



2019-20 Measure G1

Charter Grant Application

Due: April 17, 2019

School	Urban Montessori	Contact *	Krishna Feeney
School Address	5328 Brann St. Oakland, CA 94619	Contact Email	krishnaf@urbanmontessori.org
Principal	Krishna Feeney	Principal Email	same
School Phone	510-842-1181	Recommended Grant Amount**	\$6,366.23
2018-19 LCFF Enrollment (6-8)	14	Actual 2018-19 (6-8) Enrollment (Oakland Resident)	35

**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 2018-19 (link to [2018-19 approved proposal](#))

2018-19 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	<ul style="list-style-type: none"> • Internship expenses - transportation to and from sites (\$200) • Professional development that focuses on restorative justice, working with students that have experienced trauma, and arts-integration (3 half-day sessions at \$500) 	\$1,700
2	<ul style="list-style-type: none"> • Purchase screen-printing materials (\$340) • Provide a stipend for a visiting artist to assist with lessons, in and out of her studio space (\$430) 	\$770
3	Six piece drum set	\$1,050
4	5 - Digital Pianos, 5 - Studio Headphones	\$1,100
5	10W Guitar Combo Amplifier	\$65
6	15W Bass Combo Amplifier	\$80
7	Microphone Stand and Cable Package	\$100
Budget Total (must add up to Current Grant Amount)		\$4,865

Summary of Proposed Expenditures for 2019-20 (listed in order of priority)

2019-20 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Montessori Teacher Training for Support Teacher	\$5866.23
2	Provide a stipend for a visiting artist to assist with lessons, in and out of her studio space in support of the screen-printing business. (\$500)	\$500
3		
4		
5		
Budget Total (must add up to Anticipated Grant Amount)		\$6366.23

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
51%	49%		11%		16%	

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
22%	1.2%	12%	26%		3%	32%	5%

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

Name	Role
Krishna Feeney	Head of School
Jen Heeter	Director of Instruction
Evan Fortin	Middle School Teacher and ILT rep.
Martha Georgie	Elementary Teacher and ILT rep.
Marquita Carter	Primary Teacher and ILT rep.
Daniel Bissonnette	Administrator in Residence

School Vision:

To develop self-directed and engaged learners who are academically, socially, and emotionally prepared to succeed in any high school. Nurturing the innovators of tomorrow to creatively meet the challenges of today's world with confidence, compassion, and grace. Urban Montessori cultivates individual curiosities and strengths, while holding children to a high standard of excellence. At UMCS, children deepen their understanding of what it means to live responsibly in a diverse urban community.

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)	2017-18 (last yr)	2018-19 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2017-18 (last yr)	2018-19 (this yr)
Access and Equitable Opportunity	Quality	Quality	Access and Equitable Opportunity	Entry	Entry
Instructional Program	Entry	Entry + community partnerships	Instructional Program	Entry	Entry
Staffing	Basic	Basic	Staffing	Entry w/ community partnerships	Entry w/ community partnerships
Facilities	Entry	Entry	Facilities	Basic	Basic
Equipment and Materials	Entry	Entry	Equipment and Materials	Entry	Entry
Teacher Professional Learning	Entry	Entry	Teacher Professional Learning	Entry	Entry
<u>World Language</u> (Rubric)	2017-18 (last yr)	2018-19 (this yr)			
Content and Course Offerings	N/A	N/A			
Communication	N/A	N/A			
Real world learning and	N/A	N/A			

<i>Global competence</i>			
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Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2017-18 (last yr)	2018-19 (this yr)	Safe and Positive School Culture (SPSA)	2017-18 (last yr)	2018-19 (this yr)
2017-18 Enrollment Data (20 day)	60	59	Suspension	0.68%	0%
ES Outreach Strategy Actions	N/A	N/A	Chronic Absence	22.9%	22.9%
Programs to support ES students transition to MS	N/A	N/A	CHKS data (district only)	N/A	N/A

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 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.
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.

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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

2. Art Program

Programmatic Narrative Based on Rubric
<p>As with the Upper Elementary program, we will continue to work towards integrating the arts within our Montessori curriculum. Based on our self-assessment, we currently provide an entry level of arts programming with some basic and quality threads interwoven within.</p> <p>Visual Art - All students participate in our lessons. We are working towards providing standards-based instruction with fidelity and regularity, but do provide differentiated lessons and utilize community resources to maximize access. A handful of our teachers have been trained in the county's arts-integration program and we rely on them to provide instructions and resources to the rest of the teachers at each level. We utilize parent support to supplement specialized lessons and activities. Three of our teachers have been Agency by Design Fellows and will be infusing what they work on in our Professional Development next year. We are based this year in a private site and do not have specialized rooms or spaces for art instruction. The idea in Montessori programs is that art is integrated in the classroom spaces so we do prefer that happen. We need to get better though at the integration within multiple content areas. We currently distribute materials as needed. While we provide sufficient budgetary resources to account for the material and instructional needs of all students, without the space and dedicated time, not all classrooms consistently access art in the same ways.</p>

Risk-taking, creative problem-solving, and authentic expression are at the heart of our work in the classroom. Art is also used to deepen student engagement, hook multiple types of learners, and expose students to different cultural values and beliefs. There is a strong school-wide culture on personal expression, articulation, and artistic literacy.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$500	Provide a stipend for a visiting artist to assist with lessons, in and out of her studio space in support of the screen-printing business. (\$500)	Students will demonstrate knowledge and application or design principles and the process involved in screen-printing.

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]

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

4. 5th to 6th Grade Enrollment Retention

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 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Middle School students will continue to participate in the traditional Montessori morning, beginning with a student-facilitated class meeting on current events, followed by an uninterrupted, three-hour (180 minute) work period focused on lessons, follow-up work, and interventions. During the work period, students prepare and then are guided by their work plan which structures their learning time. They designate and prioritize focus for the day and week. They engage in individual or small group lessons, Readers and Writers Workshop, plan for or participate in specific projects, and conference with their teacher or peers. As is the case schoolwide, students take care of their physical needs (snack and bathroom breaks) as necessary and move throughout the learning spaces to accommodate different tasks.

In the afternoon, there is also a work period with lessons emphasizing Science, History, Social Studies, Design Thinking and Art, which then get integrated into the morning work period initiatives. Students rotate through varying spaces, work with different teachers, and experience both discussion- and activity-based sessions.

Each child conferences with teachers, reviews and reflects, sets and monitors growth goals, supports assimilating discrete work in different content areas, and plans for high school.

Budget	Description of 2019-20 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or achievement for specific student group.)</i>
\$5866.23	Montessori Training at the Secondary Level for our Middle School Support Teacher	<ul style="list-style-type: none"> 75% of 7th and 8th grade students will meet their growth targets in academic data as measured on the NWEA assessment between the Fall of 2019-Spring of 2020. Student survey data in the Spring of 2020 will show an increase in satisfaction with their school experience from the Spring of 2019. Weekly work engagement & completion will grow from 2018/19 -2019/20.

Please submit your 2019-20 Measure G1 application to Mark Triplett (mark.triplett@ousd.org) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



Staff Engagement: Measure G1

Tuesday, April 23, 2018, at 5:00-6:00

Norms

- Step up, Step Back
- Assume Positive Intent
- Listen Actively
- Respect time: Be On Time

Topic	Outcomes/notes
Check in! <ul style="list-style-type: none">• Intros	Attendance: <ul style="list-style-type: none">• Jen Heeter• Evan Fortin• Daniel Bissonette• Kelley Carrasco• Jenny Huang• Martha Georgie• Emily Ahsoon
What is Measure G1? <ul style="list-style-type: none">• The Districtwide Teacher Retention and Middle School Improvement Act Fund is established to provide a salary increase to school-site educators district-wide, including charter schools in the District, and to provide Middle School grants which shall be allocated pursuant to the Education Improvement Plan submitted by each Middle School.• KEY GOALS<ul style="list-style-type: none">○ Attract and retain school-site educators.	<ul style="list-style-type: none">•



<ul style="list-style-type: none"> ○ 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. 	
<p>What are your priorities as they relate to the key goals of Measure G1?</p> <ul style="list-style-type: none"> ● Total Apportionment: \$6,366.23 ● Possible Uses of Funds: <ul style="list-style-type: none"> ○ Teacher retention/training <ul style="list-style-type: none"> ■ Send Ms. Jenny to Montessori Training this Summer ■ Professional Development for Middle School teacher in Art and or Music Instruction ○ Arts: <ul style="list-style-type: none"> ■ Support Middle school screenprinting business ■ Invite outside arts agencies to work with students ■ General art supplies ○ Music: <ul style="list-style-type: none"> ■ Purchase instruments or equipment to support Music in for our middle school students ○ Climate and Culture <ul style="list-style-type: none"> ■ Invest in training for students and or staff around restorative practices 	<ul style="list-style-type: none"> ● Training for our teacher supports retention, Arts, Music and Climate and Culture ● Can we do RJ training and Montessori training? ● We are not in need of support for Screenprinting this year. The student business is nearly self-sustaining! ● Can we/should we bring in outside speakers? Artists? Concerts?



Closing thoughts?	
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Community Engagement: Measure G1

Tuesday, April 23, 2018, at 5:00-6:00

Norms

- Step up, Step Back
- Assume Positive Intent
- Listen Actively
- Respect time: Be On Time

Topic	Outcomes/notes
Check in! <ul style="list-style-type: none"> • Intros 	Attendance: <ul style="list-style-type: none"> • Abigail Pagani • Ali Lawrence • Matt Green • Merin Matthews • Davis Leung
What is Measure G1? <ul style="list-style-type: none"> • The Districtwide Teacher Retention and Middle School Improvement Act Fund is established to provide a salary increase to school-site educators district-wide, including charter schools in the District, and to provide Middle School grants which shall be allocated pursuant to the Education Improvement Plan submitted by each Middle School. • KEY GOALS <ul style="list-style-type: none"> ○ Attract and retain school-site educators. ○ Increase access to courses in arts, music, and world languages in grades 6-8. ○ Improve student retention during the transition from elementary 	<ul style="list-style-type: none"> •



<p>to middle school.</p> <ul style="list-style-type: none"> ○ Create a more positive and safe middle-school learning environment. 	
<p>What are your priorities as they relate to the key goals of Measure G1?</p> <ul style="list-style-type: none"> ● Total Apportionment: \$6,366.23 ● Possible Uses of Funds: <ul style="list-style-type: none"> ○ Teacher retention/training <ul style="list-style-type: none"> ■ Send Ms. Jenny to Montessori Training this Summer ■ Professional Development for Middle School teacher in Art and or Music Instruction ○ Arts: <ul style="list-style-type: none"> ■ Support Middle school screenprinting business ■ Invite outside arts agencies to work with students ■ General art supplies ○ Music: <ul style="list-style-type: none"> ■ Purchase instruments or equipment to support Music in for our middle school students ○ Climate and Culture <ul style="list-style-type: none"> ■ Invest in training for students and or staff around restorative practices 	<ul style="list-style-type: none"> ● Abigail: What might a theater program look like? How are these initiative supporting students of color? Cultural Competency of teachers? Retention and training of teachers particularly as it relates to cultural competency ● Ali: Focus on teacher retention particularly training. If other funds are available to support middle school screenprinting business. ● Matt: Training! Training! Training! ● Merin: Teacher training seems the best avenue given our retention concerns at UMCS and in Oakland ● Davis: Whatever is going to best retain and support teachers
<p>Closing thoughts?</p>	<ul style="list-style-type: none"> ●