



School	Montera Middle School	Principal	Darren Avent
School Address	5555 Ascot Drive Oakland, CA	Principal Email	Dareen.Avent@ousd.org
School Phone	510-531-6070	Recommended Grant Amount*	\$ 98,549
Actual 2017-18 Enrollment (6-8) (20 day count)	776	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	423

**Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

Summary of Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Add 1.0 Chorus and OrFF classes as electives to fulfill International Baccalaureate requirements.	\$89,339
2	use remaining funds of used for art supplies	3,224
Budget Total (must add up to Current Grant Amount)		\$92,563

Summary of Proposed Expenditures for 2018-19 (listed in order of priority)

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Add 1.0 Chorus and OrFF classes as electives to fulfill International Baccalaureate requirements.	\$70337.71
2	use remaining funds of used for art supplies	\$22225.29
3	Woodshop Supplies	\$5986.00
4		
5		
Budget Total (must add up to Anticipated Grant Amount)		\$ 98,549.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
433	342	54.51%	7%	5%	5%	97%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
36.90%	.39%	8.90%	18.56%	.77%	.90%	24.26%	9.29%

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

Name	Role
Elizabeth Rosenberg	ILT – Math Department Chair
Stephanie Berger	ILT- PBIS Lead
Anisa Rasheed	ILT-AP
Erica Saephan	ILT- Guidance Counselor
Kevin Jennings	ILT- Electives
Latoya Williams	ILT- AP
Robert Brewer	ILT- Science
Tina Harambe	ILT- PBIS/Restorative Justice
Susy Hovland	SSC – Parent/Chair

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School Vision (insert here):

Montera Middle School aims to provide all students with a supportive environment and rigorous curriculum through which they develop into inquiring, knowledgeable, and caring lifelong learners utilizing their creative talents to help build a better and more peaceful world through intercultural understanding and respect.

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

<u>Music</u> (Rubric Score)	2016-17 (last yr)	2017-18 (this yr)	Art (<u>Visual Arts</u> , <u>Theater</u> , and <u>Dance</u>)	2016-17 (last yr)	2017-18 (this yr)
Access and Equitable Opportunity	Basic	Quality	Access and Equitable Opportunity	Basic	Basic
Instructional Program	Basic	Quality	Instructional Program	Basic	Basic
Staffing	Basic	Quality	Staffing	Basic	Basic
Facilities	Basic	Quality	Facilities	Basic	Quality
Equipment and Materials	Basic	Basic	Equipment and Materials	Basic	Basic
Teacher Professional Learning	Basic	Basic	Teacher Professional Learning	Basic	Basic
<u>World Language</u> (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	Developing	Sustaining			
Communication	Developing	Developing			

Real world learning and Global competence	Emerging	Developing	
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Measure G1 Data Analysis

5th – 6th Grade Enrollment/Retention (SPSA/Enrollment)	2016-17 (last yr)	2017-18 (this yr)	Safe and Positive School Culture (SPSA)	2016-17 (last yr)	2017-18 (this yr)
2017-18 Enrollment Data (20 day)	775	753	Suspension	Orange	Yellow 3.50
ES Outreach Strategy Actions	Tours for ES every Tuesday and Friday during options period. Incoming 6 th graders day in June.	Tours for ES every Tuesday and Friday during options period. Incoming 6 th graders day in June.	Chronic Absence	Yellow	Orange 2.72
Programs to support ES students transition to MS	Bridge program before school starts for incoming students.	Bridge program before school starts for incoming students.	CHKS data (district only)	Green	Orange 2.88

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

Community Engagement Meeting(s)	
Community Group	Date
Community G1 Meeting	February 12, 2018

Staff Engagement Meeting(s)

Staff Group	Date
Whole Staff Meeting	February 9, 2018

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.
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 recommended grant amount based on actual 2017-18 LCFF 20 day enrollment.

1. Music Program

Programmatic Narrative Based on Rubric

For the 17-18 school year Montera thanks to G1 funding added a 7th & 8th grade Choir, 2 semesters of 6th Grade Music Exploratory, 2 semesters of 6th Grade Choir and 2 semesters of 7th grade Music Exploratory, intermediate and beginning band. This gave has increased the number of students taking music from 149 during the 2016-2017 school year to 500 for the 2017-2018 school year. The plan for 2018-2019 is to continue to use G1 to support the music program to help the school reach its goal of a minimum of 50 hours of music instruction for all students.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

\$89,339	Continue the hire of Music teacher to teach music electives to fulfill International Baccalaureate requirements.	Over 60% of Montera students in a music class.

2. Art Program

Programmatic Narrative Based on Rubric

Until we receive the full G1 allotment to support an Art teacher, we plan the remaining funds to support art supplies.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$22225.29	Priority to use remaining funds used for art supplies	Over 50% of Montera students in Art class
\$5986.00	Funds use to purchase wood supplies for woodshop	Montera students will complete over 5 wood building projects.

3. World Language Program

Programmatic Narrative Based on Rubric

G1 funding will not be used to support the World Language Program.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

G1 funding will not be used to support the 5th to 6th grade Enrollment Retention.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

G1 funding will not be used to support the safe and positive school culture.

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>

Please submit your 2018-19 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).

Montera Middle School

**February 9, 2018
School Library**

Measure G1 Engagement Meeting Agenda/Minutes

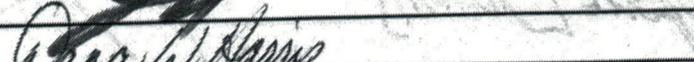
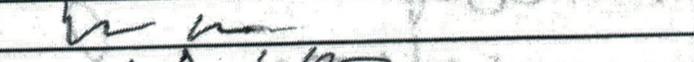
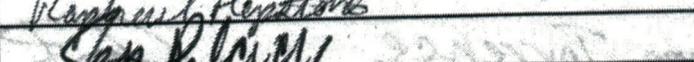
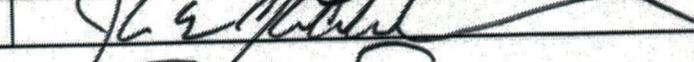
- **Amount of the recommended allocation for 2018-19**
- **Review Self- Assessment and Rubric**
- **Proposal Presentation**
- **Staff/Community Feedback**

Measure G1 Engagement Meeting

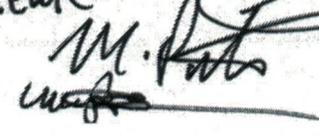
STAFF

February 9, 2018

Sign-in

Name	Signature
Mifea Davis	
Tina Balthazar Harant	
Jennifer Quintanilla	
Lori Arnold	
DANA HARRIS	
ERICA SAEPHAN	
Daniel Cech	
Elizabeth Rosenbush	
Raphael Hopstare	
Jennifer Riback	
Carlos López	
Lani Long	
Trina English	
Ellie Busse	
ROBERT BREWER	
Amy Chinn	
Carrie Bruin	
Derrick Bell	
Gayle Schooley	
Eric Runge	
Eric Swihart	
Caita Guerrero A.	
John Kirkland	

~~SNES~~
 Thomas Holmes
 Adrian Contonente
 Mike Peters
 MKS Baker

M. Parks


Back →

Barry Ford

BFD

2/9/18

8:30

mtg

Jackie Corio

Dr. Angelina Gilyard-Shyne

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Thomas Demerath

J.D.

SW

SUSAN

Lawrence Williams

JL

Samuel Cooper

Issa Nelson

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Ammon Torrence

AT

Ty Ben

TB

Bernadette Burkett

Angela P. Li ANGELA LI

Back

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Meeting minutes:

- Mr. Avent updates staff on current status of G1 funding for this year and next
- Amount of the recommended allocation:
 - Mr. Avent shares amount for this school year of G1 funding: \$92563 and describes how we received 50% of the funding for this year and next due to tax collection timelines
- Original allocation:
 - Shares that \$89338.79 of the 2017-18 allocation was to pay the salary and benefits of a music teacher at Montera to fulfill the requirements of the IB program performing arts classes. Last year we have 149 students taking music. 2017-18 we have over 500 students taking music at Montera
 - \$3224 was allocated for art supplies
 - Due to changes in allocation, we added \$17000 to art supplies
 - No allocation was given to world language
 - 5th to 6th grade retention received no allocation
 - Safe and positive school culture: \$24115.11 was allocated to a Black Girls Brilliance teacher (this position was cut with budget reductions.
- 2018-19 plan for G1 allocation:
 - The plan will be much the same as 2017-18 school year. We will continue with Music teacher and art supplies. We will see how much budget is available to support a Black Girls Brilliance teacher.
- Staff questions:
 - What kind of credential is required for a BBB teacher: Answer: Teaching credential
 - Will we be able to have a reading support class with G1: No, we hope to use other sources

Montera Middle School

February 12, 2018

MUR

Measure G1 Engagement Meeting Agenda/Minutes

- **Amount of the recommended allocation for 2018-19**
- **Review Self- Assessment and Rubric**
- **Proposal Presentation**
- **Community Feedback**

Measure G1 Community Engagement Meeting Notes
Montera Middle School
February 12, 2018

Staff Present: Darren Avent, Principal

Community Members Present: Suzy Hovland, Kat Verani, Maggie Rogers, Heidi Killeen

Mr. Avent presented the agenda and explained that this meeting was required to enable Montera to receive its allotted/requested G1 funds. He then explained/discussed the following with all present:

Measure G1 is a 10 year bond measure that provides funds for art, music, world languages, and improvement to school climate and culture.

For 2017-18, Montera was expected to receive approximately \$150,000, but due to the tax collection process not being fully considered, Montera only received approximately \$92,000. This money was used to pay for a second music teacher and art supplies. The original proposal included using G1 funds to pay for a second art teacher, but with the allotment cut, this was not possible. Hence, the remaining funds went to art supplies.

For 2018-19, Montera is expected to receive the same amount (approx \$92,000), but there is a possibility of an extra \$5000 in the allotment. Montera will use the G1 funds in a similar manner. The bulk of the funds will pay for the 2nd music teacher. The remaining funds will be used to purchase art supplies. After some questions and discussion with community members, it was determined that a line item for wood shop supplies will be added to the proposal. If the extra \$5000 is received, it will be allotted to the wood shop.

The original proposal (for the 2017-2018) year also included spending some G1 funds to cover a portion of the salary of a teacher for 3 classes supporting Achievement of African American Girls and Young Women (Black Girls Brilliance). Due to the unexpected mid-year district budget cuts, this program was amended and G1 funds were not used for this purpose. Montera is not expected to receive enough funds to cover this program again for 2018-19, so it will not be included in this year's proposal.

In 2019-20, Montera anticipates receiving the original allotment of approximately \$150,000. If so, then Mr. Avent expects to use the additional funding to support the World Languages program.

Mr. Avent presented the G1 school assessment rubric, which clearly shows improvement in the areas that G1 funding was applied (music and art). Especially in music, in one year, Montera's student enrollment in music classes moved from 149 students in 2016-17, to 500 students in 2017-18.

The meeting included questions and answers, and discussion about G1 funding and the process to request and obtain the funding. An important question was raised about what happens to G1 funds that are allotted to an individual school if that school does not apply for the funds.