

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	
Introduction Date	
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** September 12, 2023

**Subject** Reviewing Measure G1 Application Templates

**Ask of the Commission** Reviewing Measure G1 Application Templates

**Discussion** Middle School Network is open to questions from the commission regarding the discussion of the reviewing of Reviewing Measure G1 Application Templates throughout the years.

**Attachment(s)** Reviewing Measure G1 Application Templates



# DRAFT 2020 - 2021



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

<b>2020-21 Measure G1</b>
<b>Grant Application</b>
<b>Due: 2020</b>

School		Contact	
School Address		Contact Email	
Principal		Principal Email	
School Phone		Recommended Grant Amount*	
Actual 2019-20 Enrollment (6-8) (CALPADS data)			

*\*Grants will be distributed based on site-projected enrollment at the time that the grant is due. Final distribution 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.*

**Summary of Approved Expenditures from 2019-2020**

2019-20 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1		
2		
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		

**Summary of Proposed Expenditures for 2020-21** (listed in order of priority)

2020-21 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1		
2		
3		

# DRAFT

4		
5		
6		
	Budget Total (must add up to Anticipated Grant Amount)	

### School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents

### Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial

**Measure G1 Lead Team (can be a pre-existing team such as ILT): List names and role here.**

Name	Role

**School Vision (insert here):**

### **Middle School Measure G1 Self- Assessment:**

Please insert score based on the completed Measure G1 Initial Self-Assessment. Site should engage Site Leadership Team (i.e. ILT) and Community (i.e. SSC, PTA/PTSA) in the self-assessment process using the

# DRAFT

self-assessment rubric and score their school prior to completing the Budget Justification and Narrative Section below.

<b><u>Music</u> (Rubric Score)</b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<b><u>Art (Visual Arts, Theater, and Dance)</u></b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
<i>Access and Equitable Opportunity</i>			<i>Access and Equitable Opportunity</i>		
<i>Instructional Program</i>			<i>Instructional Program</i>		
<i>Staffing</i>			<i>Staffing</i>		
<i>Facilities</i>			<i>Facilities</i>		
<i>Equipment and Materials</i>			<i>Equipment and Materials</i>		
<i>Teacher Professional Learning</i>			<i>Teacher Professional Learning</i>		
<b><u>World Language</u> (Rubric)</b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>			
<i>Content and Course Offerings</i>					
<i>Communication</i>					
<i>Real world learning and Global competence</i>					

## Measure G1 Data Analysis

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2018-19 (last yr)</b>	<b>2019-20 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>			<i>Suspension</i>		
<i>ES Outreach Strategy Actions</i>			<i>Chronic Absence</i>		
<i>Programs to support ES students transition to MS</i>			<i>CHKS data (district only)</i>		

**REQUIRED: Please provide all meeting agendas, minutes, flyers, and sign-in sheets of the staff and community engagement meetings with this application. The application will NOT be considered**

# DRAFT

**without this documentation of engagements.**

Community Engagement Meeting(s)	
Community Group	Date

Staff Engagement Meeting(s)	
Staff Group	Date

## ***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

1. 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 **2017-18 school year. (2019-20 school year?)**
2. Please explain how you plan to use the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.
3. Add additional lines if you would like to add additional budget items.
4. All budget items should total up to the total grant amount based on projected enrollment for **2017-18.(2019-20)**

### **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

# DRAFT

year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]

<b>Budget</b>	<b>Description of 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, the number of students served, or achievement for specific student group.)</i>

## 2. Art 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]

<b>Budget</b>	<b>Description of 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, the number of students served, or achievement for specific student group.)</i>

## 3. World Language 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]

<b>Budget</b>	<b>Description of 2020-21 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, the number of students served, or achievement for specific student group.)</i>

## 4. 5th to 6th Grade Enrollment Retention

### Programmatic Narrative Based on Data Analysis

# DRAFT

[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	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, the number of students served, or achievement for specific student group.)</i>

## 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	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, the number of students served, or achievement for specific student group.)</i>

Please submit your 2020-21 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).

# DRAFT 2022 - 2023



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

**2022-23  
Measure G1 Proposal**

*Due: 2022*

## School Information & Student Data

<b>School</b>		<b>School Address</b>	
<b>Contact</b>		<b>Contact Email</b>	
<b>Principal</b>		<b>Principal Email</b>	
<b>School Phone</b>		<b>2021-22 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	
<b>Recommended Grant Amount<sup>1</sup></b>		<b>2021-22 LCFF Enrollment</b>	

Student Demographics (%)				Measure G1 Team	
English Learners		Asian/Pacific Islander		<b>Name</b>	<b>Position</b>
LCFF		Latinx			
SPED		Black or African-American			
		White			
		Indigenous or Native American			
		Multiracial			

<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				
Asian/Pacific Islander				
Latinx				
Black or African-American				
White				
Indigenous or Native American				
English Learners				
Students w/ IEPs				
Free/ Reduced Lunch Students				

## 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				
	Language				
	Music				
Number of students participating in non-course experiences (e.g. after-school program)	Art				
	Language				
	Music				

Positive & Safe Culture				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Connectedness on CHKS Survey				
Asian/Pacific Islander				
Latinx				
Black or African-American				
White				
Indigenous or Native American				
English Learners				
Students w/ IEPs				
Free/ Reduced Lunch				
Metric	2019-20	2020-21	2021-22	2022-23 Goal
Suspension Incidents				
Asian/Pacific Islander				
Latinx				
Black or African-American				
White				
Indigenous or Native American				
English Learners				
Students w/ IEPs				
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

Staff Engagement Meeting(s)	
Staff Group	Date

## 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		
3		

4		
5		
6		
7		
	<b>Budget Total</b>	

## Summary of 2022-23 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1		
2		
3		
4		
5		
6		
7		
<b>Budget Total (must add up to Recommended Grant Amount)</b>		

## Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
<b>Description of Proposed Expenditures</b>	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.	<b>Budget Amount</b>


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

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount

**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)).**



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

**2023-24  
Measure G1 Proposal**

*Due: January 30, 2023*

## School Information & Student Data

<b>School</b>		<b>School Phone</b>	
<b>Contact</b>		<b>Contact Email</b>	
<b>Principal</b>		<b>Principal Email</b>	
<b>School Address</b>		<b>2022-23 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b>	
<b>Recommended Grant Amount<sup>1</sup></b>		<b>2022-23 LCFF Enrollment</b>	

Student Demographics (%)				Measure G1 Team	
English Learners		Asian/Pacific Islander		Name	Position
LCFF		Latinx			
SPED		Black or African-American			
		White			
		Indigenous or Native American			
		Multiracial			

<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	2020-21	2021-22	2022-23	2023-24 Goal
Student Population Overall				
Asian/Pacific Islander				
Latinx				
Black or African-American				
White				
Indigenous or Native American				
English Learners				
Students w/ IEPs				
Free/ Reduced Lunch Students				

## Metrics

(all data points are required)

Electives					
Metric	Area	2020-21	2021-22	2022-23	2023-24 Goal
Number of students taking elective courses.	Art				
	Language				
	Music				
Number of students participating in non-course experiences (e.g. after-school program)	Art				
	Language				
	Music				

Positive & Safe Culture				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Connectedness on CHKS Survey				
Asian/Pacific Islander				
Latinx				
Black or African-American				
White				
Indigenous or Native American				
English Learners				
Students w/ IEPs				
Free/ Reduced Lunch				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
Suspension Incidents				
Asian/Pacific Islander				
Latinx				
Black or African-American				
White				
Indigenous or Native American				
English Learners				
Students w/ IEPs				
Free/ Reduced Lunch				

Student Retention from 5th Grade to 6th Grade				
Metric	2020-21	2021-22	2022-23	2023-24 Goal
6th Grade Enrollment				

# Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date

Staff Engagement Meeting(s)	
Staff Group	Date

## 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 2023-24 Proposed Expenditures

All Proposed Expenditures (from sections below)	Budget Amount
1	
2	
3	

4		
5		
<b>Budget Total (must add up to Recommended Grant Amount)</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

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

**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)).**