



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

2020-21 Measure G1
Grant Application
Due: April 10, 2020 Revised: May 4, 2020

School	Urban Montessori	Contact	Krishna Feeney Alejandra Rodriguez
School Address	5328 Brann Street Oakland, CA 94619	Contact Email	krishnaf@urbanmontessori.org
Principal	Krishna Feeney	Principal Email	krishnaf@urbanmontessori.org
School Phone	510-842-1181	Recommended Grant Amount*	\$6,229.00
2019-20 CALPADS Enrollment Data (6-8 Oakland Resident)	41	2019-20 LCFF Enrollment	13

**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 2019-20 (2019-20 Approved Proposal & 2018-19 Carryover Form)

2019-20 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	3 Added members of School Leadership team Stipends - 3 * \$2000 - (All 3 new team members directly serve middle school students) • Work of these new team members is focused on planning, facilitating, and evaluating systems to support Climate and Culture with a particular focus on Equity issues and the needs of our Middle school students.	\$6,000
2	Provide a stipend for a visiting artist to assist with lessons, in and out of her studio space in support of Middle School the screen-printing business.	\$366.23
Budget Total (must add up to Current Grant Amount)		\$6,366.23

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

2020-21 Proposed Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Resident Artist: Musical theater production start to finish	\$5,029.00
2	Resident Artist: Art/Design	\$1,200.00
3		
4		
5		
Budget Total (must add up to Current Grant Amount)		\$6,229.00

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
177	204		11.29		18.11	80.23

Student Body Ethnic Composition

African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
79	1	19	108	9	1	108	79

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

Name	Role
Krishna Feeney	Head of School
Daniel Bissonnette	Assistant Head of School
Evan Fortin	Middle School Lead Teacher

School Vision (insert here):

Urban Montessori Charter School's mission is 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 Urban Montessori, children deepen their understanding of what it means to live responsibly in a diverse urban community.

Whom We Serve

Urban Montessori Charter School is a public charter school serving TK through 8th grade. The school is located in Oakland and is open to all children residing in the state of California. We serve a socio-economically, racially and culturally diverse community of children because we believe that all children learn about different backgrounds and perspectives by living and working with people from those backgrounds and perspectives.

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.

<i>Music (Rubric)</i>	2018-19 (last yr)	2019-20 (this yr)	<i>Art (Visual Arts, Theater, and Dance)</i>	2018-19 (last yr)	2019-20 (this yr)
<i>Access and Equitable Opportunity</i>	Quality	Quality	<i>Access and Equitable Opportunity</i>	Entry	Entry
<i>Instructional Program</i>	Entry + community partnerships	Entry and community partnerships	<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Basic	Entry	<i>Staffing</i>	Entry w/ community partnerships	Entry w/ community partnerships
<i>Facilities</i>	Entry	Entry	<i>Facilities</i>	Basic	Entry
<i>Equipment and Materials</i>	Entry	Entry	<i>Equipment and Materials</i>	Entry	Entry
<i>Teacher Professional Learning</i>	Entry	Entry	<i>Teacher Professional Learning</i>	Entry	Entry
<i>World Language (Rubric)</i>	2018-19 (last yr)	2019-20 (this yr)			

Content and Course Offerings	N/A	N/A
Communication	N/A	N/A
Real world learning and Global competence	N/A	N/A

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2018-19 (last yr)	2019-20 (this yr)	Safe and Positive School Culture (SPSA)	2018-19 (last yr)	2019-20 (this yr)
Enrollment Data (20 day)	59	58	Suspension	0%	0%
ES Outreach Strategy Actions	N/A	N/A	Chronic Absence	22.9%	29.31%
Programs to support ES students transition to MS	N/A	N/A	CHKS data (District) or Culture/Climate survey	N/A	76% favorable

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

****The agenda and meeting notes must reference overview of Measure G1 and show dialogue and input from stakeholders.**

Community Engagement Meeting(s)	
Community Group	Date
English Language Advisory Committee (linked right)	<u>3/26/2020 - Agenda, Attendance and Notes</u>
Family Advisory Council (linked right)	<u>4/6/2020 - Agenda, Attendance and Notes</u>

Staff Engagement Meeting(s)	
Staff Group	Date
Lead Teachers (linked right)	<u>4/7/2020 - Agenda, Attendance and Notes</u>

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 Measure G1

- 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 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 the amount listed in "Recommended Grant Amount" above.

1. Music Program

Programmatic Narrative Based on Rubric

In our middle school program, we are always looking to expand any offerings we have for self expression. Self expression is a key pillar in a Montessori middle school program as it gives students the opportunity to find out more about themselves through exploration of the arts. This is especially true as the middle school years are a time of rapid physical and emotional development that can cause confusion and angst for the adolescent. This year, our lead middle school teacher took on music education, showing students the basics of playing some string and percussion instruments and using many of the expertise that already existed in the classroom. Students were given the space and time to explore with their music, creating their own band, and connected with their peers. We will expand access and variety in the music program by bringing in a Musical Artist to work with students to create a musical Theater production. By working on a musical production, students will have access to more than just music education. While all students will have time to develop musical skills, students will also have the opportunity to explore interests such as acting, set design, production, and lighting. Measure G1 funds will help us expand our self expression program, giving students multiple ways to appreciate and explore the arts.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$5,029	Artist in Residence - Valerie Trout - Instruct and support middle schools students in the creation and performance of an original musical production including but not limited to: storyboarding, script writing, songwriting, set and lighting design, costume design, acting and performance -Cost includes: 2 hours per week for 12 weeks and all materials for sets, costumes and other	<i>All middle School Students will present their Musical production for families and peers!</i>

2. Art Program

Programmatic Narrative Based on Rubric

In our Middle School program, we are continuing to work towards integrating art and design into our Montessori curriculum. Based on our self-assessment, we currently provide an entry level of art programming with some basic and quality threads interwoven within. We are looking to expand students access to Art and Design learning In their classrooms through expansion of their current T-shirt design program/business. In previous years students have designed and printed t-shirts but have not been able to take part in the direct creation of the items. This year we will invite an artist to instruct all middle school students in all of the steps of screen printing from design to screen creation to printing on shirts or other media.

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.
\$1,200	-Artist in Residence: Instructs students over 6 weeks (1 sessions per week) in the full process of screen printing. Materials included	<i>-All middle school students will demonstrate the steps of screen printing and present their designs and work to the community</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]

Budget	Description of 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students that will be served and achievement for specific student group.

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 2020-21 Proposed Expenditures	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above); the number of students/families to be served and achievement for specific student groups.

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	Anticipated Student Outcome (Include measurable student outcomes for each proposed activity that align with the goals of Measure G1 (listed above). Outcomes should reference data from CHKS or Climate/Culture survey, i.e., Student survey data will show an increase in satisfaction with their school experience prior year.

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



ELAC Community Engagement: Measure G1

Monday, March 26 2020, at 9:00-10:00am

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">• Silvia Guzman• Ana Heredia• Liliana
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 to middle school.○ Create a more positive and safe middle-school learning	<ul style="list-style-type: none">•



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: \$6,229 ● Possible Uses of Funds: <ul style="list-style-type: none"> ○ Student retention 5th to 6th grade <ul style="list-style-type: none"> ■ Focused Family nights ■ Outreach, home visits ○ 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"> ● Musical instruments and instruction. ● SEL - training for staff and students.
Closing thoughts?	●



Community Engagement: Measure G1

Tuesday, April 7 2020, at 9:00-10:00am

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">• Kara Fortuna• Greg Klien• 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 to middle school.○ Create a more positive and safe middle-school learning	<ul style="list-style-type: none">•



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: \$6,229 ● Possible Uses of Funds: <ul style="list-style-type: none"> ○ Student retention 5th to 6th grade <ul style="list-style-type: none"> ■ Focused Family nights ■ Outreach, home visits ○ 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"> ● Kara - Field trips to Art institutes (KALA) to expose the student to professional working artists. Bringing in resident artists to expose students to different areas of music. ● Greg - Climate, and Culture support. Training for teachers. ● Davis - Middle school arts would actually improve retention. I would like my kids to have more opportunities to work with their hands and make/build things.
Closing thoughts?	●