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| Board Office Use: <b>Legislative File Info.</b> |  |
| File ID Number                                  |  |
| Introduction Date                               |  |
| 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** May 9, 2023

**Subject** Greenleaf TK-8 2023-24 Measure G1 Proposal

**Ask of the Commission** Approve the Greenleaf TK-8 2023-24 Measure G1 Proposal

**Discussion** Middle School Network is open to questions from the commission regarding the Greenleaf TK-8 2023-24 Measure G1 Proposal.

**Fiscal Impact** The recommended amount is **\$128,422.51**. It's coming from resource 9332 - Measure G1.

**Attachment(s)** Grant Application attached.





**2023-24  
Measure G1 Proposal**

Due: January 30, 2023

**School Information & Student Data**

|   |  |   |                         |
|---|--|---|-------------------------|
| <b>School</b>                                   | Greenleaf Elementary<br>TK-8               | <b>School Phone</b>   | 510-636-1400            |
| <b>Contact</b>                                  | Annika Rudback                             | <b>Contact Email</b>  | annika.rudback@ousd.org |
| <b>Principal</b>                                | Annika Rudback                             | <b>Principal Email</b>  | annika.rudback@ousd.org |
| <b>School Address</b>                           | 6328 East 17th Street<br>Oakland, CA 94621 | <b>2022-23 CALPADS<br/>Enrollment Data<br/>(6-8 Oakland Residents<br/>Only)</b> | 167                     |
| <b>Recommended<br/>Grant Amount<sup>1</sup></b> | <b>\$128,422.51</b>                        | <b>2022-23 LCFF<br/>Enrollment</b>  | 175                     |

| Student Demographics (%) |       |                               |      | Measure G1 Team |                  |
|--------------------------|-------|-------------------------------|------|-----------------|------------------|
| English Learners         | 66.8% | Asian/Pacific Islander        | 2%   | Name            | Position         |
| LCFF                     |       | Latinx                        | 88%  | Grace Gonzales  | Dean of Students |
| SPED                     | 11%   | Black or African-American     | 6%   | Joyce Hum       | CSM              |
|                          |       | White                         | 1.2% | Jo Barram       | Art Teacher      |
|                          |       | Indigenous or Native American | 0.2% | Alex Zablotsky  | Music Teacher    |
|                          |       | Multiracial                   | 0.5% |                 |                  |

<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                        | 2020-21 | 2021-22 | 2022-23 | 2023-24 Goal |
| Student Population Overall    | 663     | 647     | 622     | 620          |
| Asian/Pacific Islander        | 6       | 3       |         | 0            |
| Latinx                        | 67      | 283     | 547     | 450          |
| Black or African-American     | 8       | 26      | 36      | 15           |
| White                         | 1       | 6       |         | 0            |
| Indigenous or Native American | 1       | 1       |         | 0            |
| English Learners              | 49      | 223     | 425     | 300          |
| Students w/ IEPs              | 13      | 49      | 80      | 40           |
| Free/ Reduced Lunch Students  |         |         |         |              |

## Metrics

(all data points are required)

| Electives  |          |         |         |         |              |
|--|----------|---------|---------|---------|--------------|
| Metric   | Area     | 2020-21 | 2021-22 | 2022-23 | 2023-24 Goal |
| Number of students taking elective courses.  | Art      |         |         | 160     | 180          |
|  | Language |         |         | 175     | 60           |
|  | Music    | 0       | 0       | 25      | 25           |
| Number of students participating in non-course experiences (e.g. after-school program) | Art      |         | 30      |         | 30           |
|  | Language |         | 0       | 0       | 30           |
|  | Music    |         | 0       | 0       | 30           |

| Positive & Safe Culture       |            |           |                |              |
|-------------------------------|------------|-----------|----------------|--------------|
| Metric                        | 2020-21    | 2021-22   | 2022-23        | 2023-24 Goal |
| Connectedness on CHKS Survey  |            |           |                |              |
| Asian/Pacific Islander        |            | Not taken | No results yet |              |
| Latinx                        | 62.9% (22) | Not taken | No results yet | 75%          |
| Black or African-American     | 50% (1)    | Not taken | No results yet | 75%          |
| White                         |            | Not taken | No results yet |              |
| Indigenous or Native American |            | Not taken | No results yet |              |
| English Learners              |            | Not taken | No results yet |              |
| Students w/ IEPs              | 50% (2)    | Not taken | No results yet | 75%          |
| Free/ Reduced Lunch           |            | Not taken | No results yet |              |
| Metric                        | 2020-21    | 2021-22   | 2022-23        | 2023-24 Goal |
| Suspension Incidents          |            |           |                |              |
| Asian/Pacific Islander        | 0          | 0         | 0              | 0            |
| Latinx                        | 0          | 2         | 2              | 2            |
| 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  | 2020-21 | 2021-22 | 2022-23 | 2023-24 Goal |
| 6th Grade Enrollment                          | 81.16%  | 67.5%   | 80.6%   | 90%          |

## Community and Staff Engagement

| Community Engagement Meeting(s)  |                  |
|--|------------------|
| Community Group  | Date             |
| Student Leadership & Student <a href="#">Survey</a><br>Interests: clubs, art activities, college related activities) | 11/3/22, 11/9/22 |
| Peer Tutoring Group  | 3/20/23          |

| Staff Engagement Meeting(s)                     |                   |
|---|-------------------|
| Staff Group                                     | Date              |
| Staff Meeting - <a href="#">Slides</a>          | 1/3/23            |
| MS Staff Meeting - <a href="#">Agenda/notes</a> | 10/26/22, 1/25/23 |
| Leadership Team - <a href="#">Agenda/notes</a>  | 4/12/23           |

## 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 2023-24 Proposed Expenditures

| All Proposed Expenditures (from sections below) |   | Budget Amount |
|---|---|---------------|
| <b>1</b>  | Art Teacher Position 6-8  | \$77,324.01   |
| <b>2</b>  | Field Trips: Ropes Course & College Incentive (1 trip / grade level / activity) | \$9,000.00    |

|   |                             |                     |
|---|-----------------------------|---------------------|
| 3   | Field Trips: Transportation | \$12,000.00         |
| 4   | Art Supplies                | \$19,535.00         |
| 5   | Extended Contract for Clubs | \$10,563.50         |
| <b>Budget Total (must add up to Recommended Grant Amount)</b> |                             | <b>\$128,422.51</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) + frequency and amount of time spent in each activity. | Budget Amount |
| <p><b>Art Teacher Position 6-8</b><br/>This position allows Art as an elective for MS students. Providing art experience exposes students to other forms of expression, including creativity and potential interest in art beyond the classroom. Additionally, the art experience exposes students to other intentions and meanings behind art throughout time and in the modern day.</p> | 175   | N/A   | \$77,324.01   |
| <p><b>Art supplies</b><br/>Allows for adequate supplies/materials in preparation for the year and in other core classes beyond the art elective class. Offers the chance to expand the supply beyond basic materials. Overall, the opportunities and experiences for students within art are expanded through a sufficient supply.</p>  | 175   | N/A   | \$19,535.00   |

### 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      |
|---|--|--------------------|
| <p><b>Field Trip: College Incentive</b> (1 college / grade level - 3 trips total)<br/>           We want to build a positive college going culture at Greenleaf and opportunities for kids to explore possible careers and future options by going on yearly trips to visit colleges throughout MS experience at Greenleaf, each year being a different school. This will give students the opportunity to have a range of understanding around differences within colleges, applying to college, various college fields and future career planning.</p>                      | <p>Student/Staff survey<br/>           Reduction in Chronic Absence</p>  | <p>\$0.00</p>      |
| <p><b>Field Trip: Ropes Course</b> (1 trip / grade level - 3 trips total)<br/>           This allows Greenleaf to continue building with the community as a foundation, especially for our Middle School students and staff. The ropes course provides an opportunity for students and staff to participate in team building experiences. Beyond teamwork, students are able to step into experiences that build confidence and joy within themselves and others.</p>   | <p>CHKS survey<br/>           Staff/Student/Parent Feedback</p>  | <p>\$9,000.00</p>  |
| <p><b>Field Trip Transportation</b> (6 trips total)<br/>           Transportation allows us to provide experiences and opportunities outside of the classroom that further foster whole-student development. This encompasses trips that foster community building, self-development, and college-career readiness.</p> <p>3 college field trips, 3 ropes course (\$2,000 each)</p>   | <p>CHKS survey<br/>           Staff/Student/Parent Feedback</p>  | <p>\$12,000.00</p> |
| <p><b>Extended Contract for Clubs</b><br/>           Middle School clubs to provide opportunities for students to engage in extracurricular activities of their choice and to connect with other adults on campus. Clubs this year have been very popular for students to expand their options and have helped kids connect with peers outside of their classrooms. Successful clubs have included: GSA, outdoor club, art club, film club. We plan to launch clubs earlier in the year. This funding would pay for the extra time teachers spend preparing for the club.</p> | <p>CHKS survey<br/>           Reduction in Chronic Absence &amp; Suspension<br/>           Staff/Student/Parent Feedback</p>       | <p>\$10,563.50</p> |

**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)).**

# Budget & Prioritization

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## Objective:

- Understand the overall budget position of Greenleaf coming into the 23/24 school year
- Identify priorities for funding for the 23/24 school year



# What positions are already funded by district?

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26.1 Teachers

3 RSP Teachers

.95 EEIP (Prep)

1 Admin Assistant

1 Attendance Clerk

1 CSM

1 Principal

1 Assistant Principal

1 (0.6 FTE ) Noon supervisor

2 para educator positions

NEW\* (funded through base vs. site needing to designate the funds)

2 STIP Subs

3 (0.8 FTE) Early Literacy Tutors

0.4 FTE - ELD teacher (Middle School)

1 Library Tech\*

# What is not yet funded?

\*this is where prioritization matters

## Positions

Family Outreach Coordinator

4-8 Literacy TSA (English)

Math Coach

Literacy Coach

2 Enrichment Teacher  
positions

2nd Noon Supe

## Contracts:

- Safe Passages  
(VISTA)

- Blueprint Math

- SEEDS (RJ)

- EBAC (Additional  
Mental Health)

- Cantare (TK/K music)

## Other:

- Teacher Extended  
Contract

- Classified /Clerical  
Overtime

- Supplies

- Copier Maintenance

-

# Review 22/23 Budget Prioritization

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- Budget priorities
  
- Measure G1 Prioritization

# Keep/Stop/Start

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- What items/positions that are funded would you Keep?
- What would you stop?
- What would you start?

Important: HOW is it connected to the Priority Strengths/Challenges?

MS teachers - think about Measure G1 funding

(Posters around the room)

# Time for Individual Prioritization

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[Prioritization Survey](#)

## What's next:

- Afternoon: Planning time in PLC
- Or Attend Racial Justice and Healing sessions virtually

Deliverables: Next unit plan, Culture Reset plan,  
Plan to do [iReady reflection form](#) with students,  
Bulletin Board Refresh

**Coaching Leadership Team Meeting**  
**Measure G1 23/24**  
**4/12/23**

| COLLABORATIVE NORMS   | MEETING NORMS   |
|---|---|
| <ul style="list-style-type: none"> <li>● Assume positive intent and take responsibility for impact</li> <li>● Stay student centered.</li> <li>● Be hard on the problem easy on the people -</li> <li>● Equity of voice</li> </ul> | <ul style="list-style-type: none"> <li>● Start on time, end on time</li> <li>● Come prepared</li> <li>● Be an active and mindful participant</li> </ul> |

| Allocations                                 | Notes/Feedback  |
|---|---|
| Art Position                                |   |
| Art Supplies                                |   |
| Field Trips (Ropes Course & College visits) | <ul style="list-style-type: none"> <li>● Ropes course was great this year</li> <li>● College visits - maybe</li> <li>● Is there money for Arts field trips? carryover?</li> </ul> |
| Transportation                              |   |
| Extended contract for clubs                 | <ul style="list-style-type: none"> <li>● Tie this to after school - connect to</li> <li>● Smaller budget for this</li> </ul>  |
| Other - Feedback? Input?                    | <ul style="list-style-type: none"> <li>● Zymbolic</li> <li>● LGBTQ supporting Social Worker - losing them this yea, how could this be continued?</li> </ul>                       |

## Middle School Meeting

1/25/23

3:00 - 3:30

| COLLABORATIVE NORMS   | MEETING NORMS   |
|---|---|
| <ul style="list-style-type: none"> <li>● Assume positive intent and take responsibility for impact</li> <li>● Stay student centered.</li> <li>● Be hard on the problem easy on the people -</li> <li>● Equity of voice</li> </ul> | <ul style="list-style-type: none"> <li>● Start on time, end on time</li> <li>● Come prepared</li> <li>● Be an active and mindful participant</li> </ul> |

| Time        | Topic   | Notes   |
|-------------|---|---|
| 3:00 - 3:05 | <p><b><u>Check in:</u></b> Recent Craving (meal/snack/place)</p> <p><b>Norms:</b> Start on time end on time</p>   | Robert: Paloma<br>Melissa: N/A<br>Tiffany: Papa John's<br>Marquel: Chocolate<br>Jeremy: Mcdonald's Fries<br>Grace: Korean BBQ |
| 3:05 - 3:10 | <p><b><u>Reset - Tardy, Tech. Behavior Check in</u></b><br/>           THANK YOU!</p> <ul style="list-style-type: none"> <li>● Feedback &amp; questions</li> <li>● Tardy               <ul style="list-style-type: none"> <li>○ Mid-class MIA</li> </ul> </li> <li>● Tech               <ul style="list-style-type: none"> <li>○ Airpods - please share out/document if requested and student did not respond to then refer to incidents</li> </ul> </li> <li>● Behavior               <ul style="list-style-type: none"> <li>○ Give detention</li> <li>○ Communicate to student &amp; Inform to put on list</li> </ul> </li> </ul> | Can we use detention as punishment for other behavioral issues?<br><br>YES!<br><br>Uniform enforcement?                       |
| 3:10 - 3:20 | <p><b><u>MS Dance - Logistics &amp; Behavior</u></b></p> <ul style="list-style-type: none"> <li>● Feb. 10th 4:30 - 6:30</li> <li>● Updates?</li> <li>● Support/Parent Volunteers?</li> <li>● Behavior               <ul style="list-style-type: none"> <li>○ Announce window of time 1/26 to 2/10</li> </ul> </li> </ul> <p>(Valentine Grams)</p>   | Any behavioral issues could result in not attending Valentine Dance.  |



|             |   |  |
|-------------|---|--|
| 3:20 - 3:25 | <b>Budget</b><br>-Art Supplies<br>-College Field Trips<br>- 6,000 for transport to college field trips (\$2,000/grade level)<br>- \$6,885.57 - motivational speakers for MS                             | Niema Jordan (Angel Vega auntie)<br>Rashid Campbell (former student - motivational speaker)<br><br>6th grade: Cal<br>7th grade - UC Davis<br>8th Grade: Stanford |
| 3:25 - 3:30 | <b>Coming up</b><br>Progress Reports due Fri 1/27 EOD (Report cards 2/24)<br>-List of students to refer to<br>Envisioneers Homework Help<br>February Tardy Challenge<br><br>APPRECIATIONS & SHOUT OUTS! |  |

**Middle School Meeting**

**10/26/22**

**2:45 - 3:30**

| COLLABORATIVE NORMS   | MEETING NORMS   |
|---|---|
| <ul style="list-style-type: none"> <li>• Assume positive intent and take responsibility for impact</li> <li>• Stay student centered.</li> <li>• Be hard on the problem easy on the people -</li> <li>• Equity of voice</li> </ul> | <ul style="list-style-type: none"> <li>• Start on time, end on time</li> <li>• Come prepared</li> <li>• Be an active and mindful participant</li> </ul> |

| Time        | Topic   | Notes  |
|-------------|---|--|
| 2:45 - 2:55 | <b>Check in:</b> Something that has made you laugh recently | Tam - ropes course and other adults wrangle kids<br><br>Su - student's whispering, but not thinking could tell it was them<br><br>McDonald - kids and fart jokes<br><br>Marquel - Rafael<br><br>Laguna -potato sack incident |

|             |  |  |
|-------------|--|--|
|             |  | Mr. A - con. and water<br>Grace - leadership student input   |
| 2:55 - 3:15 | <p><b>Measure G1</b><br/> <b>Background:</b> Teacher retention &amp; MS improvement</p> <ul style="list-style-type: none"> <li>• Enrichment (Art, Music, Theater)</li> <li>• World Language</li> <li>• Middle School Retention</li> <li>• Creating a Safe and Positive School Environment</li> </ul> <p><b>Funds:</b> Yearly fund &amp; <b>Carryover from 21-22</b> (time sensitive)<br/> <b>Community Input:</b> Student survey check in?<br/> <a href="#">teacher survey</a></p> <p>Review input &amp; Discuss some prospective spending areas</p> | Relay style *  |
| 3:15 - 3:25 | <p><b>Mini Culture Walkthrough</b><br/> <b>Monday 10/31 at 9:00am</b><br/> *follow up and reset around breaks</p> <p><b>Norms/Expectations</b><br/> -Monday -Sown to Grow (question)<br/> -Wednesday AM “Circle” &amp; Sown to Grow Content</p> <ul style="list-style-type: none"> <li>• Who is doing “circles”, how often, what are they doing?</li> <li>• Connecting out of content</li> </ul> <p><b>Clarity</b><br/> Check in - Check out<br/> Formal vs. Informal</p> <p><b>Share:</b> What’s working, what’s not working?</p>                   | 2222 0 - 1<br><br>AM is not a good space for that<br>-15 min homeroom<br><br>Advisory is a better time - but even then some development<br><br>Pushing content for circle - is hard<br><br>Sown to Grow not a hit<br>-framework sure - but not invested<br>-More informal time of playing<br>-access of structure is appreciated<br><br>MS socialization - hang out<br>Clubs - dance<br>2nd recess loss<br>(free time to be with each other) |
| 3:25 - 3:30 | Other items?<br>Appreciation/Shout-Outs  |  |