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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 May 24, 2022

Subject 2022-2023 Measure G1 Grant Application

Ask of the Commission Approve the 2022-2023 Measure G1 Grant Application for Melrose Leadership Academy

Discussion Middle School Network is open to questions from the commission regarding the 2022-2023 Measure G1 Grant Application

Fiscal Impact The recommended amount is **\$60,973.64**. It's coming from resource 9332 - Measure G1.

Attachment(s) Grant Application attached.





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

**2022-23
Measure G1 Proposal**

Due: May 13, 2022

School Information & Student Data

School	Melrose Leadership Academy	School Address	4730 Fleming Avenue Oakland, CA 94619
Contact	Brianne Zika	Contact Email	brianne.zika@ousd.org
Principal	Brianne Zika	Principal Email	brianne.zika@ousd.org
School Phone	510-535-3832	2021-22 CALPADS Enrollment Data (6-8 Oakland Residents Only)	98
Recommended Grant Amount¹	\$60,973.64	2021-22 LCFF Enrollment	617

Student Demographics (%)				Measure G1 Team	
English Learners	36%	Asian/Pacific Islander	1%	Name	Position
SPED	9%	Latinx	63%	Brianne Zika	Principal
LCFF	43%	Black or African-American	8%	Charity Balona Hilda Bucio	MS Teacher MS Teacher
		White	17%	Gabriela Casal	MS TSA
		Indigenous or Native American	<1%	Pati Ceja	CSM
		Multiracial	8%	Ursula Aldana Kirstin Hernandez	Parent Parent

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

Chronic Absence				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Student Population Overall	1.2% chronic	1.3% chronic	7% chronic	Less than 5%
Asian/Pacific Islander	n/a	0% chronic	0% chronic	0% chronic
Latinx	1.5% chronic	2.2% chronic	7% chronic	Less than 3%
Black or African-American	0% chronic	0% chronic	30% chronic	Less than 10%
White	0% chronic	0% chronic	0% chronic	0% chronic
Indigenous or Native American	n/a	n/a	n/a	n/a
English Learners	1.5% chronic	3.2% chronic	6% chronic	Less than 3%
Students w/ IEPs	6.7% chronic	0% chronic	9% chronic	Less than 3%
Free/ Reduced Lunch Students	1% chronic	2% chronic	9.5% chronic	Less than 3%

Metrics

(all data points are required)

Electives					
Metric	Area	2019-20	2020-21	2021-22	2022-23 Goal
Number of students taking elective courses.	Art	50%	50%	50%	50%
	Language	100%	100%	100%	100%
	Music	50%	50%	50%	50%
Number of students participating in non-course experiences (e.g. after-school program)	Art	25%	n/a	20%	20%
	Language	0%	n/a	0%	0%
	Music	25%	n/a	20%	20%

Positive & Safe Culture				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Connectedness on CHKS Survey				
Asian/Pacific Islander	n/a	n/a	n/a	75% or more
Latinx	54%	n/a	n/a	75% or more
Black or African-American	45%	n/a	n/a	75% or more
White	36%	n/a	n/a	75% or more
Indigenous or Native American	21%	n/a	n/a	75% or more
English Learners	Not in dashboard	Not in dashboard	Not in dashboard	Not in dashboard
Students w/ IEPs	51%	n/a	n/a	75% or more
Free/ Reduced Lunch	Not in dashboard	Not in dashboard	Not in dashboard	Not in dashboard
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Suspension Incidents				
Asian/Pacific Islander	0	0	0	0
Latinx	4	0	3	0
Black or African-American	0	0	2	0
White	0	0	0	0
Indigenous or Native American	0	0	0	0
English Learners	4	0	1	0
Students w/ IEPs	4	0	2	0
Free/ Reduced Lunch	4	0	5	0

Student Retention from 5th Grade to 6th Grade				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
6th Grade Enrollment	100% full	100% full	100% full	100% full

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
PTSA and Family Meeting	April 25, 2022

Staff Engagement Meeting(s)	
Staff Group	Date
Middle School Instructional Leadership Team and Climate/Culture Team Meeting	April 26, 2022

Proposed Expenditures

Guidelines
<ol style="list-style-type: none"> 1. In the following sections, please discuss your team’s plan to address the goals of G1: <ol style="list-style-type: none"> 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 2021-22 Actual Expenditures

All Actual Expenditures		Budget Amount
1	.65 FTE World Language Teacher (Spanish) (\$50,911 of \$77,646 projected cost for Andy Acosta)	\$50,911.00
Budget Total		\$50,911.00

Summary of 2022-23 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	.7 FTE World Language Teacher (Spanish) (\$60,973 of \$78,500 projected cost for Andy Acosta)	\$60,973
2	Classroom supplies -- any remaining funds left over from Andy's .7 should be allocated to classroom supplies.	TBD based on actual cost of Andy's salary
Budget Total (must add up to Recommended Grant Amount)		\$60,973.64

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
We will allocate \$60,973 to fund 70% of the 8th grade Spanish teacher's salary.	100% of 8th Graders 56 students		\$60,973

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

MLA G1 Engagements - Spring 2022

MLA Parent G1 Meeting (held during the weekly PTSA check-in)

Monday, April 25, 2022

9am-9:45am

The screenshot shows a Zoom meeting invitation for "PTSA & Bri Weekly Check-In". The meeting is scheduled for Monday, April 25, from 9:00 to 9:30am, and is a recurring event on Mondays until May 24, 2022. It includes a "Join with Google Meet" button with the URL meet.google.com/dow-goxg-azs and a Zoom link: <https://usfca.zoom.us/j/4792123026>. There are 8 guests in total, with 4 confirmed and 4 awaiting. The organizer is Kirstin Hernandez (kirstinhernandez@gmail.com). Other participants listed include Brianne Zika, Elena Perez, Ursula Aldana, Tara Stoop, ND, and Jon Sullivan. A "VP Comm ACTION MLA PTSA" icon is also present.

Participants:

Name	Role	Signature
Bri Zika	Principal	Brianne Zika (attended virtually)
Ursula Aldana	Parent and PTSA President	Ursula Aldana (attended virtually)
Kirstin Hernandez	Parent PTSA VP	Kirstin Hernandez (attended virtually)
Jon Sullivan	Parent and PTSA Treasurer	Jon Sullivan (attended virtually)
Ia Hernandez	MS Teacher	Ia Hernandez (attended virtually)

Agenda

Time	Agenda	Notes
3 min	Check-In	Purpose of the meeting
3 min	What is G1?	Guidelines for Measure G1
10 min	What are MLA's spending priorities?	Previous G1 proposal MLA SPSA 22-23
5 min	G1 reflection at MLA	<ol style="list-style-type: none"> 1. Self-reflection using the rubric 2. General feedback on MLA MS program: <p>What's going well:</p> <ul style="list-style-type: none"> ● Arts program: <ul style="list-style-type: none"> ○ Students have access to music, visual art, and coding ○ Students create high quality portfolio covers as 8th graders ○ Students continue to rank visual art as their first choice elective every semester ● Music program: <ul style="list-style-type: none"> ○ Students have access to band after school through Ms. Gold ○ Students have been learning new technology in music ○ Students have access to music every semester ● Language program: <ul style="list-style-type: none"> ○ Strong writing progress this year, and many students are receiving the biliteracy pathways award ○ Rigor of text being read in Spanish is increasing ○ We have a newcomer ELD class this year and we are proud that our newcomer program is expanding into the elementary school, allowing our middle schoolers to go to the same school as their younger siblings and cousins ● Athletics and Community Building <ul style="list-style-type: none"> ○ We revived our sports program this year after 5 years of having no sports ○ We have a basketball team, a volleyball team, and a track team in the middle school, coached by our core day teachers

		<p>Areas for growth:</p> <ul style="list-style-type: none"> ● Language Program <ul style="list-style-type: none"> ○ We don't see our students doing projects that really make connections between Spanish and English at each grade level ○ We are worried about our students having math in Spanish ● Music Program <ul style="list-style-type: none"> ○ This year was really challenging with COVID because our students had less choice in their electives and couldn't play their instruments doors ● Arts Program <ul style="list-style-type: none"> ○ Mr. Hernandez is a new teacher and students share they want to do create more art and learn less "about" art ● Athletics and Community Building <ul style="list-style-type: none"> ○ We are excited to see sports are back but we wish there were more options for students and that 6th graders could participate
2 min	Vote	<p>Proposal to spend \$60,973 on hiring a .7 Spanish teacher. This is the same budget decision that was made last year, just with a higher allocation due to a budget increase.</p> <p>Intended Impact</p> <ul style="list-style-type: none"> - 100% of students receive Spanish in 8th grade - We see an increase in 8th graders who pass the assessment to qualify for the seal of biliteracy and enter high school on track to take AP Spanish - Increase differentiated access to Spanish instruction for late-entry newcomers
1 min	Closing	

MLA ILT Measure G1 Meeting

Date: April 26, 2023

Time: 3:30pm

✎ 🗑 :

MLA ILT/CCT
Tuesday, April 26 · 3:30 – 5:30pm
Monthly on the third Tuesday

Join Zoom Meeting ▼
ID: 89498955362
Passcode: HymK9H1X

Take meeting notes
Start a new document to capture notes

20 guests
8 yes, 12 awaiting 📄 💬 ✉ ⤴

-  Brienne Zika 
Organizer
-  AMAIRANI JUAREZ-MENDEZ
-  AMARA SCHOENBERG 
-  CHLOE RUTTER-JENSEN 
-  GABRIELA CASAL 
-  Ian Patton
-  JOSE PADILLA

Participants:

Name	Role	Signature
Bri Zika	Principal	Brienne Zika (attended virtually)
Hilda Bucio	MS Teacher	Hilda Bucio (attended virtually)
Andy Acosta Acevedo	MS Teacher	Andy Acosta Acevedo (attended virtually)
Chloe Rutter-Jensen	MS Teacher	Chloe Rutter-Jensen (attended virtually)
Gabriela Casal	TSA	Gabriela Casal (attended virtually)
Charity Balona	MS Teacher	Charity Balona (attended virtually)
Pati Ceja	CSM	Pati Ceja (attended virtually)
Ian Patton	Academic Counselor	Ian Patton (attended virtually)

Time	Agenda	Notes
3 min	Check-In	Purpose of the meeting
3 min	What is G1?	Guidelines for Measure G1
10 min	What are MLA's spending priorities?	Previous G1 proposal MLA SPSA 22-23
10 min	G1 reflection at MLA	<ol style="list-style-type: none"> 1. Self-reflection 2. General feedback on MLA MS program: <p>What's going well:</p> <ul style="list-style-type: none"> ● Arts program: <ul style="list-style-type: none"> ○ Students continue to rank visual art as their first choice elective every semester ○ Kids really like art class and feel safe ● Music program: <ul style="list-style-type: none"> ○ Some students like learning their instruments one on one with Ms. Gold during recess and lunch ● Language program: <ul style="list-style-type: none"> ○ Kids are really proud of their bilingualism essays ● Athletics and Community Building <ul style="list-style-type: none"> ○ Kids love being on the basketball team -- amazing community builder ○ We have a long waiting list for volleyball ○ Kids love going to track practice at Skyline ○ The program is helping kids who are disengaged in the school day <p>Areas for growth</p> <ul style="list-style-type: none"> ● Language Program <ul style="list-style-type: none"> ○ Some students come to us from elementary schools that aren't actually dual language and they can't read or write in Spanish in 6th grade; it makes Spanish classes really challenging to teach in that a high level of differentiation is needed ○ Students are expressing frustration that math is in Spanish ● Music Program <ul style="list-style-type: none"> ○ Students had a really hard time in music

		<p>class this year; high levels of disengagement and behavior challenges; missed being able to play a wind instrument</p> <ul style="list-style-type: none"> ● Arts Program <ul style="list-style-type: none"> ○ Kids are asking for choice opportunities, such as murals or graffiti art ● Athletics and Community Building <ul style="list-style-type: none"> ○ Long waiting list for kids to play -- can we open more sports teams?
2 min	Vote	<p>Proposal to spend \$60,973 on hiring a .7 Spanish teacher. This is the same budget decision that was made last year, just with a higher allocation due to a budget increase.</p> <p>Intended Impact</p> <ul style="list-style-type: none"> - 100% of students receive Spanish in 8th grade - We see an increase in 8th graders who pass the assessment to qualify for the seal of biliteracy and enter high school on track to take AP Spanish - Increase differentiated access to Spanish instruction for late-entry newcomers
1 min	Closing	Additional thoughts?