



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-22 Measure G1

Grant Application

Due: March 26, 2021

School	Roosevelt Middle School	Contact	Joao Solomon
School Address	1926 19th Avenue Oakland CA 94606	Contact Email	joao.solomon@ousd.org
Principal	Joao Solomon	Principal Email	joao.solomon@ousd.org
School Phone	510-535-2877	Recommended Grant Amount*	\$273,633.00
2020-21 CALPADS Enrollment Data (6-8 Oakland Residents Only)	587	2020-21 LCFF Enrollment	555

*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.

Summary of Approved Expenditures from 2020-21

2020-21 Approved Expenditures from Budget Justification and Narrative Section		Budget Amount
1	Student Advisor 1	\$130,000.00
2	Student Advisor 2	\$80,000.00
3	Equipment for Art	\$4,000.00
4	Equipment for Music	\$5,178.00
5	Stipend for Music Teacher for After School Program	\$5,000.00
6	Buses for Music Trips	\$5,000.00
7	Newcomer Social Worker	\$40,000.00
Budget Total (must add up to Current Grant Amount)		\$269,178.00

Summary of Proposed Expenditures for 2021-22 (listed in order of priority)

2020-21 Approved Expenditures from Budget Justification and Narrative Section (add more rows if necessary)		Budget Amount
1	Student Advisor 1	\$116,000.00
2	Student Advisor 2	\$116,000.00
3	After School Music Program - Extended Contract for Jazz Class	\$3,500.00
4	Benefits for Extended Contract	\$1,400.00
5	Music Supplies	\$13,733.00
6	Art Supplies	\$13,000.00
7	Music Contractors - Music Teachers	\$10,000.00
Budget Total (must add up to Current Grant Amount)		\$273,633.00

School Demographics

Student Body Ethnic Composition

**Measure G1 Lead Team
(can be a pre-existing team such as ILT)**

Male	58%	Asian/Pacific Islander	42%
Female	42%	Latinx	36%
% LCFF	95.3%	Black or African-American	18%
% SPED RSP	8.8%	White	1%
% SPED Mild-Moderate	8.9%	Indigenous or Native American	1%
% English Learners	35.6%	Multiracial	1%
% Oakland Residents	96.3%		

Name	School Role
Joao Solomon	Principal
James Narvaez	Assistant Principal
Shelley Gordon	TSA

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 (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)	<u>Art (Visual Arts, Theater, and Dance)</u>	2019-20 (last yr)	2020-21 (this yr)
Access and Equitable Opportunity	Basic	Quality	Access and Equitable Opportunity	Basic	Quality
Instructional Program	Quality	Quality	Instructional Program	Quality	Quality
Staffing	Quality	Quality	Staffing	Quality	Quality
Facilities	Quality	Quality	Facilities	Quality	Quality
Equipment and Materials	Quality	Quality	Equipment and Materials	Quality	Quality
Teacher Professional Learning	Quality	Quality	Teacher Professional Learning	Quality	Quality
<u>World Language (Rubric)</u>	2019-20 (last yr)	2020-21 (this yr)			
Content and Course Offerings	Emerging	Emerging			
Communication	Emerging	Emerging			
Real world learning and Global competence	Emerging	Emerging			

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)	2019-20 (last yr)	2020-21 (this yr)	Safe and Positive School Culture (SPSA)	2019-20 (last yr)	2020-21 (this yr)
Enrollment Data (20 day)	600	615	Suspension	43	0
ES Outreach Strategy Actions	Road shows, mailers and phone calls	Postcards, zoom presentations	Chronic Absence	10	10
Programs to support ES students transition to MS	Student advisor and summer bridge	Zoom orientation, summer bridge, student advisor phone calls	CHKS data (District) or Culture/Climate survey		N/A

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
School Site Council	4/8/21

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Staff Engagement Meeting(s)	
Staff Group	Date
School Design Team	4/9/21

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.

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.

1. Music Program

Programmatic Narrative Based on Rubric		
Budget	Description of 2021-22 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.
\$13,733.00	Supplies for music program.	250 students participate in our music program.
\$3,500.00	Extended Contract for teacher for after school jazz program.	25 students participate
\$1,400.00	Benefits for extended contract.	25 students participate
\$10,000.00	Music Contractors - Music Teachers	250 students receive additional music instruction

2. Art Program

Programmatic Narrative Based on Rubric		
Budget	Description of 2021-22 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.
\$13,000.00	Supplies for Art program	150 students participate in art classes

3. World Language Program

Programmatic Narrative Based on Rubric		

Budget	Description of 2021-22 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

Budget	Description of 2021-22 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.
\$116,000.00	Student Advisor 1	On CHKS survey, higher rating in 2020-21 than in previous year on the question of whether or not the students feel like there is at least one adult at school who cares about them.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Budget	Description of 2021-22 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.
\$113,000.00	Student Advisor 2	Reduction in suspensions, as compared to 2019-20.

21-22 Carryover Justification Form

Anticipated Carryover Amount	\$
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Carryover Justification and Narrative

In the following section, please explain how you plan to use the Measure G1 carryover funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes. All budget items should total up to the total carry-over grant amount.

Summary of Proposed Use of Carryover for 2021-22

Proposed Carryover Expenditures from Budget Justification and Narrative Section (add more lines if needed)	Budget
Budget Total (must add up to Anticipated Grant Amount)	\$

Narrative: Please provide the reasoning as to why the full Measure G1 allocation was not spent.

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Please submit your 2021-22 Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).

RMS School Design Team Meeting

Thursday 3/18/21

Staff Present: Michael Attiyeh, Josh Bolin, Ettienne Godfrey, Shelley Gordon, James Narvaez, Molly Nicol, Suzanne Pegas, Joao Solomon

Agenda

- **Welcoming Activity**
- **Agenda Review**
- **Next Steps / Updates**
- **Discussion Topics**
 - Budget
 - Overall budget for 2021.2022 will be relatively stable. The district is still operating at a loss so finances may be altered the following year in the form of cuts.
 - Personnel/ FTE will be maintained from this year
 - Base and Supplemental will continue to cover all teaching positions from this year
 - G1 will cover 2 Student Advisors
 - Salesforce Money will cover our Math & Literacy Coaching positions
 - Concentration will cover portions of the Newcomer Social Worker and Community Schools Manager positions. The rest will come out of base
 - The two Reading Intervention Teachers and the STIP sub position will come out of Title I
 - Supplies & Curriculum
 - The plan is to use the existing curriculum for Math, Humanities & STED.
 - We have the money to support many of the learning platforms we currently use
 - Feedback & Discussion

- Will there be additional money from the district to address learning loss? Money for additional teachers or support staff?
- When would we know?
- Should we alter the structure of reading comprehension position i.e. should it be a stand alone class or should it be integrated in all Humanities classes. Push in/ pull out, etc. Could possibly reach more students.
- What wheel classes could be developed to address literacy and math? Would that be additional curriculum or further development of existing ELA & Math?
- Where does Social Studies/Ethnic studies fit in this. Humanities already skews heavily towards ELA at the expense of SS. We don't want to further minimize these important areas of study because of worries about ELA learning loss.
- We need to do some work around evaluating our online learning platforms to determine which we should keep and what others are out there that might be better.
- **Next Steps**
 - Begin to look at master schedule options/develop the wheel classes
 - Next meeting - Thursday, 3/31 at 4:00
- **Closing**

Roosevelt Middle School
2020-21 SSC Strategic Resources Planning Meeting

Date: Wednesday, March 17, 2021

Time: 3:30 pm - 5:00 pm

Location: Zoom

1. 330pm - SSC Chair Lydia Alexandre welcomed the group. Roll call was taken to see who was on zoom.
 - a. Members Present: Lydia Alexandre, Britney Brooks, Marisela De Anda, Sophia Frank, Shelley Gordon, Cynthia Phan, Aida Ramirez, Sophie Richman & Joao Solomon
2. 339pm - SSC Secretary Joao Solomon discussed the role and duties of the SSC in the Strategic Resource Planning Process for Title I & Title IV.
3. 350pm - Members discuss the details of the Strategic Resource Plan
 - a. Joao Solomon walked the group through each of the line items on the proposed Strategic Resource plan along with the reasoning behind the decision making. He also touched on other areas of the overall budget and the reasoning for the choices made in each area. He said that the specific purpose of this meeting was to focus mostly on Title I and Title IV but that he would answer questions about other areas of the budget if members wanted to raise them since it was all connected.
 - b. Lydia Alexandre asked for clarification if the Reading Intervention teachers next year would be the same two teachers as this year.
 - c. Joao Solomon confirmed that was the case.
 - d. Lydia Alexandre asked which personnel that the G1 portion of the budget would pay for.
 - e. Joao Solomon described how the G1 budget would pay for two student advisors who would specifically support students around specific areas like Social Emotional Learning and transitioning from elementary school to middle school and from middle school to high school.
 - f. There was a question posed around why various FTE for personnel came from specific areas of the budget.
 - g. Joao Solomon answered that each portion of the budget had specific needs assigned to them and that determined which FTE was paid out of which area.
 - h. In terms of the Title IV, a proposal was made by Lydia Alexandre to use any remaining funds to pay parents a stipend to work on expanding the Roosevelt Parent Association
 - i. Shelley Gordon seconded the idea
 - j. Joao Solomon noted it on the Approval Worksheet
4. 427pm - Vote to approve the RMS Strategic Resource Planning Worksheet as amended.
 - a. Motion was made to approve the RMS Strategic Resource Planning Worksheet
 - i. Motion was seconded.
 - ii. Motion was made to vote
 - iii. Motion was seconded.
 - iv. The RMS Strategic Resource Planning Worksheet was unanimously approved.
5. 431pm - Public input. No public input.
6. 435pm - Selected the next meeting as April 21st , 2020.
7. 438pm - Motion was made to adjourn. Motion was seconded. Adjourned.

Joao Solomon, SSC Secretary

DATE