

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	26-0607
Introduction Date	3/10/2026
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** March 10, 2026

**Subject** Madison Park Academy 2026-2027 Measure G1 Application

**Ask of the Commission** Approve the Madison Park Academy 2026-2027 Measure G1 Application

**Discussion** Middle School Network is open to questions from the commission regarding the Madison Park Academy 2026-2027 Measure G1 Application.

**Fiscal Impact** The recommended amount is **\$111,923.00**. Resource 9332 - Measure G1.

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



**2026-2027  
 Measure G1 Proposal**

**Due: March 1, 2026**

*Allocations are provisional subject to Board approval*

## School Information & Student Data

<b>School Name</b>	Madison Park Academy	<b>School Address</b>	400 Capistrano Dr, Oakland, CA 94603
<b>Principal</b>	Tanisha Garrett	<b>Principal Email</b>	tanisha.garrett@ousd.org
<b>G1 Contact</b>	Grace Gonzales	<b>Contact Email</b>	grace.gonzales@ousd.org
<b>School Phone</b>	510-879-2315	<b>Total Number of Students</b>	252
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$111,923.00</b>	<b>2025-2026 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	232
		<b>2025-2026 LCFF<sup>3</sup> Enrollment</b>	231

Student Demographics (%)				Measure G1 Team	
English Learners	35.5%	Asian/Pacific Islander	5%	Name	Position
LCFF	99.6%	Latinx	76%	Grace Gonzales	Assistant Principal
SPED	18.3%	Black or African-American	13%	Bianca Lorenz	Assistant Principal
		White	2.4%	Narghes Muzzafery	Teacher
		Indigenous or Native American	0%	Tiffany Mcdermott	Parent
		Multiracial	1.6%		

<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.

<b>Chronic Absence (Include raw number and percent)</b>				
	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Student Population Overall	258 (48.8%)	270 (30%)	100 (42%)	80 (40%)
Asian/Pacific Islander	8/15 (53.3%)	5/15 (33.3%)	5/12 (42%)	4/12 (33%)
Latinx	86/192 (44.8%)	80/205 (39%)	65/180 (36%)	65/191(34%)
Black or African-American	25/37 (67.6%)	20/47 (43.5%)	22/31 (71%)	20/33 (60%)
White	2/4 (50%)	1/ 3 (33%)	1/6 (16.7%)	1/6 (16.7%)
Indigenous or Native American	NA	NA	NA	NA
English Learners	190/258 (73.6%)	86/280 (31%)	35/80 (44%)	35/87 (40%)
Students w/ IEPs	23/39 (59%)	20/40 (50%)	23/45 (51%)	20/45 (44.4%)
Free/ Reduced Lunch Students	124/255 (49%)	115/260 (44%)	99/237 (42%)	80/198 (40.2%)

## Metrics

(all data points are required)

<b>Electives (Include raw number and percent)</b>					
Metric	Area	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Number of students taking elective courses.	Art	164/258 (64%)	190/270 (70%)	150/252 (60%)	120/200 (60%)
	Language	NA	NA	NA	NA
	Music	NA	NA	NA	NA
Number of students participating in non-course experiences (e.g. after-school program)	Art	NA	NA	NA	NA
	Language	NA	NA	NA	NA
	Music	2	4	NA	NA

Positive & Safe Culture (Include raw number and percent)				
Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
<b>Average Daily Attendance</b> Date of Figure: 2/27/26				
Asian/Pacific Islander	1,324/1,452 (91.2%)	389/3052 (12.7%) (87.3%)	142/861 (16.5%) 83.5%	130/861 (15%) 85%
Latinx	21,611/24,487 (88.3%)	10,006/67,891 (14.7) (85.3%)	2,276/22,476 (10.1%) 89.9%	2,260/22,476 (10%) 90%
Black or African-American	3,543/4,733 (74.9%)	1,950/8,632 (22.6%) (77.4%)	701/3,566 (19.7%) 80.3%	690/3566 (19%) 81%
White	354/416 (85.1%)	126/631 (20%) (80%)	73/730 (10%) 90%	70/730 (9.5%) 90.5%
Indigenous or Native American	NA	83/93 (89.2%) (10.8%)	NA	NA
English Learners	65/188 (34.6%)	1,929/10,002 19.3% (80.7)	708/7103 (10%) 90%	655/7103 (9.2%) 90.8%
Students w/ IEPs	4,351/5,296 (82.2%)	2,325/13,912 (16.7%) 83.3%	735/5324 (13.8%) 86.2	640/5324 (12%) 88%
Free/ Reduced Lunch	33,194/37,772 (86%)	12,819/81,860 15.7% (84.3%)	3,431/29,065 (11.8%) 88.2%	3,200/29,065 (11%) 89%

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
<b>Suspended Students</b> Date of Figure: 2/27/26				
Asian/Pacific Islander	5/16 (31%)	2/7 (28.6%)	2/12 (17%)	1/12 (8%)
Latinx	24/200 (12%)	28/211 (13.3%)	13/198 (6.5%)	6 /100 (6%)
Black or African-American	7/38 (18.4%)	12/38 (28.6)	16/37 (43%)	12/30 (40%)
White	0/4 (0%)	0/4 (0%)	1/6 (16.7%)	1/6 (16.7%)
Indigenous or Native American	NA	NA	NA	NA

English Learners	37/269 (13.8%)	44/284 (15%)	7/91 (7.7%)	5/85 (6%)
Students w/ IEPs	4/42 (9.5%)	11/41(26.8%)	10/48 (20.8%)	8/45 (18%)
Free/ Reduced Lunch	37/265 (14%)	44/280 (15.7%)	35/264 (13.3%)	24/198 (24%)

Student Retention from 5th Grade to 6th Grade				
Metric	2023-2024	2024-2025	2025-2026	2026-2027 Goal
6th Grade Enrollment	85	87	90	61

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
SSC Meeting - attendance sheet / <a href="#">agenda</a>	2/25/26

Staff Engagement Meeting(s)	
Staff Group	Date
Culture and Climate - <a href="#">attendance sheet</a> / <a href="#">agenda</a>	2/24/26

<u><a href="#">Music (Rubric)</a></u>	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	N/A	N/A
<i>Instructional Program</i>	N/A	N/A
<i>Staffing</i>	N/A	N/A
<i>Facilities</i>	N/A	N/A
<i>Equipment and Materials</i>	N/A	N/A
<i>Teacher Professional Learning</i>	N/A	N/A
<u><a href="#">World Language (Rubric)</a></u>	2024-25	2025-26
<i>Content and Course Offerings</i>	N/A	N/A
<i>Communication</i>	N/A	N/A
<i>Real world learning and Global competence</i>	N/A	N/A

<u>Art (Visual Arts, Theater, and Dance)</u>	2024-25	2025-26
<b>Access and Equitable Opportunity</b>	Entry	Entry
<b>Instructional Program</b>	Entry	Entry
<b>Staffing</b>	Entry	Entry
<b>Facilities</b>	Basic	Basic
<b>Equipment and Materials</b>	Basic	Basic
<b>Teacher Professional Learning</b>	Basic	Basic

## Proposed Expenditures

### Guidelines

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

## Summary of 2025-26 Approved Expenditures

All Actual Expenditures		Budget Amount
<b>Electives (Art, Music, World Language)</b>		
1	Media Art Class Supplies: Furniture and resources for media classroom (cameras, computers, iPads, green screen, props, etc.)	\$5,777.00
<b>Positive &amp; Safe Culture</b>		
1	Culture & Climate Events/Enrollment- School-wide events, celebrations, incentives, restorative justice, family events, field trips	\$5,815.00
2	Social Worker 1.0 FTE	\$114,700.00
<b>6th Grade Enrollment</b>		
1	MPA Mentoring- Supporting supplies and resources for our MPA Mentoring program	\$5,815.00
<b>Budget Total</b>		<b>\$132,107.00</b>

## Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Social Worker 1.0 FTE	\$111,923.00
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$111,923.00</b>

### Proposed Expenditures By Focus Area

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
<p><b>Social Worker 1.0 FTE</b>                      A full time bilingual social worker collaborates with teachers and staff to reduce student barriers to learning and promote emotional well-being. Their support impacts student mental health and behavioral problems and communication with families. They support students to navigate challenges in their lives. Their impact supports improving student retention, especially 6th grade, and creates a more positive and safe middle school learning environment.</p>	Suspension and Attendance	<b>\$111,923.00</b>

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)).

## Madison Park 6-12

School Site Council and Title 1 Budget Review Meeting

February 25, 2026 | 3:50pm | [ousd.zoom.us/j/84204927067](https://ousd.zoom.us/j/84204927067)

ITEM	NOTES																								
<ul style="list-style-type: none"> <li>Welcome, Introduction</li> <li>Roll Call &amp; Establish Quorum (at least 6 SSC members must be present to establish a quorum)</li> </ul>	<p><b><u>SSC Members Present:</u></b></p> <ul style="list-style-type: none"> <li>Brianna Wilkinson</li> <li>Petrona Acabal</li> <li>Karlie Robinson</li> <li>Narghes Muzaffery</li> <li>Tanisha Garrett proxy Bianca Lorenz/Grace Gonzalez</li> <li>Louisa Ancic</li> <li>Marina Munoz</li> <li>Tiffany Mcdermott</li> <li>Veronica Espinoza Villasenor</li> <li>Madeline Rivas Munguia</li> </ul> <p>Update:</p> <ul style="list-style-type: none"> <li>Title 1 budget has been approved</li> </ul>																								
<ul style="list-style-type: none"> <li>CCSPP Review and Approval 26-27</li> </ul>	<div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 10px;"> <span style="background-color: #e0e0e0; padding: 2px;">MPA 6-12 SSC CCSPP 26-27 spending</span> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #d3d3d3;"> <th colspan="4" style="text-align: right; color: blue; font-weight: normal;">CCSPP: <u>\$202,500</u></th> </tr> <tr style="background-color: #d3d3d3;"> <th style="width: 5%;">RANK ORDE R</th> <th style="width: 65%;">EXPENDITURE (Note: All FTE require a <a href="#">Job Duty Statement</a>)</th> <th style="width: 15%;">AMOUNT</th> <th style="width: 15%;">FTE % (maxim um allowed)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Social Worker, Bilingual FTE: Provide social work services to students to increase attendance and graduation rates</td> <td style="text-align: right;">\$58,718.07</td> <td style="text-align: center;">0.35</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Community Relations, Bilingual FTE: Provide support to students and families to increase attendance, provide resources, increase enrollment, and increase positive culture and climate</td> <td style="text-align: right;">\$78,265.35</td> <td style="text-align: center;">1.0</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Teacher Salaries Stipends: Provide teachers extended contracts for professional development in SEL, trauma-informed instruction</td> <td style="text-align: right;">\$20,000</td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td>Consultants: Partner with organizations to provide additional services to students</td> <td style="text-align: right;">\$38,636.94</td> <td></td> </tr> </tbody> </table>	CCSPP: <u>\$202,500</u>				RANK ORDE R	EXPENDITURE (Note: All FTE require a <a href="#">Job Duty Statement</a> )	AMOUNT	FTE % (maxim um allowed)	1	Social Worker, Bilingual FTE: Provide social work services to students to increase attendance and graduation rates	\$58,718.07	0.35	2	Community Relations, Bilingual FTE: Provide support to students and families to increase attendance, provide resources, increase enrollment, and increase positive culture and climate	\$78,265.35	1.0	3	Teacher Salaries Stipends: Provide teachers extended contracts for professional development in SEL, trauma-informed instruction	\$20,000		3	Consultants: Partner with organizations to provide additional services to students	\$38,636.94	
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3	Consultants: Partner with organizations to provide additional services to students	\$38,636.94																							

	like Language Navigators		
4	Professional Services Non-Contract: Services for buses and transportation to provide out of classroom experiences to increase community building opportunities	\$6,879.63	

**CCSPP Carryover: \$36,643.00**

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RANK ORDER	EXPENDITURE <small>(Note: All FTE require a <a href="#">Job Duty Statement</a>)</small>	AMOUNT	FTE % <small>(maximum allowed)</small>
1	Teacher Substitutes: Coverage for classes for teacher to observe positive classroom cultures at other sites, attend field trips or professional development	\$21,643.00	
2	Professional Services Non-Contract: Services for buses and transportation to provide out of classroom experiences to increase community building opportunities	\$15,000.00	

Discussion:

Comment:

Questions:

Answer:

Motion to Approve by Narghes, second by Tiffany

- Brianna Wilkinson - yes
- Petrona Acabal -
- Karlie Robinson -
- Narghes Muzaffery - motion
- Tanisha Garrett - yes
- Louisa Ancic - yes
- Marina Munoz - absent
- Tiffany Mcdermott - second
- Veronica Espinoza Villasenor - absent

- Measure G Review and Approval 26-27

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
<b>Social Worker 1.0 FTE</b> A full time bilingual social worker collaborates with teachers and staff	Suspension and Attendance	<b>\$111,923.00</b>

6

to reduce student barriers to learning and promote emotional well-being. Their support impacts student mental health and behavioral problems and communication with families. They support students to navigate challenges in their lives. Their impact supports improving student retention, especially 6th grade, and create a more positive and safe middle school learning environment.		
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Discussion:

Comment:

Questions:

Answer:

Motion to Approve by Brianna, second by Tiffany

- Brianna Wilkinson - motion
- Petrona Acabal -
- Karlie Robinson -
- Narghes Muzaffery - yes
- Tanisha Garrett - yes
- Louisa Ancic - yes
- Marina Munoz - absent
- Tiffany Mcdermott - second
- Veronica Espinoza Villasenor - absent

- Public Input

- Date of Next Meeting and Adjourn

Adjourned at 3:56

On Zoom

Next meeting: March 26th, 2026



**MPA Mission/Vision**

Madison Park Academy strives to offer educational journeys rooted in community school-based efforts. We center humanity and address the whole-child's needs to nurture a love of learning and prepare our youth for academic and post-secondary success.

We commit to cultivating an asset-based environment of pride, purpose, possibilities, and perseverance. We equip our students with critical literacy and post-secondary skills to build more equity within their communities.

**Resources:**

- [MPA MS OUSD Calendar](#)
- [MPA HS OUSD Calendar](#)
- [Grade Level Agendas](#)
- [Field trip ideas for 2025-26](#)
- 25-26 [MPA Photos folder](#)

Meeting Time Group Agreements	
<p align="center"><b>Community Norms and Agreements</b></p> <ul style="list-style-type: none"> <li>● <i>Be student centered</i></li> <li>● <i>Start and end on time</i></li> <li>● <i>Be solutions oriented</i></li> <li>● <i>Be mindful of technology use</i></li> <li>● <i>Be concise in your communication</i></li> <li>● <i>Confidentiality</i></li> <li>● <b>Share Enthusiasm</b></li> </ul>	<p align="center"><b>Norms of Collaboration</b></p> <ul style="list-style-type: none"> <li>● <i>Be professional</i></li> <li>● <i>Be courageous</i></li> <li>● <i>Be forgiving</i></li> <li>● <i>Be responsible for one another</i></li> <li>● <i>Use I statements</i></li> <li>● <i>Listen with empathy</i></li> <li>● <i>Equity of voice</i></li> <li>● <i>Revisit norms as needed</i></li> </ul>
<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>● By the end of 25-26, we will retain 75% of first year teachers at MPA. Additionally, we increase the number of teachers that are people of color and/or speak Spanish by 10%.</li> <li>● 100% of students are on time to class</li> <li>● 70% of students report that there is a teacher or other adult who notices when I am not there</li> <li>● 50% of students feel safe at school</li> <li>● 50% of students feel like they are part of the school</li> </ul>	

<p><b>Date: 2/24</b> <b>3:50 - 5:10</b></p>		
<p><b>Roles</b></p> <p><b>Kamara Worrell-Facey:</b> <b>Gwyn Goldfeder:</b> <b>Bree:</b> <b>Ms Tiffany:</b> <b>Bu:</b></p>	<p><b>Facilitator: Gonzales</b> <b>Time keeper:</b> <b>Notetaker: Martinez</b></p>	
<b>Time</b>	<b>Agenda Item</b>	<b>Notes</b>
15mins	<b>Check in</b>	<b>Hank Grunau:</b> Good night sleep <b>Grace:</b> getting motivated to lock in and stay locked in

	<p>What is your go-to productivity hack?</p> <p><i>Purpose: Community Building &amp; Reflection on Purpose of C&amp;C.</i></p> <p><b>Agreements</b></p> <p><i>Purpose: Common understanding of our shared norms.</i></p>	<p><b>Nick Chen:</b> dedicated time to hold self accountable  <b>Alex Martinez:</b> knowing when most productive (morning)  <b>Karlie Robinson:</b> pom-a-doro  <b>Karl Langer Croager:</b> stop to process / give time to recalibrate on something  <b>Choi:</b> setting a timer for a set time</p>
	<p><b>Culture &amp; Climate Planning</b></p> <p><b>MPA Traditions/Vision for School Year</b>  Should be manageable so that we can plan and execute it well</p> <p>-Adopt a Trojan  -Fall Honor Roll</p> <p><b>Staff</b>  -Field Trips  -Snack Club Wed</p> <p><b>Students</b>  -Positive reinforcement / celebrations  -Minga and other rewards  -Potential to build out more leadership opportunities for students (daily announcements, planning events for their classes, starting new traditions at our school, finding integration with the pathway, student-led groups, etc)</p> <p><b>Community [Families / Partners]</b>  -Community days - <del>October</del>, January, April</p> <p>-Afterschool collaboration  -Sports  -Events</p> <p><b>Events</b>  Back to School Night  Field Trips  Spirit Week (Halloween &amp; March Madness)  Happy Hours  -<del>Oct</del>  -<del>Feb</del>  -<del>April</del>  March Madness</p> <p><b>Data</b>  Staff Surveys  Sown to Grow  Minga</p>	<p><b>3/4 - Snack Club before PD</b>  2pm-2:30  Plug event:</p> <ul style="list-style-type: none"> <li>Alex will put on Social 3/3, Choi on 3/4</li> </ul> <p><b>26 - 27 Measure G (Middle School)</b></p> <ul style="list-style-type: none"> <li>Recommended Grant Amt. - \$111,923.00</li> <li>Past uses: uniforms, positions like CC or luna <ul style="list-style-type: none"> <li>No funding for Rebeca</li> <li>Use Measure G for Social Worker 1.0 FTE</li> </ul> </li> <li>Feedback? <ul style="list-style-type: none"> <li>Everyone agrees</li> </ul> </li> </ul> <p><b>March Madness - <a href="#">Planning Doc</a></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spirit Week Update after votes <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">MS Copy</a></li> </ul> </li> <li><input type="checkbox"/> Buy Materials <ul style="list-style-type: none"> <li><input type="checkbox"/> "<a href="#">Perpetual Trophy</a>" / <a href="#">Name plates</a></li> <li><input type="checkbox"/> Treat for participation <ul style="list-style-type: none"> <li><input type="checkbox"/> Monday - Fruit snacks</li> <li><input type="checkbox"/> Tuesday - Chips</li> <li><input type="checkbox"/> Wednesday - Crackers</li> <li><input type="checkbox"/> Thursday - granola bars</li> <li><input type="checkbox"/> Friday - Ice Cream</li> </ul> </li> <li><input type="checkbox"/> Lunch Count by March 3rd</li> </ul> </li> </ul> <p><b><a href="#">Staff Survey</a></b>  - <a href="#">29 responses</a> / <a href="#">visual responses</a></p> <p><b>Reflection Questions</b></p> <ul style="list-style-type: none"> <li>What are the highest-rated areas? What are the lowest?</li> <li>Where is there strong consensus (very high or very low agreement)?</li> <li>Where are responses widely spread (high variance)?</li> <li>Are results trending positive, neutral, or concerning overall?</li> <li>What surprises me most in this data?</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>Staff Experience <ul style="list-style-type: none"> <li>Mission and vision clarity - especially for new people. Coming back to it throughout the year</li> <li>Positive - consensus with retention / opportunities for growth</li> <li>Some confusion expressed in expectation around URFs</li> <li>Bringing back 4Ps?</li> </ul> </li> <li>MPA Systems and Policies <ul style="list-style-type: none"> <li>Least supportive-Advisory and Sown to Grow <ul style="list-style-type: none"> <li>Ideas posed: Shortening of advisory and adding the time to core classes; bringing</li> </ul> </li> </ul> </li> </ul>

		<p>back family conferences, reducing or changing the time of day advisory is held</p> <ul style="list-style-type: none"> <li>■ Advisory poll for future planning/scheduling <ul style="list-style-type: none"> <li>● Teacher input &amp; transparency</li> <li>● How can it feel more supportive?</li> <li>● Student feedback-are they using advisory well?</li> </ul> </li> <li>■ Consistent transparency of suspensions, etc. <ul style="list-style-type: none"> <li>○ SpEd-developing around transparency and support</li> <li>○ StG-its a district requirement. So, what is the student experience? What's the disconnect?</li> <li>○ Discipline clarity and systems</li> <li>○ Onboarding &amp; retention: how do we support new teachers and students to understand and feel a part of our school culture?</li> </ul> </li> <li>● Other</li> </ul>
5mins	<p><b>Grade Level Agenda &amp; Meeting Prep</b></p> <p><b>-2x /month</b> (common prep &amp; designated time)</p> <p><b>-Family Contact (Not Parentsquare)</b></p> <p>-3-5 Good phone calls</p> <p>-Follow up to class incident</p>	<p><b>Advisory Updates (Goal launch 3/9)</b></p> <ul style="list-style-type: none"> <li>● Update of each day focus for Advisory <ul style="list-style-type: none"> <li>○ Reminders about what “academic time” means including Tue being pick up work date</li> <li>○ If there is a one-off day where a group is being pulled then there is a clear list of students and information around student release / return</li> <li>○ Thursday Academic Work Time is also just go pick up, or teachers MUST initiate communication of who needs to go for longer periods of time. *send list prior to thursday, call teachers)</li> <li>○ When you send students make sure there is a Minga pass and use the laminated advisory passes (HS)</li> </ul> </li> <li>● IXL (Thur for HS / Tue for MS) <ul style="list-style-type: none"> <li>○ 30 minutes</li> </ul> </li> </ul> <p>Middle School</p> <ul style="list-style-type: none"> <li>● Mon - SEL Sown to Grow</li> <li>● Tues - Academic work time</li> <li>● Thurs - Healthy Kids / Content</li> <li>● Fri - Fun day competition</li> </ul> <p>High School</p> <ul style="list-style-type: none"> <li>● Mon - SEL Sown to Grow and content <ul style="list-style-type: none"> <li>○ IYT - every monday</li> </ul> </li> <li>● Tues - Academic Work Time Check-Ins <ul style="list-style-type: none"> <li>○ Podcasting - every Tuesday</li> </ul> </li> <li>● Thurs - IXL + Academic Work Time <ul style="list-style-type: none"> <li>○ Vituity Cares - once a month</li> </ul> </li> <li>● Fri - Fun Day - competitions etc.</li> </ul> <p><u><a href="#">GLT Agenda Planning</a></u></p> <ul style="list-style-type: none"> <li>● Field Trips</li> <li>● <b>Student Talk</b> <ul style="list-style-type: none"> <li>○ <b>Recording Sheet</b></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ <a href="#">HS Student Talk</a></li> <li>▪ <a href="#">MS Student Talk</a></li> <li>○ <a href="#">Family Contact Log</a></li> </ul>
15min	<p><b>Field Trips</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Planning Guide</a></li> <li>● <a href="#">Brainstorming</a></li> </ul> <p><b>Support Staff Chaparones</b></p> <ul style="list-style-type: none"> <li>-Kamara Worrell Facey</li> <li>-Afterschool</li> <li>-Safe Passages</li> <li>-Gio, Bree, Rogelio</li> <li>-Goldfeder</li> <li>- Saul</li> <li>-Paraeducators</li> </ul>	<p><b>GOAL:</b> 2 trips / year</p> <p><b>Budget:</b> \$3,000/trip</p> <ul style="list-style-type: none"> <li>● Prioritize this for buses if partner organization is not supporting transportation <ul style="list-style-type: none"> <li>○ Title 1- Pays for transportation (buses)</li> </ul> </li> <li>● Plan to use Donors Choose, Grants, Scholarships/Sponsorships for ticket fees</li> <li>● Food Budget <ul style="list-style-type: none"> <li>- \$500 total out of pocket and reimbursement-submit receipt to Gonzalez or Lorenz</li> </ul> </li> <li>● <b>Submit Statement with each trip on how it connects to Math/ELA/Science/College and Career Readiness when submitting calendar and request to admin</b></li> <li>● <b>May take longer because Garrett is out and Grace/Bianca are getting access to forms`</b></li> </ul>
	<b>Upcoming Agenda Items:</b>	<p><b>Next Meeting 3/10/25</b></p> <ul style="list-style-type: none"> <li>● Sown to Grow</li> </ul>
	<b>Questions, Comments, or Concerns for Principal Garrett?</b>	