                                   | Violeta will share plan visuals to Jono who will send them to Vilma   |
|  | <b>Closeout: How do you like to be cared for by your coworkers?</b> |   |

11/01/2024

9:00-10:00

| <b>Time</b> | <b>Agenda Item</b>  | <b>Notes</b>  |
|-------------|---|---|
|             | <b>URGENT</b> -Response to Michael Darwal's request for a meeting-Violeta | Next step - email both families - dad wants to meet with us -<br>Kate Sugarman - in Legal - vaca is on it - sheila white<br><br>Invite wednesday 10:00-10:25  |
|             | <b>Special Ed how to appreciate - susan</b>                               | Holly, lena, gabriela, mariah, mary, ale, kailen, ia, ash, sonia, ebony, noelli -<br>I added Michelle and Fabiola<br>Next step cards for monday - sign at PD today -  |
|             | <b>For ilt - edl</b>  | We are in agreement - two hours for each class; nicoya gets two hours; not a required assessment - two hours for any teacher - not training neftali on it and angelica and neftali we don't know how much they have used benchmark - iready scores are helpful -<br>Luz - two hour max - the rest is on the teacher to use their own time - |

10.28

Welcome -

| Time | Agenda Item  | Notes   |
|------|--|---|
| 3:30 | Check in - Halloween Plans including school dress up?  | Sherman - 2:00-2:30 Fall Dance<br>Characters of toy story (buzz lightyear and Mrs.Potato head)<br>→ stop at 2:30 and line up at your lines and enter auditorium and then open gates<br>Maxwell 3-5 - Dance Party<br>Maxwell 6-8 - blow-up costume for Fun Friday  |
| 3:35 | Reading - <i>"Sell your cleverness and buy bewilderment"</i> RUMI  | Reflect -in trios - what comes to mind<br><br>Be a learner! Listen more! Be curious!  |
| 3:40 | Are we meeting weekly or bi-weekly<br>Violeta, susan and I are supposed to meet twice monthly  | Meeting 2nd and 4th mondays with SLT +;<br>violeta, jono, susan will meet weekly see item later in agenda   |
| 3:45 | Review and adjust agenda - what do we need to add - and adjust length of items   |   |
| 3:50 | Initiative - debrief tony's visit and implications - for us <ul style="list-style-type: none"> <li>Initiative/<a href="#">MLA Crew objectives October from EL</a> Tony Shared</li> <li><a href="#">SLC's template from Conway</a></li> </ul> | Next Steps for SLC: <ul style="list-style-type: none"> <li>Show the SLC slide deck to the teachers.</li> <li>Let them use it as needed/comfortable for this next round of SLC</li> <li>We will use this in the spring as possible</li> <li>Next year, the whole school will start doing SLCs</li> </ul> |

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

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|      |   | <p><u>Norming share at least:</u></p> <ul style="list-style-type: none"> <li>- IReady Scores and my stretch goal</li> <li>- Slide about Acuerdos: students choose a habit to focus on</li> <li>- Slide about Math reflection and goals</li> <li>- Slide about Reading goals</li> <li>- Slide about Writing goals</li> <li>- Share some of the work they are most proud of and say why</li> </ul> <p>Share the slide deck in La Nota. We will talk about it in the span meetings.</p> <p>Middle School: at the middle school meeting decide which</p> |
| 4:05 | <p><a href="#">I-Ready PD Offerings, from Nichole Rawlings</a> (link to sign up):</p> <ul style="list-style-type: none"> <li>• November/December Topics: Review how to get the best data for students on the diagnostic (How to have data chats with students? What materials are out there to motivate students? What should the teacher be doing while students are assessing?)</li> <li>• January/February Topics: Student Growth Data Dive (How can I help all learners succeed? What domains did students show growth in? Which domains should I focus on?)</li> <li>• March/April Topics: CAASPP Prep Using i-Ready (What specific standards does my class need to review? How can standards mastery, formatted like CAASPP, help my students practice?)</li> </ul> | <p>Let's schedule Nichole to come in around January to show us how to</p>  |
| 4:10 | Other PD between now and December   |  |

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

|      |                                    |  |
|------|------------------------------------|--|
|      | 20th                               |  |
| 4:20 | Absences -norming teacher absences | <p>Mayer talk to Sheila - if it is a crisis -</p> <ul style="list-style-type: none"> <li>• Review putting in absence</li> <li>• Personal days -can be short notice - <ul style="list-style-type: none"> <li>○ Bereavement for example</li> <li>○ Funerals -</li> </ul> </li> </ul> |
|      | Attendance                         | Principal can approve Independent Study.   |
| 4:25 | closing                            |  |

10.18

| Time         | Agenda Item   | Notes |
|--------------|---|-------|
| 4:30         | Check in -  |       |
| 4:33 Reading |   |       |
|              | <p><a href="#">I-Ready PD Offerings, from Nichole Rawlings</a> (link to sign up):</p> <ul style="list-style-type: none"> <li>• November/December Topics: Review how to get the best data for students on the diagnostic (How to have data chats with students? What materials are out there to motivate students? What should the teacher be doing while students are assessing?)</li> <li>• January/February Topics: Student Growth Data Dive (How can I help all learners succeed? What domains did students show growth in? Which domains should I focus on?)</li> </ul> |       |

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

|                                      |  |  |
|--------------------------------------|--|--|
|                                      | <ul style="list-style-type: none"> <li>March/April Topics: CAASPP Prep Using i-Ready (What specific standards does my class need to review? How can standards mastery, formatted like CAASPP, help my students practice?)</li> </ul> |  |
|                                      |  |  |
|                                      |  |  |
|                                      |  |  |
| PD this Wednesday and next Wednesday |  |  |
|                                      |  |  |
| Announcements:                       |  |  |
| On the horizon                       |  |  |

**Date 10.15.24**

| Time | Agenda Item | Notes |
|------|-------------|-------|
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Helpful Links: [MLA Year-Long Calendar 24-25](#)

|                                       |  |  |
|---------------------------------------|--|--|
| 4:30                                  | Check in - How are you doing today - fist to five  |  |
| 4:33 Reading                          | <p><b><i>Basic things are not as basic as they appear - there is quite a bit of planning involved and communication.</i></b></p> <p style="text-align: right;"><b>Susan McGrath - MLA</b></p> <p><b>Sub-Directora!</b></p>                         |  |
| 4:37                                  | Global Floyd Response:   | <p>Sydney will go to a meeting this week and will present to the staff. We did prioritize getting folks trained in CPI and more people trained in RJ.</p> <ul style="list-style-type: none"> <li>- Review school safety plans and roles. (Need to show SSC and teachers as well)</li> <li>- The safety of our streets.</li> </ul>  |
| 4:40 EL Visit update: tony 21st 8:00- | <p>Tony lands 8:00- sherman 9:00-10:00 debrief 10:00-11:00 then visit maxwell Maxwell 11:00-3:00</p> <p>Staff Meeting 3:25-4:15 - what tools do we need to make the next move - physical initiative</p> <p>Tony to run the Crew for 50 minutes</p> | <p>Next Step: Noah and Violeta share on the 16th the walkthrough and have teachers' choose some indicators to look for on the 21st -</p> <p>3:25 - 4:15 pm - In Tim's Room -</p> <p>Next Step 2: We need regularly scheduled walkthroughs through December 21st</p> <ul style="list-style-type: none"> <li>• and communicate to faculty how and when</li> </ul> <p>Some easy,, ready to go spanish resources - initiatives he can direct us too - Make and Take!</p> |
|                                       | California Shakeout  | Drill on Friday, Jono sent slack   |



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| <p>4th grade support<br/>4:50-5:00</p>      | <p>Need to pick a day for support in 4th grade PD; with noah, sydney, gloria 10/16</p> <p>Jono, susan and gloria 3:00-3:30 outlining the transitions - to support <a href="#">Renorming the 4th grade transitions</a></p> <p>Noah to join 3:30-4:00 SIPS focus and scheduling</p> <p>Come into sipps to do the training</p> <p>Gloria, Jono, Susan - Norming</p> | <p><b>Vision:</b> Transitions; Lining up; norming classroom expectations - how long should it take to line up? What are the steps? Can we all do the exact same thing?<br/>Maybe an assembly<br/>Taking advantage of the natural transitions -<br/>We have normed lunch pick up</p> <ul style="list-style-type: none"> <li>- Hallways and water and bathrooms</li> <li>- Grade level reward system</li> <li>- Can give whole class a point - and when reward happens the student/s who is messing up is not rewarded.</li> <li>- "I noticed 24 folks did what was asked and we are going to honor them . . . .unfortunately one of the members of our community is not showing -</li> <li>-</li> </ul> <p>Mayer to make a plan of all transitions:</p> <ul style="list-style-type: none"> <li>• Breakfast</li> <li>• Core 1 to 2</li> <li>• Lunch Pick-up</li> <li>• Recess Pick up - Core to Specials             <ul style="list-style-type: none"> <li>○ Talk with special teacher if you need a ½ way walk meeting spot</li> </ul> </li> <li>• ELD</li> </ul> <p><b>Big Aha</b> - sometimes you have to walk with a Shitty Line - breakfast just get to your spots;</p> |
| <p>PD this wednesday and next wednesday</p> | <p>This Wed - helping fourth norm; choosing walkthrough protocols<br/>District PD - <a href="#">Sherman PD</a><br/>PD - sherman 15, 22nd and end of cycle<br/><a href="#">More Sherman PD</a></p>  |   |

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

|                            |   |   |
|----------------------------|---|---|
|                            | <a href="#">3rd - 5th Slide Deck</a><br>Middle school planning crew - rj circles facilitation - |   |
| Sown to Grown<br>5:15-5:20 |   | Every student do the initial Sown to Grow Survey. Every student do the weekly check ins. There has been resistance in the younger grades. Violeta will announce this during tomorrow Wednesday PD. In 3rd - 8th they can do it during Crew. |
| Announcements:             | Noon supes are posted - by tomorrow -   |   |
| On the horizon             | Safety plan   |   |

***Basic things are not as basic as they appear - there is quite a bit of planning involved and communication.***  
**Susan McGrath - MLA Sub-Directora!**

**Date:** 10.11.24;  
**Time keeper:** 9:00-10:00  
**Present:**

**Facilitator:**  
**Note taker:** jono

| Time | Agenda Item  | Notes   |
|------|--|---|
|      |  | District Initiatives: and when to meet with staff |
|      | <ul style="list-style-type: none"><li>• <a href="#">Crew Walkthrough tool</a>-- Teachers can use this as a "menu" to choose indicators they'd like visitors to look for;</li></ul> |   |

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

|                   |  |   |
|-------------------|--|---|
|                   | <p>they might select these for their grade band. Ideally ,you might land on 6 or fewer indicators spread across the categories/number headings.</p> <ul style="list-style-type: none"><li>• <a href="#">MLA Work plan template</a>-- I've pre-populated this with the Crew goal information from the school model I shared with you just as a starting point as you suggested, and I've highlighted in green the Character dimension areas we'll want to design/clarify for MLA's Crew goals. Here's a work plan overview <a href="#">model</a> from Conway, if it's helpful; 20,000 foot view, same components, arranged differently.</li></ul> |   |
| 4th grade support | <p>Need to pick a day for support in 4th grade PD; with noah, sydney, gloria 10/16</p> <p>Jono, susan and gloria 3:00-3:30 outlining the transitions - to support <a href="#">Renorming the 4th grade transitions</a></p> <p>Noah to join 3:30-4:00 SIPS focus and scheduling</p>  | <p><b>Vision:</b> Transitions; Lining up; norming classroom expectations - how long should it take to line up? What are the steps? Can we all do the exact same thing?</p> <p>Maybe an assembly</p> <p>Taking advantage of the natural transitions -</p> <p>We have normed lunch pick up</p> <ul style="list-style-type: none"><li>- Hallways and water and bathrooms</li><li>- Grade level reward system</li><li>- Can give whole class a point - and when reward happens the student/s who is messing up is not rewarded.</li><li>- "I noticed 24 folks did what was asked and we are going to honor them . . .</li></ul> <p>.unfortunately one of the members of our</p> |

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

|  |   |   |
|--|---|---|
|  | <p>Come into sipps to do the training</p> <p>Gloria, Jono, Susan - Norming</p>  | <p>community is not showing -</p> <p>-</p> <p>Mayer to make a plan of all transitions:</p> <ul style="list-style-type: none"> <li>• Breakfast</li> <li>• Core 1 to 2</li> <li>• Lunch Pick-up</li> <li>• Recess Pick up - Core to Specials <ul style="list-style-type: none"> <li>◦ Talk with special teacher if you need a ½ way walk meeting spot</li> </ul> </li> <li>• ELD</li> </ul> <p><b>Big Aha</b> - sometimes you have to walk with a Shitty Line - breakfast just get to your spots;</p> |
| Update on supervision                          | Violeta - where are we in the process for noon supes? We have two jobs posted   |   |
| Walkthrough follow up from sherman 10/9        | Wednesday PD at Sherman - sharing out trends; and artifacts; Grade span ILT 3:30 -  | <p>Middle school tough to get to a second time.</p> <p>Next steps - need to have some middle schoolers see it in action.</p>  |
| Costume day or whatever it is - free dress day | <p>Next steps - in la nota, mayer's memo, parent square we will share the <a href="#">protocols on free dress day</a></p> | <p>Parent square - mayer</p> <p>Mayer's memo - mayer to start</p>   |
| Mayers memo                                    | Costume - minimum days coming up, november parent teacher conference  |   |

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

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|  | and second report card and first report i<br>ready night - next testing window |  |
|  | Sown to Grow   |  |
|  | Leadership Team Check-In   |  |

**Date:** 9.26.24

**Time keeper:** 3:30

**Present:** Noah,, Violeta, Susan, Jono, Sydney

**Facilitator:**

**Note taker:** jono

|  |  |  |  |
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|  |  | Who will show new teachers how to do report<br>cards at Sherman? |  |
|  |  |  |  |
|  |  |  |  |

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

|   |  |   |   |
|---|--|---|---|
| check                                       |  | Pina colada; chicken tender breaded fried<br>Mojitos at green juice - fried calamari<br>Mescal - nidos - margarita - big shrimp<br>Bloody Mary - spicey curly fries - | October 4th - let's tiki ba   |
| Next weeks<br>location<br>friday the<br>4th |  | Noah's tiki bar festival - 4:00 we open bar   |   |
| 2nd grade<br>bravo sub                      |  | Noah will train simone to run sipps groups - if not<br>able - noah will help 10:20-11:20  | Noah will train simone and great investment - add<br>to the coverage calendar |
| Tony and<br>next steps<br>EL<br>education   |  |   |   |
| Walkthroug<br>hs week of<br>October 7       |  | Jono to figure you 3, 4, 5 walkthrough on crew<br>Noah to create schedule for Monday october 7th<br>8:45-9:45<br>Middle school on Wednesday the 9th or 16th           |   |
| ELD<br>training                             |  | Notes - good benchmark training - do we have in<br>house talent to teach ELD - gloria, monica   | Susan to help izzie   |

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

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**Date:** 9.18.24

**Time keeper:**

**Present:** Noah, Andi, Violeta, Susan, Jono, Sydney

**Facilitator:**

**Note taker:** Sydney

| Time   | Topic                      | Notes   | Next Steps |
|--------|----------------------------|---|------------|
| 10 min | Check in and Norms         | What brings you peace?<br>What norm will you lean into today?   |            |
|        | Truckee and PD this Friday | <ul style="list-style-type: none"><li>Many people are no longer attending, we will have 8 or 9 people going</li></ul> <p>PDs on Friday</p> <ul style="list-style-type: none"><li>TK will be going to a TK specific training</li><li>District PD offered on Eureka, 9:00-10:30: Lupe interested</li><li>Some of secondary will be going to trainings</li></ul> <p>8:30-9:00 Crew in the Morning<br/>12:00-1:15 Planning for Small Group Instruction</p> <ul style="list-style-type: none"><li>Susan will check in with Gloria and Laura</li><li>ELD/SLD (the most qualified adult works with small groups)</li><li>Intervention time (How do you train students to do centers while you pull a small group?)</li><li>UED (Who is in it? What are you using?)</li></ul> |            |

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

|  |                         |   |  |
|--|-------------------------|---|--|
|  |                         | <p>1:15-3:15 Exit Tickets (screenshots of these)</p> <ul style="list-style-type: none"> <li>• Must do: Emergency sub plans (Violeta and Susan will email)</li> <li>• Must do: Keenan trainings</li> <li>• May do: Other planning as needed</li> </ul>   |  |
|  | PD Updates              | <ul style="list-style-type: none"> <li>• Breakfast in the Classroom &amp; Violence in the Workplace: Violeta will make the slides <ul style="list-style-type: none"> <li>◦ Noah will facilitate in TK-2</li> <li>◦ Susan will facilitate in 3rd-5th, then 6th-8th</li> <li>◦ We need signatures from staff</li> </ul> </li> <li>• Data Dive from Kate: Susan, Noah <ul style="list-style-type: none"> <li>◦ Noah and Susan will share at ILT</li> <li>◦ They are meeting with Kate tomorrow</li> <li>◦ MTSS Fridays will</li> </ul> </li> <li>• Safety: -Slides are done. We need to find time to present to staff. <ul style="list-style-type: none"> <li>◦ Fire drill moved to 27th for Maxwell. Add this to La Nota.</li> </ul> </li> <li>• GFVR: slides are made <ul style="list-style-type: none"> <li>◦ Next MTSS Friday, Susan will facilitate</li> </ul> </li> <li>• PDs from ELLMA office: <ul style="list-style-type: none"> <li>◦ Sep. 25th K-2 teachers "Benchmark Digging Deeper"</li> <li>◦ Oct. 9th K-3 on ELD</li> <li>◦ 2:30-3:30</li> <li>◦ Noah</li> </ul> </li> </ul> |  |
|  | URFs and Aeries entries | <p>Jono, Susan, and Violeta<br/>Sheila and Ms. Vaca?</p>  |  |



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

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|  | Morning Supervision at both campuses |  |  |
|--|--------------------------------------|--|--|

**Date:** 9.13.24

**Facilitator:** Jono

**Time keeper:**

**Note taker:** Sydney

**Present:** Jono, Violeta, Susan, Noah, Andi, Sydney

| Time   | Topic              | Notes  | Next Steps |
|--------|--------------------|--|------------|
| 10 min | Check in and Norms | <p><b>Check In</b><br/>How were you able to self actualize your work?</p> <ul style="list-style-type: none"><li>• Mayer - worked without interruption</li><li>• Noah - New reading tutor; modeling lessons and coaching - the paras and teachers</li><li>• VIOLETA - holding a 30 minute time during the work day to do emails - by end of Month have inbox clear -</li><li>• Susan- Held role of Director in real time</li><li>• Sydney - meeting 1-1 with teachers - discussing cost issues and next steps and BUILDING strong relationship with Luz (5) sydney and gloria <math>\frac{3}{4}</math></li><li>• Andi -SST system - using Iready and behaviors - trying to streamline</li></ul> <p>Norms:</p> <ul style="list-style-type: none"><li>• Susan: on topic</li></ul> |            |

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|        |                         |   |   |
|--------|-------------------------|---|---|
|        |                         | <ul style="list-style-type: none"> <li>• Noah, Jono: Encouraging other voices</li> <li>• Violeta, Sydney: letting people finish their ideas</li> <li>• Andi: collaboration</li> </ul>   |   |
| 5 min  | Reading                 | <p>Reading:<br/>"You reap what you sow. You reap after you sow. You reap more than you sow."</p> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• It's important to focus on the positive that you've put out into the community, and recognize how it comes back.</li> <li>• The impact of our work isn't immediately seen, but comes in due time.</li> <li>• With coaching, we make small adjustments that will pay dividends later.</li> <li>• Investing in relationships</li> </ul>  |   |
| 25 min | 3rd and 4th Grade Needs | <p>All other grades are on point for the most part – so we need to brainstorm and set up systems of support:</p> <ol style="list-style-type: none"> <li>1. Mentor Mentee relationships - not too many cooks in the kitchen</li> <li>2. Training for Mentees with expectations - Line; engagement, 100% making learning mandatory and support for coaches - sydney, gloria - and how susan and I work with teachers being evaluated.</li> </ol> <p><b>3rd</b><br/>Sydney has talked with Gloria - (new to coaching) and getting resistance from mentees - may need to re-enter - ask how she can help and mentor; she has seen how Izzie and Sydney work together, and wants to get there with Angelica and Nef.</p> <p><b>4th</b></p> | <p>Next Step: Wednesday - 4th grade total focus on transitions - job is not for students to figure out what different adults want -</p> <p>Support Gloria to build relationships</p> <p>Jono will meet with Angelica on Tuesday and be there for a model lesson on Wednesday</p> <p>Meeting with Luz, Christian, Gloria, Caroline and</p> |

|  |  |  |
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|  | <p>Sydney spoke with Luz also and Christian is floundering, asking multiple people for multiple kinds of support.</p> <p>Lani - struggling - transitions - all fourth grade is struggling.</p> <ul style="list-style-type: none"><li>• How have they taught transitions? What are the key steps?</li></ul> <p>4th Taller/ELD (4 kids with Izzie for ELD, 4 with Lani for ELD, 4 with Christian for math)</p> <p>Transitions</p> <ul style="list-style-type: none"><li>• Team needs to norm - anchor chart - for all transitions</li><li>• Norm - all three teachers; focus on all transitions, timing, etc.</li></ul> <p><b>5th</b></p> <p>Luz is working with Tarina - trying to figure out how to mentor and get some collaborative energy</p> <p><b>3rd-5th Timeliness</b></p> <ul style="list-style-type: none"><li>• What happens when people are late? How does that affect our community?</li><li>• For next year: make lunch a few minutes longer to add transition time?<ul style="list-style-type: none"><li>◦ This is a slippery slope of teachers then wanting more and more</li></ul></li></ul> <p>Grade Level Time Needs</p> <ul style="list-style-type: none"><li>• Sydney has been attending MS meeting, and then not being in MS PD, to be in 4th and 5th meetings, rather than supporting PD</li></ul> | <p>Jono</p> <p>Luz will see 4th transitions next week for the 5 minutes when classes move to rotate together</p> <p>Develop 5 key expectations, and use interactive modeling</p> <p>Refer students to the habits</p> <p>At a 3rd-5th Wed. PD time, Luz will underline these expectations in a community setting</p> <p>Jono will email Charity and Laura to say that Sydney has to focus on 3-5 grade span right now</p> |
|--|--|--|

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

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|    | PD Day<br>Next Friday | SLT Attending: Noah, Violeta, Jono, Sydney<br><br>If teachers are staying, we need people on site<br><br>District PD: Sofia Carlos, Ia<br>Truckee: Julie, Lena, Angelica, Luz, Ale, Beatriz,<br>Charity, Marina, Johanna, Cristina, Laura<br>Staying at Site: Nicoya, Chloe, Caroline, Tim, Hilda,<br>Tyler   |  |
| 10 | PD:                   | Could we make this part of the ask for Friday (people who are staying review this as part of their PD assignment)<br><ul style="list-style-type: none"> <li>• Breakfast in the Classroom: Violeta</li> <li>• Violence in the Workplace: violeta</li> <li>• Data Dive from Kate: Susan, Noah -</li> <li>• Safety:</li> <li>• GFVR: Sydney</li> </ul> |  |
| 5  | PD on<br>Benchmark    | September 25 (K-2), at Bridges 2:30-3:30 on<br>Foundational Skills<br><br>October 10th, at Greenleaf 2:30-3:30 on d-ELD   | Noah will confirm that we are going<br><br>We need to discuss how this will affect<br>Sherman's prep on Wed. |
| 5  | Closing               | How are we feeling now?<br><ul style="list-style-type: none"> <li>• Shoutout to Jono for having and sticking to the agenda</li> <li>• Shoutout to Sydney for taking notes ;)</li> <li>• We should rethink timing for these meetings since TSAs teach and cannot always make it to them, which hurts our Crew</li> </ul>                             |  |

**Date:** 9.9


**Time keeper:**

**Facilitator:**

**Note taker:**

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

Present: Jono, violeta, susan

| Time  | Topic                    | -  | Next Steps  |
|-------|--------------------------|--|---|
| 12:15 | Check in                 | Check in - Day 20 - what is going well what is an area of growth for you?  | <ul style="list-style-type: none"><li>• Fun to do count with Ian - easy to get into each classroom - growth - budget and more fun</li><li>• Personnel going well<ul style="list-style-type: none"><li>○ Being a “whenner”</li></ul></li></ul>                         |
| 12:20 | reading                  | We get the results we prioritize and are looking for<br><br>Schedule walk throughs- I see wednesday on the schedule - should we be scheduling during crew for middle school?<br><br>Bi-weekly with two folks - MS - one week; Tk-2 and 3-5 the opposite week<br><br>Middle School: 12:19 to 1:09 This Wednesday Susan, Jono, charity and Ian<br><br>Tk-2 8:45- Monday 16th 8:45-9:45<br>3-5 September 18th from 8:40 - 10:00 -<br>Third grade teaching by 8:50 | Communicate grade spans and on wednesday about walkthroughs - in person<br><br>Neft: tell sheila approved and talk with neft.<br>Micro- adjustments - defensive and rude;<br>Mayer set up meeting monday and union - monday - mayer during prep - 10:30-11:00         |
| 12:30 | Scheduling walk thoughts | <a href="#">Example of walkthrough and tracker</a> <ul style="list-style-type: none"><li>• <a href="#">TSA Coaching Tracker</a></li></ul>  | Schedule walk thoughts - each focuses and leads their span -<br>Violeta is on it - ready for MS walkthrough on Wednesday HERE <br><a href="#">MLA Walkthroughs Feedback Form</a> |
|       | Safety Plan              | Susan to Sherman to work on it?  | Susan and violeta finish all safety work for the year! Susan to sherman 10:30   |

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

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|      |   |   | Charity and jono to middle school   |
| 9:25 | Grade Span prep and leading for Tuesday | Monica, marina and beatriz and violeta and noah - grade level leads - opportunity for teacher leaders feedback for wed PD - crew -  | Send reminder invite - done<br>- Norms - support - use wednesday and get feedback on grade level PD needs -<br>- Jono and violeta and noah - tomorrow quick meeting |
| 9:35 | Look at last week's business and review | 2nd grade field trip<br>High flyers - vincent IEP; bennie - SST behavioral specialist -<br>Outlying Behaviors - concerns:<br>1. Last year public urination<br>2. Public defecation<br>3. Before arrived - recommended SDC placement<br>4. Question - Is the language at this time too restrictive of an environment | Violeta to get a bus price November 15th - 9:30-1:30<br><br>Violeta to let Micaela know ahead of time if 1-1 is a recommendation;                                   |
|      |   |   |   |
| 9:50 | On the horizon                          | SSC 9/16<br>Truckee - 9/20 I booked truckee - two nights - <a href="https://docs.google.com/forms/d/1vEymxUrloPvo5gLxC4KThGBhTte19RO5bY9SdVgvxxg/edit">https://docs.google.com/forms/d/1vEymxUrloPvo5gLxC4KThGBhTte19RO5bY9SdVgvxxg/edit</a>  | About 20 people going - need to work with folks from  |
|      |   |   | 4 rugs -  |

**Whatter**

**whenner**

**Date:** 8.29.2024

**Time keeper:**

**Present:** Jono, violeta, susan

**Facilitator:**

**Note taker:**

| Time | Topic              | -   | Next Steps   |
|------|--------------------|---|--|
| 3:00 | Last week's update | <ol style="list-style-type: none"> <li>1. Jose luis is now on both campuses - found some money! Assemblies going well</li> <li>2. BusNeed support - violeta - to get a bus quote for second grade November 15th</li> <li>3.</li> </ol>  | <p>Violeta to get bus, work with mayer and sheila to get Oakland ed fund to pay</p> <ul style="list-style-type: none"> <li>• Cristina or andi - violeta to communicate November 15th -</li> </ul>  |
| 3:05 | Morning Coverage   | <ol style="list-style-type: none"> <li>1. Need to go back to last year's plan: Susan MF; Violeta Tu/Th - Violeta; Jono Wed;</li> <li>2. Jono needs to start using slack</li> <li>3. Clarify responsibilities and timing (7:45?)               <ol style="list-style-type: none"> <li>a. We are all on board - 7:45</li> <li>b. Slack on "Coverage"</li> </ol> </li> </ol> | <p><a href="#">Link to Coverage Norms</a></p> <p>In generalL Shiyon to Maxwell M, T, W, Th<br/>Simone to Sherman M, T, W, Th<br/>Shiyon to Sherman F<br/>Simone to Maxwell F</p> <p>However, we need to Slack and verify the location each morning as it can change depending on coverage needs.</p> |
| 3:10 | STIP sub coverage  | <p>Need a plan - vaca/sheila or susan/violeta? DRAFT</p> <p>Step 1: Susan touches base with Sydney and adds to coverage calendar - and adds it in green.</p> <p>Violeta Strategy - Give a daily schedule - around 8:35 or 8:40 working off a draft</p> <p>AP assigns STIP to the room that needs additional help</p>  | <ul style="list-style-type: none"> <li>• Idea of adding all stip sub duties to the coverage calendar after an 8:30 check in</li> <li>• S</li> </ul> <p>Start UED - with Shiyon wiith 3,45, wednesday the 4th.</p>  |

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

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|------|--|---|---|
|      |  |   |   |
| 3:20 | Truckee                                  | Sending out letter and google doc; \$85.00; 184.00 friday   | Tuesday or Wednesday - need to make a decision  |
| 3:30 | New business- SSC Safety Plan            | Fire Drill tomorrow - is that happening? Timing<br>Violeta - can you take a lead on the safety plan and scheduling it and putting la nota and finish the slide deck with Susan's support.<br><br>Need to finish - adding all the drills and show teachers - | 10:25<br>Violeta will check in noah- probably 9:35; violeta to text andi - asemblea to finish at 9:33 or so                                   |
| 3:40 |  | Where are we with noon supe and reading intervention new hires?   |   |
| 3:45 | Bulletin boards for back to school night | How are looking for back to school night bulletin boards - should stips subs work on this   | La nota - ask art teacher to support; parent to help with bulletin boards -<br>Ask andi - can we get staff pictures with names up on a board? |

**Date:** 8.23.2024

**Time keeper:**

**Present:**

**Facilitator:**

**Note taker:**

| Time | Topic   | - | Next Steps |
|------|---|---|------------|
|      | <a href="#">VRT Plan</a><br>* Train on this on September 25th |   |            |



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

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|-----------|--|---|--|
|           |  |   |  |
|           | <a href="#">Roles and responsibilities</a>                             |   |  |
| 1:30      | Garden and Budget schedule   | Jose Luis - Only 1 day a week<br>Which site? –<br>Need to come up with money - \$50 x 3 hours<br>\$150 x 30 - \$5000  | Need to pick a site -<br>Andi will let Jose Luis know about where he will start<br>Start with Sherman until we get enrollment up<br>Mayer to find \$5000 from Ed Fund  |
| 1:40      | Asambleas  | Andi has planned them out. She already talked to Violeta and Noah, and went to grade level meetings.<br><br>Be outside on the lower yard. Please if Jono and I can attend to support.   | Would love support helping set up for asamblea. Andi will try to get parent support for setting them up.<br>At Sherman the asamblea is outside. They will need cones set up and seating charts so the students know where to go.<br>Needs the box that is outside the office for the sound system. It goes to Sherman.<br>3rd - 5th:<br>6th - 8th: |
| 5 minutes | Ballet   | Field trip in November;<br><br>Need confirmed schedule: starting September 26<br>9:00-9:35<br>9:40-10:10 10:30-11:00  | Confirmed!   |
|           | 28th:<br>Wednesday<br>Crew<br>* What PD/Announcements will we focus on | <b>Mini Crew: 40 minutes</b> <ul style="list-style-type: none"> <li>Should we take some time to go over norms</li> <li>All go straight to our rooms</li> <li>Describe why we are breaking into smaller groups (rational and who was present in them)</li> </ul> | * Make sure the Crew leaders have a meeting before Wednesday. Andi and Luz will set this up.<br><br>1:30 - 2:05 for Announcements/PD and Rational for Crew being split up.<br>* Great things we saw at the Walkthrough and what we are looking for (Jono) We will be visiting.   |

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

|   |                                      |  |  |
|---|--------------------------------------|--|--|
|   | <a href="#">Yearlong PD Calendar</a> | <ul style="list-style-type: none"> <li>Revisit the Calendar of Staff Crew (Staff meeting/fourth Wed. Crew)</li> <li>Who is planning it.</li> </ul> <p><b>Choose one of these:</b><br/>           District Safety - Drills, Crisis Go<br/>           Harassment at the workplace<br/>           Breakfast in the classroom training<br/>           OGO (field trip presentation) (can this happen during the span meetings? On the 11th and 18th)</p> <p><b>Second Hour:</b><br/>           * Back to school night Prep</p> | <p>(10 - 15 mins)<br/>           * Announce that we can't recess minutes away<br/>           * <a href="#">Breakfast in the Classroom</a> (10 minutes)</p> <p>10 Minute Overview - Crew Leaders and then we split up - clear with where crews will meet. But, in the future we'll go straight to rooms. (Jono and Violeta)</p> <ul style="list-style-type: none"> <li>Then, go to small crew groups.</li> </ul> <p>2:05 - 2:35 Crew<br/>           Start Crew at</p> <ul style="list-style-type: none"> <li>Crews will be 3 groups in Tim's room and 3 in Luz's room</li> </ul> <p>2:45 - 4:15 Prep for Back to School</p> <ul style="list-style-type: none"> <li>Check in with Admin if your grade level needs support. 3rd - 5th meet with Luz and Gloria. (last year 5th had a slide show, should we all have them?) Present together in one room.</li> <li>Tk - 2: meet as a span to set expectation of Back-to-School night</li> <li><a href="#">Back to School Night Admin Presentation</a></li> </ul> |
| * | Benchmark ELD Curriculum Order       |  | Noah will ask Anita to order 5 more ELD books per class  |
|   | Walkthroughs                         | Jono will set up a schedule for us and set up a list of things that we will be looking at  |  |

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

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|  | Things each person adds to La Nota | Wednesday PD - Susan<br>California new law - can't take recess away;<br>Mensaje del director |  |
|--|------------------------------------|--|--|

**Date:** 8.09.24

**Time keeper:**

**Present:** Jono, Violeta, Susan, Andi, Noah, Sydney

**Facilitator:** Jono

**Note taker:** Sydney

| Monday       | Tuesday  | Wednesday          | Thursday   | Friday  |
|--------------|--|--------------------|--|---|
| Teacher Time | <p>1:15 - 2:45 Tk - 2 Nuts and Bolts (Noah, Violeta, Jono, and Andi)</p> <p><a href="#">This is a link of the Beginning of Year To Do list that we used at the 3rd - 8th grade meetings.</a></p> <p>1:15 - 2:45 3- 5 Grade Span<br/>(check that family letters sent out,</p> <p>1:15 - 2:45 6th, 7th, 8th Grade Span</p> | Teacher time No PD | <p>Exit Tickets: Emergency Sub plans; Sign-up for committees; confirm communication home, Ready for week two of crew</p> <p><a href="#">Drive for Sub Plans</a></p> <p><a href="#">Example of a Fantastic Sub Plan</a> (Thank you Angelica)</p> <p>Emergency Sub Guidelines:</p> <ul style="list-style-type: none"> <li>* Create a template with a generic plan (ie IREADY, Silent Reading, math facts work sheet, etc.)</li> <li>* Add pictures of your students with IEPs and</li> </ul> | <p>2:05 - 2:45 Community Time</p> <ul style="list-style-type: none"> <li>• Buddies Check In</li> <li>• Mini-Crew</li> </ul> |

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

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|  |  |  | <p>504s with their main accommodations (see example of sub plan)</p> <p>Add information on how subs can access technology for you and how your students can access)</p> <p>Sherman 1:20-1:35 plus space in library those that want</p> <p>Maxwell: 1:30-2:00 and space for those that need</p> <p>MS - meet 1:30-2:00 and as needed</p> |  |
|--|--|--|---|--|

| Time | Topic           | Notes   | Next Steps  |
|------|-----------------|---|---|
|      | Master Schedule | <ol style="list-style-type: none"> <li>Laura Kaneko and Laura G's schedule -               <ol style="list-style-type: none"> <li>Laura G is M.T.W. Th only</li> </ol> </li> <li>Mistake on Wednesday - need to figure it out               <ol style="list-style-type: none"> <li>Jono, susan, Sydney grades 3-5 and ask violeta</li> </ol> </li> <li>Camille is scheduled to teach art and Crew at the same time (5th grade could either have Prep for Art 8:30-9:20 or 9:25-10:15, but Laura Gonzalez is scheduled to be at Sherman then)</li> </ol> | <p>Sydney Schantz and Jonathan Mayer will develop a solution and run it by Martha Escobar-Giron</p> |

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|  |  | Consistent coverage needed for Amara and Lindsey to pump.<br>Also, for Lani.<br>i. Find out more information for them  |   |
|  | <b>Communication to Families Before Day 1</b>    | <ul style="list-style-type: none"> <li>• Class lists are ready</li> <li>• Teachers will be asked to send out their family letter and/or information to families</li> </ul>   | After this meeting<br>Jonathan Mayer will send an email and then will go on the loudspeaker                   |
|  | <b>PD for Half Days the First Week of School</b> | <b>Tasks for teachers, we tell them on Tuesday and they are due on Thursday:</b> <ul style="list-style-type: none"> <li>• committee requests</li> <li>• emergency sub plans (we need to add students with IEPs, K-2 need packets)</li> <li>• communication home to families</li> </ul> | Susan McGrath will send a list of what the other spans discussed.<br>Martha Escobar-Giron will meet on Monday |
|  | <b>Billy's Schedule</b>                          | Billy's Schedule: Need to Figure it out - Teachers can provide fun in afternoons   | Jonathan Mayer will explain on Tuesday at the K-2 meeting   |
|  | La Nota  | Making sure teachers know to look at it. Update some of the links, add Calendar All in One Place; Crew Resources; Expectation Tours; Schedules   | SLT+ will meet again at 3:15-3:30   |
|  | Bathroom Tours                                   | Andi will print the bathroom passes, go down to Sherman to laminate, and will laminate the   |   |
|  | Close-out  | I will feel really good if I _____ before leaving today. <ul style="list-style-type: none"> <li>• Noah: meet with mentees</li> <li>• Sydney: remove broken tech from Room 12</li> <li>• Susan: get hall passes printed, emailed</li> </ul>   |   |

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

|  |          |  |  |
|--|----------|--|--|
|  |          | <ul style="list-style-type: none"><li>● Violeta: we can finalize a prep schedule</li><li>● Jono: Violeta comes over and feels happy, 720 kids know who their teacher will be</li><li>● Andi: both schools look beautiful and ready for day 1</li></ul>   |  |
|  | Aprecios | <ul style="list-style-type: none"><li>● Noah appreciates Sydney for proposing that teachers just send a short ParentSquare message just saying that they are the students' teacher, and to expect a letter on Day 1 (if they aren't sending the letter today)</li><li>● Violeta appreciates Sydney for taking notes and organizing the existing notes</li><li>● Susan appreciates the positive vibe of this meeting</li><li>● Jono appreciates SLT</li></ul> |  |