

|   |           |
|---|-----------|
| Board Office Use: <b>Legislative File Info.</b> |           |
| File ID Number                                  | 22-1609   |
| Introduction Date                               | 6-23-2022 |
| 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** June 23, 2022

**Subject** 2022-2023 Measure G1 Grant Application

**Ask of the Commission** Approve the 2022-2023 Measure G1 Grant Application for American Indian Middle School

**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 **\$111,349.87**. 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>                               | AIMS College Prep Middle School | <b>School Address</b>   | 171 12th Street<br>Oakland, CA 94607 |
| <b>Contact</b>                              | Riffat Akram                    | <b>Contact Email</b>  | riffat.akram@aimsk12.org             |
| <b>Principal</b>                            | Riffat Akram                    | <b>Principal Email</b>  | riffat.akram@aimsk12.org             |
| <b>School Phone</b>                         | 510-893-8701                    | <b>2021-22 CALPADS Enrollment Data (6-8 Oakland Residents Only)</b> | 233                                  |
| <b>Recommended Grant Amount<sup>1</sup></b> | <b>\$111,349.87</b>             | <b>2021-22 LCFF Enrollment</b>                                      | 179                                  |

| Student Demographics (%) |     |                               |     | Measure G1 Team  |                     |
|--------------------------|-----|-------------------------------|-----|------------------|---------------------|
| English Learners         | 27% | Asian/Pacific Islander        | 53% | Name             | Position            |
| LCFF                     | 77% | Latinx                        | 12% | Riffat Akram     | Head of School      |
| SPED                     | 6%  | Black or African-American     | 27% | Tiffany Tung     | Operations Manager  |
|                          |     | White                         | 6%  | Marisol Magana   | Operations Director |
|                          |     | Indigenous or Native American | 0   | Natalie Glass    | Head of Academics   |
|                          |     | Multiracial                   | 2%  | Madeleine DeFond | Dean of Students    |

<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    | 14      | 27      | 29      | 15           |
| Asian/Pacific Islander        | 2       | 8       | 6       | 3            |
| Latinx                        | 3       | 7       | 9       | 5            |
| Black or African-American     | 6       | 10      | 5       | 3            |
| White                         | 3       | 2       | 7       | 4            |
| Indigenous or Native American | 0       | 0       | 0       | 0            |
| English Learners              | 4       | 12      | 7       | 4            |
| Students w/ IEPs              | 0       | 1       | 2       | 1            |
| Free/ Reduced Lunch Students  | 8       | 16      | 15      | 8            |

## 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      | 165     | 166     | 146     | 165          |
|  | Language | 233     | 244     | 235     | 240          |
|  | Music    | 152     | 141     | 170     | 165          |
| Number of students participating in non-course experiences (e.g. after-school program) | Art      | 0       | 0       | 17      | 0            |
|  | Language | 0       | 0       | 0       | 0            |
|  | Music    | 0       | 0       | 15      | 0            |

| Positive & Safe Culture       |   |   |   |   |
|-------------------------------|---|---|---|---|
| Metric                        | 2019-20   | 2020-21   | 2021-22   | 2022-23 Goal  |
| Connectedness on CHKS Survey  |   |   |   |   |
| Asian/Pacific Islander        | Our surveys are confidential and we do not collect race/ethnicity information | Our surveys are confidential and we do not collect race/ethnicity information | Our surveys are confidential and we do not collect race/ethnicity information | Our surveys are confidential and we do not collect race/ethnicity information |
| Latinx                        | N/A   | N/A   | N/A   | N/A   |
| Black or African-American     | N/A   | N/A   | N/A   | N/A   |
| White                         | N/A   | N/A   | N/A   | N/A   |
| Indigenous or Native American | N/A   | N/A   | N/A   | N/A   |
| English Learners              | N/A   | N/A   | N/A   | N/A   |
| Students w/ IEPs              | N/A   | N/A   | N/A   | N/A   |
| Free/ Reduced Lunch           | N/A   | N/A   | N/A   | N/A   |
| Suspension Incidents          |   |   |   |   |
| Metric                        | 2019-20   | 2020-21   | 2021-22   | 2022-23 Goal  |
| Asian/Pacific Islander        | 0   | 0   | 0   | 0   |
| Latinx                        | 0   | 0   | 2   | 0   |
| Black or African-American     | 0   | 0   | 0   | 0   |
| White                         | 0   | 0   | 0   | 0   |
| Indigenous or Native American | 0   | 0   | 0   | 0   |
| English Learners              | 0   | 0   | 0   | 0   |
| Students w/ IEPs              | 0   | 0   | 0   | 0   |
| Free/ Reduced Lunch           | 0   | 0   | 0   | 0   |

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

|                      |    |    |    |    |
|----------------------|----|----|----|----|
| 6th Grade Enrollment | 84 | 66 | 81 | 85 |
|----------------------|----|----|----|----|

---

## Community and Staff Engagement

| Community Engagement Meeting(s)              |              |
|--|--------------|
| Community Group                              | Date         |
| Families, Students & staff - Zoom Meeting    | Jun 10, 2022 |
| <a href="#">Meeting Agenda &amp; Minutes</a> |              |

| Staff Engagement Meeting(s)                  |              |
|--|--------------|
| Staff Group                                  | Date         |
| Families, Students & staff - Zoom Meeting    | Jun 10, 2022 |
| <a href="#">Meeting Agenda &amp; Minutes</a> |              |

---

## 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                       | Funding for 0.51 FTE Art Teacher. | \$40,800.00        |
| 2                       | Funding for 0.51FTE Art Teacher   | \$40,800.00        |
| <b>Budget Total</b>     |                                   | <b>\$81,600.00</b> |

## Summary of 2022-23 Proposed Expenditures

| All Proposed Expenditures (from sections below)               |   | Budget Amount       |
|---|---|---------------------|
| 1   | Funding for 0.51 FTE Music Teacher  | \$40,800.00         |
| 2   | Funding for 0.51 FTE Art teacher  | \$40,800.00         |
| 3   | Theater Performance   | \$2,550.00          |
| 4   | Music Curriculum & materials  | \$2,040.00          |
| 5   | Art Curriculum & Materials  | \$2,550.00          |
| 6   | All tied Up - Podcast support agreement   | \$5,100.00          |
| 7   | Podcast materials and production (Microphone, soundproof, carpeting)            | \$7,140.00          |
| 8   | All tied Up - Restorative Justice Practices - Citizenship and Improving Culture | \$7,650.00          |
| 9   | PBIS - Program  | \$1,530.00          |
| 10  | PBIS Incentives & Rewards   | \$1,189.87          |
| <b>Budget Total (must add up to Recommended Grant Amount)</b> |   | <b>\$111,349.87</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) | Budget Amount |

|   |     |  |             |
|---|-----|--|-------------|
|   |     | + frequency and amount of time spent in each activity. |             |
| Funding for 0.51 FTE Music Teacher  | 165 |  | \$40,800.00 |
| Funding for 0.51 FTE Art teacher  | 165 |  | \$40,800.00 |
| Theater Performance   | 50  |  | \$2,550.00  |
| Music Curriculum & materials  | 165 |  | \$2,040.00  |
| Art Curriculum & Materials  | 165 |  | \$2,550.00  |
| All tied Up - Podcast agreement (added to Graphic Design Course) Please see <a href="#">AIMS Middle School Podcast scope of work</a> .                            | 50  |  | \$5,100.00  |
| Podcast materials and production (Microphone, soundproof, carpeting). Please click <a href="#">here</a> to see the examples of equipment & materials for Podcast. | 50  |  | \$7,140.00  |

| 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 |
| All tied Up - Restorative Justice Practices - Citizenship and Improving Culture, mentoring program that works to promote positive outcomes in underserved individuals between the ages of 13-21 | Chronic Absence, Suspension, School Culture. School Survey Results   | \$7,650.00    |
| PBIS - Program Online Platform  | Chronic Absence, Suspension, School Culture. School Survey Results   | \$1,530.00    |
| PBIS Student Incentives & Rewards   | Chronic Absence, Suspension, School Culture. School Survey Results   | \$1,189.87    |

**Proposed Expenditures for Retention of 6th Graders**

| Description of Proposed Expenditures | Budget Amount |
|--------------------------------------|---------------|
| N/A                                  | N/A           |
|                                      |               |
|                                      |               |

**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)).**





Title of Meeting: Measure G1 and LCAP - SSC & Community Engagement

Date: 06-08-2022

Time: 3:30PM

Locations: Online

<https://us02web.zoom.us/j/81596174286?pwd=M0l0aVoyb09GQVNVNkpubW5vK3Mrdz09>

Facilitated by: Riffat Akram & Maryetta Golden

|   |   |
|---|---|
| <p><b><u>GOALS FOR THIS MEETING:</u></b></p> <p>Discuss the Measure G1 funding &amp; LCAP Goals</p> | <p><b><u>NORMS:</u></b></p> <p>Focus on presenter/speaker<br/>         Use technology only when appropriate<br/>         Respect all points of view<br/>         Assume best intent</p> |
|---|---|

Participants:

- Riffat Akram - Principal
- Natalie Glass - Head of Academics
- Jackson Glass- Student
- Madeleine DeFond - Dean of Student
- Axia Vang - Staff
- Maria Potter - Parent
- Shirley Beh - Teacher
- Nicki Zhou - Parent
- Ebube - Parent
- Ms. Bani - ELD TSA
- Ms. Stevens - Community member

| Time  | Notes  |
|---|--|
| 3:30 PM<br>Opening                                  | From Ms. Akram:<br>Measure G1 AIMS:<br>Review Enrollment Data, student demographics, the Measure G1 Team. Chronic absences: want to cut chronic absences by 50%. Review what language and VAPA courses students take.  |
| 3:35 PM<br>Norms and Practices                      | Our positive and safe culture surveys are anonymous. Currently updating the suspension list. 85 students is the goal for 6th grade. Review of proposed expenditures: music teacher, art teacher, theater performance, music and art curriculum and materials, All Tied Up, All Tied Up Podcast and materials, PBIS program, PBIS incentives and rewards (and number of students participating in each program). Proposed expenditures for positive and safe culture: PBIS, All Tied Up |
| 3:40 PM<br>Presentation<br>Ms. Akram                | Measure G1 AIPCS II (6-8):<br>Review Enrollment Data, student demographics, the Measure G1 Team. Chronic absences: want to cut chronic absences by 50%. Review what language and VAPA courses students take.   |
| 4:00 PM<br>Prioritize Funding Activity<br>Attendees | Our positive and safe culture surveys are anonymous. Currently updating the suspension list. 85 students is the goal for 6th grade. Review of proposed expenditures: music teacher, art teacher, theater performance, music and art curriculum and materials, All Tied Up, All Tied Up Podcast and materials, PBIS program, PBIS incentives and rewards (and number of students participating in each program). Proposed expenditures for positive and safe culture: PBIS, All Tied Up |

|  |  |
|--|--|
| <p>4:10 PM<br/>Discuss the priorities<br/>together<br/>Ms. Akram</p> | <p>Open for questions:<br/>Question from Maria Potter regarding discussing student safety<br/>Ms. Akram: that will be part of the LCAP</p> |
| <p>4:20 PM<br/>Q&amp;A closing<br/>Ms. Akram</p>                     |  |

**Zoom Meeting Information:**

<https://us02web.zoom.us/j/81596174286?pwd=M0lOaVoyb09GQVNVNkpudW5vK3Mrdz09>

**Meeting ID: 815 9617 4286**

**Passcode: 819063**

**One tap mobile**

**+13017158592,,81596174286#,,,,\*819063# US (Washington DC)**

**+13126266799,,81596174286#,,,,\*819063# US (Chicago)**

**Dial by your location**

**+1 301 715 8592 US (Washington DC)**

**+1 312 626 6799 US (Chicago)**

**+1 929 436 2866 US (New York)**

**+1 253 215 8782 US (Tacoma)**

**+1 346 248 7799 US (Houston)**

**+1 669 900 6833 US (San Jose)**

**Meeting ID: 815 9617 4286**

**Passcode: 819063**

**Find your local number: <https://us02web.zoom.us/j/kcFSFUerdJ>**