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

# Board Cover Memorandum

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

**From** Middle School Network

**Meeting Date** March 10, 2026

**Subject** Melrose Leadership Academy 2026-2027 Measure G1 Application

**Ask of the Commission** Approve the Melrose Leadership Academy 2026-2027 Measure G1 Application

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

**Fiscal Impact** The recommended amount is **\$65,894.00**. 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>	Melrose Leadership Academy	<b>School Address</b>	4730 Fleming Avenue Oakland, CA 94619
<b>Principal</b>	Jonathan Mayer	<b>Principal Email</b>	jonathan.mayer@ousd.org
<b>G1 Contact</b>	Jonathan Mayer	<b>G1 Contact Email</b>	jonathan.mayer@ousd.org
<b>School Phone</b>	510-535-3832	<b>Total Number of Students</b>	236
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$65,894.00</b>	<b>2025-2026 CALPADS<sup>2</sup> Enrollment Figure (grades 6-8 Oakland residents only)</b>	227
		<b>2025-2026 LCFF<sup>3</sup> Enrollment</b>	136

Student Demographics (%)				Measure G1 Team	
English Learners	29.5%	Asian/Pacific Islander	1.7%	Name	Position
LCFF	72.2%	Latinx	77.4%	SSC - School Site Council	Required membership for quorum
SPED	16.2%	Black or African-American	3.4%	ILT	TSA's teacher leaders and Admin
		White	11.5%		
		Indigenous or Native American			

<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.

		Multiracial	5.6%		
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**Chronic Absence  
(Include raw number and percent)**

	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Student Population Overall	29(12.9)	27(11.7%)	38/234 (16.2%)	10%
Asian/Pacific Islander	0(0.0%)	0(0.0%)	0 (0%)	0%
Latinx	27(16.6%)	25(15.1%)	16.9%	10%
Black or African-American	1(9.1%)	0(0.0%)	12.5% (1/8)	10%
White	1(3.2%)	1(3.2%)	4/28 (14.2%)	1%
Indigenous or Native American	0(0.0%)	0(0.0%)	0 (0.0%)	n/a
English Learners	13(21.7%)	12(20.7%)	23/156 (14.(7%)	10%
Students w/ IEPs	6(27.3%)	9(29.0%)	39/234 (23.1%)	10%
Free/ Reduced Lunch Students	24(16.0%)	24(16.9%)	33/234 (19.9%)	12%

## 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	50/210	60/230	84/240	35%
	Language	210/210	230/230	240/240	100%
	Music	60/210	85/230	106/240	45%
Number of students participating in non-course experiences (e.g. after-school program)	Art	20%	20%	30%	35%
	Language	100	100	100%	100%
	Music	35%	35%	45%	45%

<b>Positive &amp; Safe Culture (Include raw number and percent)</b>				
Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
<b>Average Daily Attendance Date of Figure: 2/10/26</b>				
Asian/Pacific Islander	1051(97.3%)	1026(95.8%)	92.4%	95%
Latinx	25689(93.8%)	27949(94.3%)	95%	96%
Black or African-American	1885(95.4%)	1398(97.1%)	95.8%	96%
White	5309(95.5%)	5346(95.8%)	95.5 %	96%
Indigenous or Native American	174(96.7%)	177(98.3%)	-	96%
English Learners	8076(92.7%)	9602(93.6%)	95.1%	96%
Students w/ IEPs	3600(92.4%)	4889(92.6%)	94.4%	96%
Free/ Reduced Lunch	23442(93.7%)	23891(93.9%)	94.7%	96%

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
<b>Suspended Students Date of Figure: 2/10/26</b>				
Asian/Pacific Islander	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Latinx	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Black or African-American	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
White	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Indigenous or Native American	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
English Learners	1(1.5%)	0(0.0%)	0(0.0%)	0(0.0%)
Students w/ IEPs	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Free/ Reduced Lunch	0(0.0%)	0(0.0%)	0(0.0%)	0(0.0%)
Multiple Ethnicity	-	-	1 suspension	

<b>Student Retention from 5th Grade to 6th Grade</b>				
Metric	2023-2024	2024-2025	2025-2026	2026-2027 Goal

6th Grade Enrollment	60%	85%	90	85 students
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## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
School Site Council	February 2, 2026

Staff Engagement Meeting(s)	
Staff Group	Date
Instructional Leadership Team	February 3, 2026
Staff Meeting/Professional Development	January 28, 2026

<u>Music (Rubric)</u>	2024-25	2025-26
<b>Access and Equitable Opportunity</b>	Thriving	Thriving
<b>Instructional Program</b>	Thriving	Thriving
<b>Staffing</b>	Thriving	Thriving
<b>Facilities</b>	Developing	Developing
<b>Equipment and Materials</b>	Sustaining	Sustaining
<b>Teacher Professional Learning</b>	Thriving	Thriving
<u>World Language (Rubric)</u>	2024-25	2025-26
<b>Content and Course Offerings</b>	Thriving	Thriving
<b>Communication</b>	Sustaining	Sustaining
<b>Real world learning and Global competence</b>	Sustaining	Sustaining
<u>Art (Visual Arts, Theater, and Dance)</u>	2024-25	2025-26
<b>Access and Equitable Opportunity</b>	Sustaining	Sustaining
<b>Instructional Program</b>	Sustaining	Sustaining
<b>Staffing</b>	Sustaining	Sustaining
<b>Facilities</b>	Sustaining	Sustaining

<b>Equipment and Materials</b>	Sustaining	Sustaining
<b>Teacher Professional Learning</b>	Sustaining	Sustaining

## 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	Busses to take Middle School Band to Competition at Great America	\$4,500.00
2	Admission, great american for Band Competition	\$5,500.00
3	Music Instruments	\$25,000.00
4	Art Supplies	\$20,000.00
<b>Positive &amp; Safe Culture</b>		
1	Enrichment Prep Teacher	\$10,276.00
<b>Budget Total</b>		<b>\$65,276.00</b>

## Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Paying for a Spanish Language Teacher/Elective Teacher (up to .65 FTE)	\$65,894.00
<b>Budget Total (must add up to Recommended Grant Amount)</b>		<b>\$65,894.00</b>

# Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
<p>Paying for a Spanish Language Teacher/Elective Teacher (up to .65 FTE): teaching elective, SLD and providing smaller class size to MS; This position allows us to continue funding electives (our budget was reduced) from providing 1.6 FTE for electives to .8 FTE for electives. Using G1 Funding will allow us to continue having all the electives we currently have, and give Spanish language development and a bilingual experience for all 240 Middle Schoolers.</p>	<p>101 Students: 75 Spanish; 26 students leadership</p>		<p>\$65,894.00</p>

**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)).**

<p>or curation</p> <p><b>How can you bring this to ILT next week?</b></p> <p><b>Next Steps</b></p>	ILT and all of the Sherman data		
	Curation of Student Comments	Jono	
	Curation of the teacher survey data	Violeta	
	Continue to work on slides to include Sherman Data	Alexis	

**Email:**

Dear MLA family,

Today we reviewed the Middle of Year Data, including Walkthrough observations, Teacher surveys and Student surveys. We created a first draft of the slide deck we will present on March 9th to the staff.

We identified the upcoming big **possible** shift towards SEAL from EL. Teachers will have two opportunities to provide input: 1) a survey and 2) an opportunity to provide feedback to your ILT rep.

Tomorrow, we have a presentation on what becoming a SEAL school entails in Tim's room at 2:05pm.

**2/03/2026Roles**

- |   |
|---|
| <ul style="list-style-type: none"> <li>- Time keeper: Damian</li> <li>- Process Checker: Gloria</li> <li>- Facilitator: Susan</li> <li>- Note Takers: Noah then Jono</li> <li>- Snacks: Gloria -</li> </ul> |
|---|

**Objectives:**

- 4. Finish planning for Feb 10th/11th Walk Throughs
- 5. Hear Jono’s proposal on use of G1 monies
- 6. Complete Next steps for SEAL decision making process
- 7. Asks of PD time

**On the Horizon:**

- 8. SEALs decision
- 9. Discussion of themes that came up on the OCEA visit:
  - Planning PD and setting guidelines that lead us to more fully being and EL School
  - A-Z Grant - Opportunity
  - No more EL Contract
  - Hire and internal EL person?
  - Clarifying criteria for Adapting/Authoring
- 10. SPSA Completion
- 11. Clarifying and vertical around SSR time: an idea from Jono (March?)
- 12. Flushing out a Peer Learning Walk Protocol
- 13. Calendaring the above tasks (perhaps next ILT)

**Norms:**

- 7. Keep students at the center of our decisions and conversations+1
- 8. Allow for all voices to be heard (step up, step back)
- 9. Bring out authentic selves and a Growth mindset
- 10. Respecting the agenda and stay on time (to respect all respect)
- 11. We infuse Joy into our work
- 12. Modeling our MLA Acuerdos/Habits

Time:	Topic:	Notes:	Action Item/Next Steps:
3:30 - 3:40	Reading/Check In: "When you plant lettuce, you don't blame the lettuce if it does not grow well. You look into the reasons why it is not doing well... No blame, no reasoning, no argument—just understanding". - Thich Nhat Hanh	Sydney: Meet students where they're at. Be cognisant of their level. Being asset based.  Gloria: Also teachers. Looking at overall patterns throughout the school. Possible supports  Marina: Instead of being a critic, be curious. Not criticizing oneself, ask yourself what is working, what is not, not blaming yourself or others	

		<p>Jono: Lots of reasons for results (lack of sunshine, lack of soil)</p> <p>Violeta: Better done in a collaborative team. Better heads together.</p> <p>Susan: When we look at data that is hard to look at; how are we all holding each other, and supporting each other, do we have a culture of learning and growth</p>	
3:40 - 4:00	<p>Collaborate on completing the Walk Through Schedule: Assign which classrooms to visit and which teachers will go on the WalkThrough <a href="#">Sherman Walkthrough schedule 3rd - 8th Grade Walk Through School</a></p>	<p>3-5: Christian to join walkthrough 6-8: Hilda, Carlos, Tim or Sydney M.? Jono to ask at MS meeting and share out</p>	
4:00 - 4:08	<p>Jono's proposal on use of G1 monies</p>	<p>Need to vote and have minutes <a href="#">Budget info for G1</a></p> <p> <a href="#">MLA SSC Meeting Minutes 2025-2...</a> → this doc has context/details of what SSC voted on for Title 1 and G1 money</p> <p>Discussion on Using G1 monies to help support MS</p> <p>Gloria: Is there wiggle room to change after the budget is submitted, if extra funds become available?</p> <p>Biggest variable is how much an employee costs. (Eg. EEIP salaries were not as high as the average, so money came back). Someone who is not covered by the base, that the site pays for, if they are less expensive than anticipated, money comes back. Things can happen over the summer (eg. STIP sub position</p>	

		<p>provided for). Additional enrollment can bring in more money, but that would arrive in December.</p> <p>Gloria: ENTEL position cut, so how do ensure Newcomer students are being served? How do we maintain the work started this year with Newcomer support and Designated ELD groups?</p> <p>Motion on the floor from Jono to support using the G1 funds for Spanish elective for 2026-2027.</p> <ul style="list-style-type: none"> <li>• Unanimous yes vote (from Noah, Damian, Marina, Gabriela, Gloria, Sydney, Andi, Violeta)</li> </ul>	
<p>4:08 - 4:30</p>	<p><a href="#">MYR Slides 1-8</a></p> <p><a href="#">MYR Agenda_Alexis</a></p> <ul style="list-style-type: none"> <li>- Framing</li> <li>- Purpose</li> <li>- Guiding Question</li> </ul> <p>MYR Dates:  Data collection and analysis Maxwell- 2/10  Data collection Sherman-2/11  Data analysis Sherman- 3/3  Data share out with staff including letter from EL and walkthrough trends- 3/9 staff meeting</p> <p>HQW This Year:  Grow knowledge of the <a href="#">Attributes of High-Quality Work</a>  To do that during PD time on 2/11</p> <p><b><a href="#">Long Schoolwide Quality Work Protocol</a></b></p> <p><b>Purposes</b></p> <ul style="list-style-type: none"> <li>• Engage in discussion to develop a shared vision of quality work</li> </ul>		<ul style="list-style-type: none"> <li>• Bring a sample of student work for students who are low, approaching, medium, above grade level work/project from last semester or recently</li> <li>• Bring the rubric that they used to</li> </ul>

	<p>characterized by complexity, craftsmanship and authenticity.</p> <ul style="list-style-type: none"> <li>● Identify patterns related to quality across student work to inform goal setting and action steps Like an instructional learning walk, this protocol provides participants with the opportunity to view many examples quickly and search for patterns of strength and areas for growth based on common criteria.</li> <li>● Create a “body of evidence” that a school can use to reflect on how student work has changed and improved over time. This body of evidence is also what schools reference when applying to become a credentialed EL Education school.</li> </ul> <p><b><u>Prepare ahead of time:</u></b> At least 24 hours prior to the protocol, ask teachers to submit/bring the following:</p> <ul style="list-style-type: none"> <li>● Copies or photographs of the same product/task from <b>three</b> students. If the product/task does not copy well, please also submit the original work. Each of the three products/tasks should be “accomplished”/ meet the standards based on the scoring tool.</li> <li>● The assignment or task description that was provided to students</li> <li>● The scoring tool (rubric, criteria list)</li> </ul>	<p>Recent CEA will work for teachers to bring</p> <p>Ideally the work is something that students have had an opportunity to revise and with a rubric or checklist.</p>	
4:30 - 4:45	<p>PD Requests:</p> <ul style="list-style-type: none"> <li>● Time in 3rd - 8th span to present on the Science Fair (yes) - March 11th</li> <li>● Culture and Climate asks for 4 - 6</li> </ul>	<p>* Possibly March 11th for 3rd-8th PD around science fair PD from last year: <input type="checkbox"/> Listening Campaign Presentation a...</p>	

	<p>PD Days to continue Anti-Racist work that we committed to last year</p> <p>☰ MLA Ongoing Commitment to Anti-Ra...</p> <ul style="list-style-type: none"> <li>• Time to document our curricular units and check Vertical Alignment</li> <li>• Schoolwide Literacy: Jono's idea about vertical schoolwide signature books.</li> </ul>	<p>Proposed days for Anti-Racism PD: March 18th, March 25th, April 1, April 15th, April 22nd, April 29th</p> <p>* Can there be 3 days in June to incorporate this idea into our school culture? Can there be a 10 minute announcement at PD and then time at a PD in May to get it ready for next year.</p>	
4:45 - 4:50	Stamp who will do what		<p>To Do-s from last ILT</p> <ul style="list-style-type: none"> <li>• Jono check when deadline for us to commit or not to SEAL</li> <li>• Create a parent survey (What do you love about MLA, areas of improvement, multiple choice ranking of signature MLA events)</li> <li>• Create a staff survey (What do you love about MLA, areas of improvement, multiple choice ranking of signature MLA events)</li> <li>• Cover walkthroughs and find teachers for the focal groups.</li> </ul>
4:50 - 4:55	Email to staff about ILT		<p>At ILT today we discussed the walkthrough schedule for next week which we will cover in PD tomorrow. Jono shared the budget that was shared with SSC and we discussed using G1 funds to support Spanish language development in middle school. We met with Alexis and went over the Mid Year Review. February 11th we will be having a High Quality Work PD facilitated by Alexis. We upcoming PDs that include <a href="#">continued work on Anti-Racism</a> based</p>

			on work agreed upon last year (teacher planning time), the SEAL decision, and time to work on curricular Vertical alignment (this would probably have to happen in the summer.)
4:55 - 5:00	Aprecios		

1. Budget Discussion
  - a. G1 Monies for next year - \$66,000
    - i. I would like support to use that to cover our Spanish Language Development classes in MS
      1. Money has to go to middle school and this will buy us an additional .4 to .5 FTE to support covering the work of Gloria and Sydney who are not fully funded in next year's budget.
2. A big picture "Aha" regarding our Reclassification process, and how we are a bit "Stuck" moving our ELLs to fluency in Spanish as well as not creating robust readers. [A Modest Proposal/Initial Idea](#) To move School Wide Reading
3. PD Requests: Time for recording what units we are teaching and looking at our Vertical Alignment. Culture and Climate would like 4 - 5 Wednesdays in March and April to allow time to follow through on Anti-Racist work.
4. Check tk - 8th grade WalkThrough Schedule. Is it complete? [3rd - 8th WalkThrough Schedule](#) - Process for deciding which teachers to visit and choosing which teachers will attend the Walk Through
5. Check Work Stamp from last time: Are all of those things complete?

## Roles

<ul style="list-style-type: none"> <li>- Time keeper: Damain</li> <li>- Process Checker: Gabi</li> <li>- Facilitator: Susan</li> <li>- Note Takers: Noah</li> <li>- Snacks: JonoCommunity is so strong and a strong institutional memory, common history of events, quality of teachers and how hard everyone</li> <li>- Expeditionary Learning, Bilingual Immersion</li> <li>-</li> </ul>
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<b>6. Adjournment</b>	We adjourned at 2:35pm.
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**Date:** Monday 2/2/25

**Meeting Time Start:** 3:45PM

**Format:** Zoom <https://ousd.zoom.us/j/86091122427>

**Agenda (pasted in left column)**

**Slides - N/A**

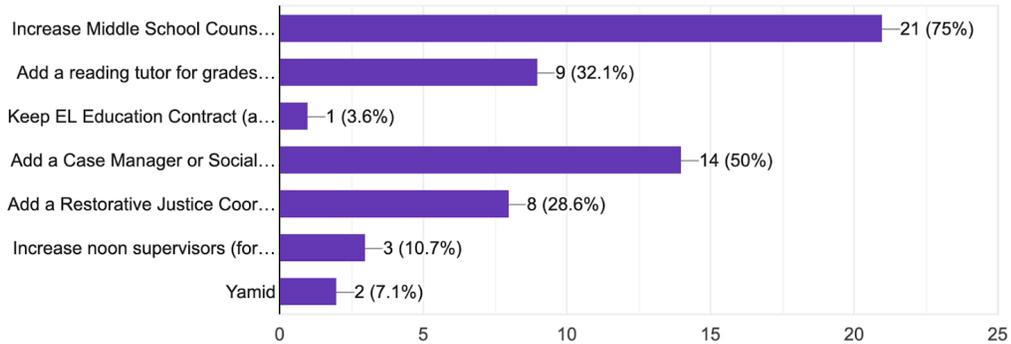
**SSC Members Present (Complete after roll call):**

<p><b>SSC Members Present:</b> Jono Mayer, Kirstin Hernandez (parent), Carla Hinojosa (staff), Nancy Angel Hurtado (parent), Carina Lieu (parent/co-chair), Maestra Luz (teacher), Sydney Schantz (teacher), Jill Thomas (parent) and Andi Gonzalez (staff)</p>	<p><b>Others Present:</b> Avi (parent)  <b>Absent:</b> Violeta Escobar and Phoenix (Student Rep)</p>
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<b>Agenda</b>	<b>Notes</b>
<p><b>4. Welcome</b></p>	<p>Facilitated by: Principal Mayer  Notetaker: Andi Gonzalez</p>
<p><b>5. Review and Approve Minutes</b></p>	<p>Motion to Approve:  Second:  Approved unanimously as revised</p>
<p><b>6. Continue discussing Budget and Possible Vote</b></p>	<p><b>Shared Teacher Budget Feedback Survey</b>  -All 25/25 teachers voted to prioritize money to keep all positions being cut (except AP which Jono has sent a letter to Superintendent to appeal)</p> <p>Below is a graph showing what teachers would like to prioritize <b>IF</b> there is money left after securing positions that are being cut this year.</p>

If there are any monies left AFTER retaining the above positions, I would prioritize: PICK TOP 2 CHOICES ONLY

28 responses



Group conversation:

- SSC needs to choose what to use Title 1 funds for next year based off of the data from teachers and SSC parent input today.
- Jono: 100% of title 1 must be used to fund these cut positions as well as part of G1. G1 also needs to help fund a Spanish middle school teacher position .
  - Recess Coach
  - EEIP/STIP teacher (District provides 1, this would allow 1 more so that we have one for each site)
  - Intervention & ELD Teacher 3rd-8th/George Floyd VRT Lead/Testing Coordinator/Volunteer Coordinator
  - Newcomer TSA 3rd-8th/Targeted support for ELD students 6-8

Sydney: Wondering if EEIP duties can include RJ role as well when they are not covering classes or pushing in for reading support.

Luz: RJ person needs to be trained (go to RJ PLCs). Needs to be taken into account if EEIP or STIP is used as RJ.

- Jono: EEIP can also support mediation when appropriate. Perhaps some case-management as well. Need to move forward and talk about 2 separate votes:
  1. 169K for Title 1 to go to EEIP positions - this can cover 1.5 or 1.7 FTE depending on specific income levels of each person in position (less than 2 fulltime positions which would help cover the 3 positions being cut: Recess Coach, STIP and EEIP)
  2. G1 money use: to take 66K and support one of our 9 middle school teachers to continue teaching in Spanish. Helps continue dual-language MS program since central does not provide all FTE needed for a bilingual program.
- Jill: Need more clarity on what is the second vote (noted above).
- Kirtsin: What are the top 3 needs based on student data? Since unfortunately we won't be able to keep it all. What is going to keep MLA special/"secret sauce"?
- Jono: Supporting arts, playground support that supports culture TK-8, reading tutors and reading support (which continues to need support so all students are reading at grade level in both languages); teachers are strong; need more case-managers; PE Mario + Sports; we're close but a lot of balls to juggle
- Luz adds that one of the key pieces is expedition work (EXPO which is part of EL model). Anchor in social-emotional learning. We need those pieces to hold academic rigor.

**Motion:** Nancy to move all Title 1 for 26-27 school year funds to support keeping MLA positions being cut as stated above and using the entire allocation, \$169,000 to fund EEIP positions, up

	<p>to 1.9 FTE, or as much as the money will cover.          Sydney seconds.  <b>Vote:</b>          Jill - Abstain          Kirtin - Yes, with noted concerns          Andi - Yes          Nancy - Yes          Luz - Yes          Jono - Yes          Carla - Yes          Carina - Yes          Motion Passes</p>
<p><b>4. G1 Monies Discussion</b></p>	<p>G1 money use: to take 66K and support one of our 9 middle school teachers to continue teaching in Spanish. Helps continue dual-language MS program since central does not provide all FTE needed for a bilingual program.</p> <ul style="list-style-type: none"> <li>● Jono: We need to build Spanish in as a class while also supporting core classes and electives.</li> <li>● Sydney: Context: ELL must have access to ELD, so all schools must provide this support. Therefore our MS has designated ELD classes for students who need it. Students who do not need ELD are now in a SLD (Spanish language dev) class. This is new this year since last year those students had study skills which were not as helpful, and now a SLD class supports our dual-language model and supports our SPSA goal (specifically in supporting our English-only African American students in Spanish literacy).</li> <li>● Luz: Once the money is secured the students take a survey to pick their elective options which lan as the school MS counselor takes care of.</li> <li>● Jill: Don't students need to give feedback on G1 money use? Also question around what G1 can be used for.</li> <li>● Sydney: Further context—another thing that makes MLA unique (AKA secret sauce) that all grades have a CREW which is part of EL model (which not all MS do). Crew is a separate class MS have. It includes SEL topics, RJ circles, goal setting with students, and more. Our MS CREWs are also incorporating CREW affinity groups 1x a month to expand student choice in elective and support options (i.e. cooking, soccer, debate, 1st gen students, etc)</li> <li>● Jono: SLD is a huge lift for MS teachers and gets extra prep to do that since there is not a set curriculum yet for this.</li> </ul> <p>Motion: Jono - use 66K of G1 monies to continue to fund a bilingual middle school teacher to help provide Spanish instruction to middle school students (in order to continue to support our SLD program in MS) and Electives in MS (MS electives were cut from 1.6 FTE to .8 FTE, so this will help to keep middle school electives that would otherwise have to be cut due to the budget allocations. Also, it should be noted that the additional FTE supports smaller class size, which supports MS retention.</p> <p>Sydney: seconds motion.  <b>Vote:</b>          Luz - Yes          Nancy - Yes          Carla - Yes          Andi - Yes          Kirstin - Yes and curious about how this affects elective          Jill - abstain (not used to 1 option only)          Carina - abstain</p>

	<ul style="list-style-type: none"> <li>● Kirstin: Clarification – is it just 1 teacher?</li> <li>● Jono: <u>Central gives him 9 middle school teachers for core subjects (3 in each grade level in MS). Then music teachers, art, and PE are also needed and not always funded. G1 money can give MLA middle school up to 0.6 FTE of an additional middle school language teacher.</u> What Jono does is look to see out of all the support positions that need funding, whoever is the “cheapest” based on years in the district will be paid by G1 and more expensive MS positions will be covered centrally. Right now we are missing Newcomer MS, PE teacher, and Spanish instruction support in MS. G1 would be used towards Spanish support.</li> <li>● Kirstin: Will this affect electives? Will it give us more or less access?</li> <li>● Jono: G1 funding is based on MS class size. We went up since last year. We are at 25 (ish) per class this year. That is why we went from 8 positions being funded to 9 this year.</li> <li>● Luz: This is needed for when students are learning to languages (SLD support)</li> </ul>
<b>5. Adjournment</b>	<p>-Next meeting:          -Sending context around voting ahead of time.          -Carina and Jill naming that there are so many choices, acronyms, etc that need more time to digest as parents. Also Carina would love to support in providing this context to other parents. Also trusting that staff knows what they need. Also not much money.</p>

Date: Monday 1/26/25

**Meeting Time Start:** 3:45PM

**Format:** Zoom <https://ousd.zoom.us/j/86091122427>

**Agenda (pasted in left column)**

**Slides - N/A**

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

<p><b>SSC Members Present:</b> Jono Mayer, Kirstin Hernandez (parent), Carla Hinojosa (staff), Nancy Angel Hurtado (parent), Carina Lieu (parent/co-chair), Maestra Luz (teacher), Sydney Schantz (teacher) and Andi Gonzalez (staff)</p>	<p><b>Others Present:</b> Shannon Darcey (parent), Amara Schoenberg (teacher), Avi (parent), Donna Bransfrd (parent), Dulce (parent), Julie Palacios (teacher)  <b>Absent:</b> Violeta Escobar and Phoenix (Student Rep)</p>
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Agenda	Notes
<b>7. Welcome</b>	Facilitated by: Principal Mayer Notetaker: Carina Lieu
<b>8. Review and Approve Minutes</b>	Motion to Approve: Kirstin Second: Carina Approved unanimously as revised

<p><b>9. New Allocation</b></p>	<p>Additional Title 1 \$12,995 for this year: we could use this to provide Teacher Extended Contracts - June 1-June 15th to plan “District OUSD fund allowable expenses <a href="#">doc.</a>”</p> <ul style="list-style-type: none"> <li>- Not sure if it’s a carryover or if the formula was calculated different</li> <li>- <a href="#">Allowable categories</a></li> </ul> <p>Motion to use funds for teachers to do planning from June-July.</p> <p>Motion to Approve: Second: Carina Approved unanimously</p>
<p><b>4. New membership vote</b></p>	<p>Jill Thomas (parent alternate) to replace Kristina as voting member.</p> <p>Motion to Approve: Sydney Second: Kirstin</p>
<p><b>5. Continue conversation of prioritizing Title 1 Money for 2026-27 (still not known yet)</b></p>	<ul style="list-style-type: none"> <li>● Share out information from the 2026-27 “One Pager” budget that the principal just received. Share <a href="#">Budget Discussion Staff and SSC (screenshared)</a> <ul style="list-style-type: none"> <li>○ Jono reviewed what was budgeted for this year and proposed next year. Document cannot be shared because it has not been reviewed with staff yet.</li> <li>○ Summary as of Jan 26th           <ul style="list-style-type: none"> <li>■ Reductions: \$180K plus AP loss               <ul style="list-style-type: none"> <li>● No second AP</li> <li>● Loss of .5FTE Newcomer</li> <li>● Loss of .8FTE Elective Teacher</li> <li>● Loss of .1 FTE (1/2 day) of counselor</li> </ul> </li> <li>■ Increase               <ul style="list-style-type: none"> <li>● Title 1 Funds: \$25K</li> <li>● PTSA: \$10K</li> <li>● Total: \$35K</li> </ul> </li> <li>■ Change: about \$135K less, loss of ½ day counselor and an AP.</li> </ul> </li> <li>● Share Budget Timeline</li> <li>● Group conversation: <a href="#">What’s working/Successes/Challenges/ New ideas, Possible Changes</a></li> <li>● Possible Vote           <ul style="list-style-type: none"> <li>○ We need to vote today or on February 9th for the following:               <ul style="list-style-type: none"> <li>■ Use of \$169K title 1 funds                   <ul style="list-style-type: none"> <li>● Recommendation to use this to Keep EEIP teachers</li> </ul> </li> <li>■ Use of \$4,200 Title 1 Parent Ed funds</li> <li>■ G1 Monies Discussion: 4:40 SELs Update from January Meeting to use the \$65,000 to support our Bilingual - Spanish Program in MS                   <ul style="list-style-type: none"> <li>● This will help pay for about .4-.5 FTE of a MS Spanish Language Teacher</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li></ul>

	<ul style="list-style-type: none"> <li>● Discussion: <ul style="list-style-type: none"> <li>○ What are enrollment projects? Projecting 740 for next year, class sizes of 26 (because of waitlists in K and 1)</li> <li>○ What positions are being funded outside of the base?</li> <li>○ Are funding reductions due to overall base reductions?</li> <li>○ Jono shares how he has put lots of energy into putting Title 1 funds to offset some of the reductions</li> <li>○ What roles can parents play to advocate?</li> <li>○ What are G1 funds being used for now? Backfill and pay for Billy this year and case management in MDS.</li> <li>○ Ian (counselor) supports with RJ middle school. Position is critical.</li> <li>○ Advocacy for an AP would get Jono 95% of the way there.</li> <li>○ What are examples of what we might lose to keep 2 positions? EL contract and daily substitute.</li> <li>○ An estimate for cost of AP or counselor is \$30,000/day</li> <li>○ Nancy shares that parents at Sherman are not aware of needs at Maxwell and often this impacts fundraising -- speaks to need to more effort to bring community together across campuses</li> <li>○ What is the plan for teacher input? Sydney will bring a summary back to teachers.</li> </ul> </li> <li>● Timeline: <ul style="list-style-type: none"> <li>○ This Wed 1/28 - use meeting time to discuss budget</li> <li>○ Meeting for EL walkthrough prep → reschedule to following Wed</li> <li>○ This Friday - Jono optional staff meeting</li> <li>○ Feb 6 - MTSS (early release) w/ de-escalation training</li> <li>○ Feb 9 SSC meeting</li> <li>○ Need to vote by Feb 10 (Jono meets with district).</li> </ul> </li> </ul> <p>Reminder this committee needs to approve decision for Title 1 expenditures</p> <p>Andi and Jono will meet to digest the 1 pager into a visual and allow people to give feedback. Carina offered to help. Nancy offered processing questions: “what is necessary, what is extra, what can we not live without”.</p> <p><b>Next meeting: Feb 2, 3:45PM via Zoom. Sydney will update the calendar.</b></p>
<p><b>6. Adjournment</b></p>	<p>Motion: Jono  Second: Carina  Unanimous approval</p>
<p><b>5. Appreciations + Announcements</b></p>	<ol style="list-style-type: none"> <li>1. Oratorical Coming Up January 30th - grades 3-8th; February 6th</li> <li>2. Eco-Bash January 31st, 2026</li> <li>3. Last day for Lost-and-Found pick up this Thursday 1/29 (end of day)</li> </ol>