

Board Office Use: Legislative File Info.	
File ID Number	22-0879
Introduction Date	4/12/2022
Enactment Number	22-0548
Enactment Date	4/12/2022 CJH



**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 April 12, 2022

Subject La Escuelita K-8 2020-2021 Measure G1 Carryover Request Form

Ask of the Commission Approve the La Escuelita K-8 2020-2021 Measure G1 Carryover Request Form.

Background La Escuelita K-8 is requesting approval on their carryover request form. They want to use that money to coordinate activities for student positive engagement as well as an Afro-Latino drumming class.

Discussion Middle School Network is open to questions from the commission regarding the La Escuelita K-8 2021-2022 Measure G1 carryover request form.

Fiscal Impact The recommended amount is \$22,078.33. It's coming from resource 9332 - Measure G1.

Attachment(s) Carryover Request form attached.



Measure G1 Carryover Justification Long Form (Complete if carryover is more than \$5000)

Due Date: October 29, 2021

School:	La Escuelita	Contact/Principal	Faris Jabbar
School Address:	1050 Second Avenue Oakland, CA 94606	Principal Email	faris.jabbar@ousd.org
		School Phone:	510-879-2121

Please fill out the information below for school-wide carryover.

2020-21 Measure G1 Allocation including 2019-20 Carryover	\$73,835.00
2020-21 Measure G1 Dollars Spent	\$51,756.67
Carryover Amount	\$22,078.33

Summary of Proposed Use of Carryover for 2020-21 (listed in order of priority)

2020-21 Proposed Carryover Expenditures from <i>Budget Justification and Narrative Section</i>		Budget
<u>Allowable Expenditures Matrix</u>		
1	Afro-Latino Drumming classes through Living Jazz for 5th, 6th, 7th, and 8th grade	\$2,620
2	Coordinated activities to support positive play during the school day. <ul style="list-style-type: none"> • Would include cooperative games and activities for students to build positive relationships • Goal is to provide engaging activities for students who are socially isolated so that they can have a stronger connection to school and their peers 	\$19,458
Budget Total (must add up to Anticipated Grant Amount)		\$22,078

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

Pandemic inhibited us from being able to contract with organizations.

REQUIRED: Please provide all meeting agendas, minutes, and sign-in sheets of the engagement meetings which addressed carryover funds with this application. The application will NOT be considered without this documentation of engagements.

Community Engagement Meeting(s) to Address Carryover Funds	
Community Group	Date
School Site Meeting	3/14/2022

Staff Engagement Meeting(s) to Address Carryover Funds	
Staff Group	Date
Middle School Team Meeting	3/11/2022

Budget Justification and Narrative

In the following sections, please review the self-assessment and discuss your team’s plan to address the following:

The Goals of the Measure

- 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

You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure G1 Initial Self-assessment and data analysis. Please highlight what G1 specifically supported in the 2020-21 school year.

1. Please explain how you plan to use the Measure G1 carry-over funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
2. Add additional lines if you would like to add additional budget items.
3. All budget items should total up to the total carry-over amount.

1. Music Program

Programmatic Narrative Based on Rubric
[Required: Please reflect on your self-assessment here, as well as what was learned from your previous year’s use of G1 funds, and how the learnings are being applied to this year’s proposed expenditures]

Budget	Description of 2020-21 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
2,620	Afro-Latino Drumming classes through Living Jazz for 5th, 6th, 7th, and 8th grade	<ul style="list-style-type: none"> • 2 classes weekly, serving 40 students (20 per class); prioritizing students who do not have a strong connection to school based on our Connection to School surveys given throughout the school year • Strengthen middle school community and ease the impact of the middle school closure on our eagle scholars through music

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]		
Budget	Description of 2020-21 Proposed Expenditures of Carryover Funds	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student groups.)</i>
\$19,458	Coordinated activities to support positive play during the school day. <ul style="list-style-type: none"> • Would include cooperative games and activities for students to build positive relationships 	<ul style="list-style-type: none"> • Goal is to provide engaging activities for students who are socially isolated so that they can have a stronger connection to school and their peers

Please submit your 2020-21 Measure G1 Carryover Justification Form to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).



Emergency SSC Meeting

La Escuelita

School Site Council Meeting
DATE: Monday, March 14, 2022
TIME: 4:15 pm
LOCATION: Virtual

Zoom Meeting Information:

ID: 83015239300

Passcode: 947744

Items
<p>1. Welcome, Attendees: Tom Slivinski - teacher Mark Green - parent, vice chair Lisa Green - parent, chair Faris Jabbar - principal Marlene Gutierrez - teacher Pamela Guerrero - parent Nick Eisher-Gordan - parent Asase Omowale - library technician Robert Creek - Secretary, teacher</p> <p>Julia Martinez - office manager</p>
<p>2. Approval to spend unused funds Title I \$55,956.50 Title IV \$13,840 Measure GI \$22,078.33</p> <p>After discussion, allocation was made to a number of items as shown in a supplemental table (attached after notes). Title I, Title IV, and Measure G Motion to pass as identified: Tom Slivinski Seconded: Mark Green Vote: Unanimous acceptance of the proposed budgets</p>



3. Public Input None at this time.
4. Establish Date of Next Meeting and Adjourn Monday, March 28, 3:15 - 4:15 via Zoom:ID: 83015239300; Passcode: 947744

SSC Approved - TITLE I & IV EXPENDITURES WORKSHEET

SSC Meeting Date: 03/14/2022

Site : 121 La Escuelita

Title I Student Unspent: \$__55,956.50_____			
RANK ORDER	EXPENDITURE (Note: All FTE require a Job Duty Statement)	AMOUNT	FTE % (maximum allowed)
1	Instructional Supplies (4310)	Up to \$18,641	
2	Intervention (direct service to students)/(Teachers/Certified) 1120	\$7,315.00	
3	Positive School Culture Enhancement/ School climate interventions focus on SEL - Peace Corner Items/College Banners	\$6,641.50	
4	Field TripsField Trips	10,000.00	
5	Chromebooks/Projectors/Doc cams	10,000.00	
6	Classroom Books (other than textbooks)	10,000	
Any remaining Title I Student funds should go towards: Intervention (direct service to students)/(Teachers/Certified)			

Title I Parent ED Unspent:		
RANK ORDER	EXPENDITURE	AMOUNT



1	Language Link	\$350
2	Refreshments	Up to: \$2,500
3	Postage and postage supplies	\$610

Any remaining Title I Parent ED funds should go towards:

Title IV Unspent: \$_____13,840.00_____

RANK ORDER	EXPENDITURE	AMOUNT
1	Recess Coaching	13,000
2	Music Instruments	840

Any remaining Title IV funds should go towards:

Measure G1 Unspent: **\$22,078.33**

RANK ORDER	EXPENDITURE	AMOUNT
1	Structured Student Activities	\$19,458
2	Living Jazz Drumming classes	\$2,620

Note: All expenditures may not be included in the final budget.

Goals & Notes for PLC Team: Team Middle

School Vision: We believe that serving students in a small TK-8 setting results in consistent academic expectations and strong social-emotional development for all students. All La Escuelita students are empowered as leaders and expected to give back to our school community.

Mission: La Escuelita TK-8 will prepare young people to reach their fullest academic potential and be confident, creative, responsible contributors to a multicultural society.

Eagle Throughline: With the understanding that we are in a new educational landscape, we ground ourselves and draw strength from our values as educators by working together to harness our commitment in focusing on school and family relationships while recognizing the importance of providing a consistent space for students to express their thinking and to engage with rich grade-level content.

Team Charter & Agreements	
<p><u>Eagle Meeting Agreements</u></p> <ul style="list-style-type: none"> *Keep students, equity, & social justice at the center *Be present and engaged for our time together *Honor time by starting and ending on time *Have fun, celebrate, & support each other *Land the plane (be succinct/concise) 	<p><u>Adjusted or Additional Team Agreements:</u></p> <ul style="list-style-type: none"> - Communicate and respond to emails in a timely manner - Speaking positively about students (asset based communication) and keeping everything constructive - Checkin as people

What materials/resources/curriculum do we need to bring to PLC on Wednesdays?

Camera or phone to record and share video* (not all have smart phone on site)
Caring School Communities

[Fall Electives/Intervention Rosters](#)

Team Goals

Social-Emotional Learning Caring School Communities, PBIS Procedures & Routines, Discipline Matrix, COST/SST Home Visits and 5m Chats				
	Strengths	Problem of Practice	Plan	Reflect/ Self-Assess
Team Member 1		I'd like to _____ (change to my overall practices as a teacher) in order to better meet the needs of _____ (students/ subgroup) because _____. See OPTIONAL examples	To do this I will _____. (Could include inquiry questions, theory of action) - Support I want/ need - What might be challenging in realizing desired results - What growth will look like	
Team Member 2				
Team Member 3				

WEEKLY AGENDA

Time	Item
10min	<p>Opening</p> <ol style="list-style-type: none"> 1. Random Circle a Day Question Generator 2. Grounding in agreements; set intention for the meeting to which the process checker can attend.
	<p>Collaborative Time</p> <ul style="list-style-type: none"> ● G1 Carryover <ul style="list-style-type: none"> ○ \$21,000 <ul style="list-style-type: none"> ■ Drumming through Living Jazz <ul style="list-style-type: none"> ● Team supports ■ Proposal of Martial Arts (Currently in ASP) ■ Structured Activities to support positive play/community building/SEL skills <ul style="list-style-type: none"> ● Team supports ● Additional Position /CK? <ul style="list-style-type: none"> ○ Discussed possibilities ● Classes let out early <ul style="list-style-type: none"> ○ S will support the kids getting let out at the time on schedule ● Clarity for students with special passes to get support (AB and AP) plus counseling with Ms. Shauna protocol <ul style="list-style-type: none"> ○ Ms. Shauna <ul style="list-style-type: none"> ■ Would like to have Ms. Shauna pull students for academic support (executive functioning) <ul style="list-style-type: none"> ● They are not excused for work they miss during counseling sessions ● Balance caseload <ul style="list-style-type: none"> ○ Students like Mohammed AlShugaa, Ibrahim, Ammar, etc. ■ Prioritizing HS Options <ul style="list-style-type: none"> ● When do students take survey ● Follow up on RIP Words <ul style="list-style-type: none"> ○ Swearing hasn't been out of hand ○ Lots of F words in class <ul style="list-style-type: none"> ■ Still needs to be addressed; teach code switching - "school appropriateness" ● Parent contact Ds/Fs list <ul style="list-style-type: none"> ○ Parent Contact, Parent Conference, COST/SST ● Grades Follow Up (ParentSquare Message for Progress Reports on Jupiter) <ul style="list-style-type: none"> ○ Not yet. Will do today ● Assessment Due Dates <ul style="list-style-type: none"> ○ IM interim Math assessment <ul style="list-style-type: none"> ■ Input 6th grade by next Friday ○ 8th Grade FOSS CAA Science (Through ThinkLink) due by next Friday

- Halloween
 - Middle Schoolers will be doing one of the following
 - Supporting the trick or treating
 - 3-5 students per class
 - 7 or 8 Games
 - 4 kids per station
 - 2 kids to give out candy
 - 2 kids to support the game
 - RELEASE BY GL

- Leadership

-
- Field Trips Progress
 - When is the Walking Field Trip being rescheduled?
 - What's the communication to students, parents, etc.?
- Community Service
 - Waiting on
 - No approved projects
 - Who is coordinating and getting approval for wall painting and planting the garden?

Previous Agenda Notes:

- SEL Check-in
 - COST Checkin and referrals
- Field Trips
 - February Oak Museum of Cali (Afro Futurism until Feb 27)
 - Coordinate with Kaya
 - 1:10 ratio chaperones
 - Brouhard will schedule
- Community Service
 - Mr. Fortune will assist with painting a middle school wall
 - Safety Patrol
 - Community Garden (starting with the pots)
 - Cross-Age tutoring
 - School Leadership (8th Grade Yearbook)
- Curriculum Check-In
 - Support?
- Parent Contact for students struggling (D's and F's)
 - Divi
- Grades

- Send out ParentSquare today to check grades in Jupiter.

Reflection

1 min

Next Session PLC Task(s)

- Backward Design/ Planning from Text(s)/Task(s)/Assessment(s) _____
 - Timeframe (year, unit, week, lesson) _____
- Analyzing Student Data from Assessment Task(s) _____
 - What focal data point and/or focal students will we be ready to reflect on? _____
- Reflecting on Teaching Practice & Consultancy (toward SEL goals)

3 min

Closing

1. Reflect honestly on team agreements (process checker share an observation/ feedback)
2. Briefly summarize today's learning (note-taker record in template)
3. Optimistic closure & affirmations

5-7 min

Nuts & Bolts Checklist

- Establish next meeting's roles & prepare agenda
- Review WAG; note any questions about upcoming professional learning, events, assessment requirements, or other operational details
- Reach out for support, consultation, etc. regarding:
 - Implementing EL Ed lessons or instructional strategies
 - Supporting specific students & subgroups
 - access to resources
 - release time for peer observation, planning, etc.
- Share planning docs, professional and student learning artifacts with any stakeholders i.e. special ed teachers, other support staff
- PL Feedback Form, fill out

n/a

Planning Resources

Academic Planning

- Standards: [CCSS ELA](#); [CA ELD Standards](#); [CA ELA/D Framework](#); [CA Foundational Skills Framework](#); [CCSS Math](#); [CA Mathematics Framework](#)
- Early Childhood Literacy Planning Tools: [CCC LearningHub](#)
- EL Curriculum Guides: Standards by Module (Curriculum Map) [Gr 2](#), [Gr 3](#), [Gr 4](#), [Gr 5](#)
- Planning Templates: EL [Module](#) & [Lesson](#) Template; [OUSD CLO Guide](#)
- Planning Conversations: Teacher [Backward Planning & Text Talk Protocol](#);

Data Conversation Protocols:

Consultancy Protocols:

Team Reflection Tools: [Team Inquiry Rubric](#)

Weekly Notes for Date: August 25, 2021 ([See details for how to fill out](#))

Team Members (Place “X” to left of name if present)

X	Tom Slivinski	X	Katin Lind	x	Faris Jabbar
X	Jennifer Brouhard	X	Emily Mason	x	Sarah Berg
X	Tawney Smith	X	Joseph Escobar		

Roles

Facilitator: Faris	Timekeeper + Process Checker: Katin
Note-Taker: Joe	Participant: Jennifer, Emily, Tom, Sarah, Tawney

NOTES

Agenda Item	Key Reflections - Decisions - To Dos	By Whom	By When
Work Time Summary	SEL Check-In: Virtual Home Visits <ul style="list-style-type: none"> Families glad to have students back in school Translator problems - maybe better to email? Parents glad students are making friends/being social Connect with more families at BTSN (virtual) Better to line up groups of same language families with translators Finding a Day for Middle School PLC <ul style="list-style-type: none"> During common prep? More dedicated middle school time during other PD's Friday, Period 5, in SDC 		
Next session PLC Task			
Closing			
Nuts & Bolts			

Weekly Notes for Date: 9/3 (See details for how to fill out)

Team Members (Place “X” to left of name if present)

X	Jennifer Brouhard	X	Emily Mason		
X	Katin	X	Joe Escobar		
X	Stanley Slivinski				

Roles

Facilitator: Co-Facilitation	Timekeeper + Process Checker: Tom
Note-Taker: Emily	Participant: ALL

NOTES

Agenda Item	Key Reflections - Decisions - To Dos	By Whom	By When
Work Time Summary	<p><u>RIP Words:</u> 9/21 8:30-9:20, on the soccer field. Decorate a shoe box and provide slips of paper and writing utensils. Each student writes a word that they have used, or had used against them. One by one, they step up to the box, speak their word, say “RIP” and put their paper in the box. Afterwards, there is a verbal contract that we don’t say these words anymore, and if students hear one, they remind each other “that’s an RIP word.” If it’s an ongoing problem, it should be brought into advisory as a community problem (no specific names used). Emily and Faris to check in about how this applies to SDC.</p> <p><u>Intervention:</u> maybe it shouldn’t be called intervention? Let’s call it Math Success/English Success. Organizing around ELD. Separate by grade level (7th/8th grade students go to the teacher they are with that day). Make sure changes are reflected in Aeries. SRI and writing are the criteria for English intervention. Math criteria are formative assessments in IM and homework. 6th grade will alternate days (T/F math, M/Th ELA). Some SDC students can mainstream.</p> <p><u>Middle schoolers mentoring little kids:</u> DH to checkin with GK/1st grade in Ms. Son’s class 8:30-8:40am; 11:15-11:20a to checkin during coming back from lunch</p> <p><u>Muslim students’ prayer time:</u> Where? What time? They could write up the details of what their protocol is, so all their teachers know, and then they need to stick with it. They can’t spend that time playing around, and we have to know where they are.</p>		

Next session PLC Task			
Closing			
Nuts & Bolts			