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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 Montera MS

**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 **\$204,697.22**. 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

<b>School</b>	Montera Middle School	<b>School Address</b>	5555 Ascot Drive Oakland, CA 94611
<b>Contact</b>	Darren Avent	<b>Contact Email</b>	darren.avent@ousd.org
<b>Principal</b>	Darren Avent	<b>Principal Email</b>	darren.avent@ousd.org
<b>School Phone</b>	510-531-6070	<b>2021-22 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	615
<b>Recommended Grant Amount<sup>1</sup></b>	<b>\$204,697.22</b>	<b>2021-22 LCFF Enrollment</b>	329

Student Demographics (%)				Measure G1 Team	
English Learners	7%	Asian/Pacific Islander	11%	Name	Position
SPED		Latinx	22%	Darren Avent	Principal
LCFF	54%	Black or African-American	33%	DERRICK BELL	Teacher
		White	24%	Beshaba Harambe	CSM
		Indigenous or Native American	1%	Jeff Worrall	Teacher
		Multiracial	7%		

<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.

Chronic Absence				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Student Population Overall	17.3%	19.8%	40.1%	15%
Asian/Pacific Islander	39.7%	47.5%	95%	
Latinx	18.5%	21.7%	46.4	
Black or African-American	27.3%	32.1%	52.1	
White	6.6%	4.5%	16.9%	
Indigenous or Native American	26%	34.1%	59.7%	
English Learners	17.3%	21.1%	46.2%	
Students w/ IEPs	25.6	26.8	50.7	
Free/ Reduced Lunch Students	20.5%	24.3%	47%	

## 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			301	300
	Language			515	500
	Music			270	250
Number of students participating in non-course experiences (e.g. after-school program)	Art			20	
	Language			0	
	Music			10	

Positive & Safe Culture				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Connectedness on CHKS Survey				
Asian/Pacific Islander	72.1%			75%
Latinx				
Black or African-American	56.6%			60%
White	62.4			75%
Indigenous or Native American	50%			60%
English Learners				
Students w/ IEPs	52.2			60%
Free/ Reduced Lunch				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Suspension Incidents				
Asian/Pacific Islander			2	
Latinx	13		12	
Black or African-American	45		58	
White	4		3	
Indigenous or Native American				
English Learners	6		8	
Students w/ IEPs	43		46	
Free/ Reduced Lunch				

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

## Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
SSC & PTO	4/21/2022

Staff Engagement Meeting(s)	
Staff Group	Date
Staff meeting	4/22/2022

## 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 2021-22 Actual Expenditures

All Actual Expenditures		Budget Amount
1	2.0 FTE for 2 music teachers to fulfill International Baccalaureate requirements.	\$168,662.00
<b>Budget Total</b>		\$168,662.00

# Summary of 2022-23 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Teacher (Music)	99629.08
2	Teacher (Music)	88011.12
3	Art & Music Supplies	5000
4	WoodShop Supplies	5000
5	Teacher STIP (6th grade bridge)	7057.04
6		
7		
<b>Budget Total (must add up to Recommended Grant Amount)</b>		204697.22

## 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
Montera will continue to use G1 funding to support the music program. The goal is for all students to take minimum 50 hours of music	1086	20	192634.18

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - chronic absence, suspensions, CHKS survey results, or another metric named by the site?	Budget Amount
6th grade bridge introduce incoming 6th graders to the campus. The program is structure around Restotive Justice allow student to meet other students and staff before the first day of school.	suspensions, CHKS	7057.04

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
Teacher STIP for 6th grade Bidge progam	\$7057.04
	\$ 7057.04

**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)).**

## Montera 4-21-22 SSC Minutes

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Present: Darren Avent (Principal), Derrick Bell (staff), Raine Dougan (parent/PTO representative), Michael Louden (parent), Jo Mackness (parent), Alicia Mayorga (staff), Ms. Haneefa (staff), Myesha Mebane (parent), Loryn Hudson (parent), Eric Pettengill (staff), Heaven Walker (parent)

1. Measure G1 - funding that can be used for art, music, world languages, 6th grade retention - amount this year is approximately \$205,000
  - a. Both music teachers - \$99,629 + \$88,011
  - b. Art & music - \$5000
  - c. Woodshop supplies - \$5000
  - d. 6th Grade Bridge program - \$7057

Art teachers are covered by the overall school budget (one paid for by district/base; one by supplemental). This is year 5 of a 12 year funding measure.

2. Site Plan for Student Achievement (SPSA)
  - a. Goal #1 - push for positive behavior; Restorative Justice (RJ) programming
    - Creating RJ student support teams
    - RJ training for all staff and encourage RJ circles in the classroom
    - Need to calendar community building activities in advance
  - b. Goal #2 - Closing equity gap
    - Creating more teacher planning time
    - Communicate about support programs for students
  - c. Goal #3 - Developing a reading culture
    - Reading intervention person
    - Host authors
    - Updating library
  - d. Goal #4 - Staff development
    - Leverage teacher leads
    - Send teachers to trainings on early departure days
    - Wellness support for teachers/staff - invited weekly mental health support professionals to come to school
  - e. Conditions for Black students
    - Pushing more African American family engagement
    - AAMA & Black Girl Brilliance classes
  - f. Conditions for English Language Learners (ELL)
    - Affinity nights for ELL families (50 students)
    - Provide SRI support to potentially reclassify students
  - g. Art, music and world languages

Feedback on questions re SPSA:

Not seeing RJ support at the district level. RJ is very much welcomed and used at Montera - for both students and staff.

Can we add more SEL development for teachers (e.g., trauma-informed trainings)? More timely feedback for teachers (e.g., around assignments, consistent use of Schoology). Mr Avent open to these two ideas under LCAP goal #4.

Can we reassess ELL students at the middle of the school year to see if we can move them out of ELL?

Parent Square is an excellent tool for communicating with families.

Underscore importance of mental health support for teachers/staff. Ways for teachers to get together (breakfasts? Massage chair? Exercise equipment?). Support for teachers around student death.

Vote to approve 2022-23 SPSA - Myesha Mebene moved to approve; Eric Pettengill seconded; all in favor

3. Bullying Concern - a group of kids will rip hoodies off heads; make disparaging comments about hair; no one should have their body physically touched without their permission. Are teachers seeing bullying go up?
  - Yes, have seen this; mostly boys are touching others and have addressed immediately as a class (as well as pulling specific students aside); with complaints from girls (i.e., boys touching them), these issues have been brought to the school administration
  - School didn't have the opportunity to address through a whole school assembly like they normally would (still not allowed to have assemblies)
  - Seeing an increase in lack of impulse control (especially physical) perhaps due to covid relative isolation/separation
  - Plan is to do more sessions next year for students - Challenge Day, talks from internal and external speakers, RJ day with different topics?
  - Is there anything we can do in the remaining weeks of school? Engage student leaders?
  
4. Public Comment
  - Mr Avent let the group know he won't be coming back to Montera next year; he's taking a role leading/coaching the high school principal network
    - Mr. Avent's supervisor will meet with families and staff to determine what the community is looking for in a new principal
  - Question about co-location: EBIA has no intention of co-locating; working on getting confirmation in writing
  
5. Adjourn
  - Myesha Mebene moved to close the meeting
  - Jo Mackness seconded