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**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 April 8, 2025

Subject Roosevelt Middle School 2025-2026 Measure G1 Application

Ask of the Commission Roosevelt Middle School 2025-2026 Measure G1 Application

Discussion Middle School Network is open to questions from the commission regarding the Roosevelt Middle School 2025-2026 Measure G1 Application.

Fiscal Impact The recommended amount is **\$252,816.00**. Resource 9332 - Measure G1.

Attachment(s) Grant application attached.





2025-2026 Measure G1 Application

Due: March 1, 2025

School Information & Student Data

School	Roosevelt Middle School	School Address	1926 19th Avenue Oakland CA 94606
Contact	Joao Solomon	Contact Email	joao.solomon@ousd.org
Principal	Joao Solomon	Principal Email	joao.solomon@ousd.org
School Phone	510-535-2877	Total Number of Students	506
Recommended Grant Amount¹	\$252,816	2024-25 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	507
		2024-25 LCFF³ Enrollment	488

Student Demographics (%)				Measure G1 Team	
English Learners	39.2%	Asian/Pacific Islander	27.2%	Name	Position
LCFF	98%	Latinx	46.2%	Joao Solomon	Principal
SPED	19.2%	Black or African-American	17.4%	Brenda Saechao	CSM
		White	1.6%	Marisela De Anda	Community Partner
		Indigenous or Native American	3%	Zelda Allison	Electives Teacher

¹ 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.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		Multiracial	4.6%			
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Chronic Absence (Include raw number and percent)				
	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Student Population Overall	33.3%	8.9%	7.2%	5%
Asian/Pacific Islander	14%	3.7%/ 10.5%	12.5%/20%	5%/10%
Latinx	43.8%	10%	7.8%	5%
Black or African-American	41.3%	13.8%	13.8%	7.5%
White	31.3%	11.7%	12.5%	7.5%
Indigenous or Native American	NA	3.3%	33%	10%
English Learners	25.8%	9.5%	18.5%	10%
Students w/ IEPs	39.6%	14%	21.6%	10%
Free/ Reduced Lunch Students	33.8%	9%	6.2%	5%

Metrics

(all data points are required)

Electives (Include raw number and percent)					
Metric	Area	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Number of students taking elective courses.	Art	221	201	192	200
	Language	NA	NA	NA	NA
	Music	190	173	281	275
Number of students participating in non-course experiences (e.g. after-school program)	Art	19	24	20	20
	Language	NA	NA	NA	NA
	Music	24	22	20	25

Positive & Safe Culture

(Include raw number and percent)				
Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Average Daily Attendance Date of Figure: 3/17/25				
Asian/Pacific Islander	89.7%/82.7%	96.3%/89.5%	95.5%	97.5%
Latinx	84.3%	90%	89.9%	95%
Black or African-American	80.6%	86.2%	86.2%	90%
White	86.1%	88.3%	90.5%	95%
Indigenous or Native American	NA	96.7%	76.9%	90%
English Learners	85.7%	91.5%	90.3%	95%
Students w/ IEPs	82.3%	86%	87%	90%
Free/ Reduced Lunch	85.2%	91%	90.7%	95%

Metric	2022-23 raw number (%)	2023-24 raw number (%)	2024-25 raw number (%)	2025-26 Goal raw number (%)
Suspended Students Date of Figure: 3/17/25				
Asian/Pacific Islander	5	1/0	6	0
Latinx	14	12	14	10
Black or African-American	19	14	12	10
White	0	5	5	0
Indigenous or Native American	NA	0	0	0
English Learners	14	13	12	10
Students w/ IEPs	30	27	12	10
Free/ Reduced Lunch	37	33	26	15

Student Retention from 5th Grade to 6th Grade				
Metric	2022-23	2023-24	2024-25	2025-26 Goal
6th Grade Enrollment	182	171	162	165

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Roosevelt SSC	01.27.25

Staff Engagement Meeting(s)	
Staff Group	Date
Roosevelt SLT	03.06.25
Roosevelt All Staff Mtg.	03.05.25

<u>Music (Rubric)</u>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	Entry	Basic
<i>Instructional Program</i>	Quality	Quality
<i>Staffing</i>	Quality	Quality
<i>Facilities</i>	Basic	Basic
<i>Equipment and Materials</i>	Basic/Quality	Quality
<i>Teacher Professional Learning</i>	Basic	Basic
<u>World Language (Rubric)</u>	2023-24	2024-25
<i>Content and Course Offerings</i>	NA	NA
<i>Communication</i>	NA	NA
<i>Real world learning and Global competence</i>	NA	NA
<u>Art (Visual Arts, Theater, and Dance)</u>	2023-24	2024-25
<i>Access and Equitable Opportunity</i>	Entry	Basic
<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Basic	Basic
<i>Facilities</i>	Basic	Basic

<i>Equipment and Materials</i>	Basic	Basic
<i>Teacher Professional Learning</i>	Basic	Basic

Proposed Expenditures

Guidelines

- In the following sections, please discuss your team's plan to address the goals of 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.
- Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
- Add additional lines as needed.
- The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
- 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 2024-25 Approved Expenditures

All Actual Expenditures		Budget Amount
Positive & Safe Culture		
1	Student Advisor 1	\$143,266.11
3	Social Worker	\$63,500.67
Electives (Art, Music, World Language)		
1	Supplies for Music & Art programs	\$18,000
2	After School Music Program - Extended Contract for Jazz Band	\$3,500
3	Benefits for Extended Contract	\$1,500
4	Music and Art Field Trips	\$4,191.84
6th Grade Enrollment		
1	Student Advisor 2	\$103,450.38
Budget Total		\$337,409.00

Summary of 2025-26 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Student Advisor 1	\$154,322.84
2	Student Advisor 2	\$92,593.71
3	Music & Art Supplies	\$5,899.45
Budget Total (must add up to Recommended Grant Amount)		\$252,816

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
Supplies for Music & Art programs This includes the purchase of additional musical instruments as well as instrument repairs and replacements. It includes the purchase of both permanent tools like 3D printers, music and art specific furniture such as instrument racks and art easels as well as disposable supplies like paint, sketchbooks, guitar strings, etc.	400	400 Students participate in Music & Art	\$5,899.45

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
Student Advisor 1 - This student advisor will support 8th graders and their families as they navigate this penultimate year in middle school. They will support students in building a positive climate and culture. They will also guide students and families as they prepare for 8th grade promotion and make choices about enrolling in high school.	On CHKS survey, higher rating in 2023-24 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.	\$154,322.84

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
Student Advisor 2 - This student advisor will support 6th grade students and families around building a positive culture and climate. They will be the point person for 6th graders and their families as they make the important transition from elementary to middle school.	\$92,593.71

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

Roosevelt Middle School

SLT G1 Proposal Meeting

Agenda and Minutes

Meeting Date: March 6th, 2025

Staff Present: Griffin, Yolanda, Solomon, Brenda, West, Kathy, Acuna, Manzo, Evans

<u>Today's Roles:</u>	Person	Resources
Facilitator - Leads us through the premade agenda	Solomon	NORMS <ol style="list-style-type: none"> 1. Set concrete next steps and follow through with them 2. Monitor your airtime, everyone contributes 3. Be present so that we can start and end on time 4. Maintain a learner stance; stay curious 5. Be positive, solution-oriented, and student-centered 6. <u>Stay focused on our goals and celebrate growth:</u> District: Intentional student-to-student talk partnered with Checks for Understanding. Schoolwide: Teachers plan and deliver standards aligned curriculum by implementing common procedures.
Time Keeper	Brenda	
Process Checker - Pauses us when we're getting off track or not following protocol - Holds us accountable for identifying next steps and who is going to own each step - Reflects back to the group about how well we shared the mic	Munzel	
Note Taker <ul style="list-style-type: none"> • Document next steps and who is assigned to each one • Record group decisions • Note items we will "park" for later • Record questions needing to be answered 	Yolanda	
Note Taker 2 (If necessary) <ul style="list-style-type: none"> • Back-up the notetaker 	Acuna	STANDING AGENDA <ol style="list-style-type: none"> 1. Warm Opener / Check-In 2. Follow up on next steps 3. Norms, Roles & Meeting Outcomes 4. Analysis of Schoolwide Data 5. Next Meeting Roles & Agenda 6. Process Check 7. Optimistic Closing & Appreciations
Follow-Up <ul style="list-style-type: none"> • Remind the team about next steps before the next meeting in SLT Slack channel 	Acuna	
Synthesizer <ul style="list-style-type: none"> • Summarize the decisions and main points and add summary to box at bottom of agenda 	Solomon	
On Deck	Ortega Michael Beltran West	

3:45 pm (5 min) Warm Opener	(1 min per person)? Munzel: Stay focused on our goals and celebrate growth: Ortega: Be positive, solution-oriented, and student-centered Yolanda: Monitor your airtime, everyone contributes Acuna: Set concrete next steps and follow through with them Brenda: Monitor your airtime, everyone contributes Solomon: Set concrete next steps and follow through West: Be positive, solution-oriented, and student-centered
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	<p><u>Outcome #1: Understanding the current bell schedule requirements and schedule logistics.</u> <u>Outcome #2: Room Assignments & Campus Flow during Construction</u></p>
<p>3:50 pm (35 min) Agenda Item #1</p>	<p><u>Outcome #1: Understanding the current bell schedule requirements and what the schedule logistics for the 25-26 school year.</u></p> <p>Context: Master Schedule Requirements for 2025-26</p> <ul style="list-style-type: none"> • Total annual instructional minutes (59,000 minimum per year) • Core class instructional minutes (230 minimum per week) • Passing periods all match (4 min max) • Teachers work seven (7) contiguous hours daily (30 min lunch minimum) • On minimum days, lunch cannot be at the end of the day • Wednesdays must end by 130pm • Intervention classes at least 3x a week, 45 min recommended • Designated ELD for all ELs • Advisories/crew at least once a week (schedule at least 15 min weekly for Sown to Grow) <p><i>Thoughts on core instructional minutes:</i> <i>*EL Education recommends 225 minutes a week.</i> <i>*Illustrative Mathematics recommends 240 a week.</i></p> <p><u>Summary of Staff Survey Results (Link Here):</u></p> <ul style="list-style-type: none"> • 23 staff members completed the survey • 13 out of 17 staff members who intend to return next year confidently prefer or lean towards the 6-Period Days (Every Day) • 3 out of 17 staff members who intend to return next year do not prefer either option, two of which wonder if it's possible to return to a 70-minute block schedule. • 5 out of 6 staff members who do not intend to return next year confidently prefer/lean towards the 6-Period Days (Every Days) <p><u>Free Response Results (Questions & Comments):</u> <i>"Our class has our own schedule, but it would be nice to follow with everyone else. 35 minute classes seem too short, but the alternating prep also seems odd. I'm a new teacher as well, so I don't fully understand the implications of the two different bell schedules."</i></p> <p><i>"Could we not have the option of going back to blocks?"</i></p> <p><i>"I wouldn't want to waive my prep and I don't like the A/B schedule"</i></p> <p><i>"Our students need daily routine routines, and consistent practice to be successful in content areas. I'm all in on students having every class every day."</i></p> <p><i>"Prep is seriously affected, especially for SPED. Not enough time to prepare for 2+ subjects and IEPs."</i></p> <p>Protocol:</p> <ul style="list-style-type: none"> • Solomon will present the latest draft of the 2025-26 RMS Bell Schedule <ul style="list-style-type: none"> ◦ Incorporates: <ul style="list-style-type: none"> ■ Master Schedule Requirements as outlined above ■ Teacher Survey Feedback as outlined above ■ Network Superintendent Feedback

- SLT members will have the opportunity to ask clarifying questions and make suggestions on **minor tweaks** and/or **identifying best practices**.
 - 1st week of school → no min days → too short and chaotic for settling kids in
 - Can we create a schedule for the first week of school, maybe with more advisory so that we can settle students in and help them adjust
 - Balance that needs
- SLT members will have the opportunity to develop an outline to prepare staff for the transition from blocks to periods before the beginning of next year by:
 - Listing high leverage best practices
 - Thinking through the requisite staff professional development needs
 - Planning next steps for who, when and how that PD will be developed

Best Practice/Adjustment	Staff Training Needed	Who, When & How
Preparing for August in May during dept meetings <ul style="list-style-type: none"> • Writing family letter • Materials lists • Grade level norms 	None	All teachers, Grade level meetings in April and May
Full days on the 1st week (except Wed)	None	
PD/ Curriculum reading materials given to teachers at end of school year		Distributed by IWE in May
All advisory students have the same X block teacher		
Roster 6th and 7th grade advisory before summer based on proficiency data (iReady/math scores?)		Current grade level teams, admin, Ms. Or
Retreat days for staff culture and climate	TBD	CCT, ILT, SLT
Grade level conversations before year end to discuss material and curriculum need for next year		Current grade level teams

- Solomon will present the Bell Schedule to the whole staff at the next All Staff Meeting on April 9th

Next Steps:

- ☐ Ortega to look into union contract (6.5 contract hours vs 7 continuous hours proposed on new bell schedule)
- ☐ Solomon will check in with Hannah/Adnana about MP6 PD plan
- ☐ ILT will look at best practices for splitting/pacing lessons from 75 min blocks to 50 min periods

	<input type="checkbox"/> MP6 Inquiry: take a Wednesday to “teach” a 50 minute lesson <input type="checkbox"/> How did it go? What worked? What surprised you? <input type="checkbox"/> How do you think you should adjust the scope and sequence to make the best use of time? <input type="checkbox"/> What key changes will need to be made to pacing, lesson structure, and assessments to ensure students still get the depth of understanding they need?" <input type="checkbox"/> Materials NOW <input type="checkbox"/> Before end of next year
4:25 pm (15 min) Agenda Item #2	<p>Outcome #2: Share the site maps and layout for next school year as we move into the next phase of construction.</p> <p>Context: Roosevelt’s campus map and classroom locations will shift dramatically due to the next phase of construction.</p> <p>Protocol:</p> <ul style="list-style-type: none"> • Solomon will present the site map and <ul style="list-style-type: none"> ◦ Classrooms are intentionally grouped together by flow i.e. grade level, class type, cohort in order to best: <ul style="list-style-type: none"> ■ Make passing periods the most efficient they can be ■ Reduce the impact of construction noise and movement ■ Canopy tents strategic for outdoor office / supervision ◦ • SLT will give feedback on noticings, wonderings and possible next steps • Classroom movement and the renovation project will be discussed further in April 9th All Staff mtg. • Classroom moves will happen during the first week in June <p>Next Steps:</p>
4:40 pm Agenda Item #3 (15 min)	<p>RMS 2025-2026 Measure G1 Proposal</p> <p>Intended outcome: Present the 2025-2026 Measure G1 Proposal to the SLT and solicit feedback.</p> <p>Protocol:</p> <ul style="list-style-type: none"> • Presentation of the G1 Proposal • Popcorn feedback <ul style="list-style-type: none"> ◦ What happens to the money if we can’t find someone to take a job that is only .6 FTE? ◦ Is it possible that we might get some carryover money from this year since we didn’t spend it all? ◦ How can we expand the experience of our students who take art classes? Can we add other mediums? <p>Next Steps:</p> <ul style="list-style-type: none"> • Solomon will submit the G1 proposal for commission approval.
Parking Lot Items/ If Time Allows	
4:55 pm (5 min) Process Check & Closing	<p>Protocol:</p> <ul style="list-style-type: none"> • (2 min) Process checker: how did we do following our norms? Which norm did we follow, which one do we need to work on? • (3 min) Appreciations?

**Roosevelt Middle School
SSC G1 Approval Meeting Minutes**

Date: Monday, February 24, 2025

Time: 4:00pm-5:30pm

Location: [Zoom](#)

1. 4:00pm - SSC Chair Bettye MacMahon welcomed the group. Roll call was taken to see who was in on the zoom.
2. 4:05pm - Principal Joao Solomon gave an overview of the source and purposes regarding Measure G1 funds. He then presented the Roosevelt Middle School 2025-2026 Measure G1 Proposal in detail.
 - a. Question was asked about the .6 Student Advisor position and what that person's schedule would look like.
 - b. Question was asked if we knew if we would get any carryover funds next year and the amount that we might receive.
 - c. Question was asked if the purposes set today for the funds could be shifted later on if additional carryover was added.
 - d. No comments were made
3. 4:27pm - RMS updates
 - a. Brenda Saechao and Joao Solomon shared updates about various upcoming school events. Brenda Saechao gave an update about Summer Programs being moved to Edna Brewer and Westlake due to the construction at Roosevelt. Joao Solomon shared that the 6th grade orientation for next year's 6th grade class would be on Wednesday 4/23.
4. 4:45pm - Public input. No public input.
5. 4:47pm - Selected the next meeting as March 24, 2025.
6. 4:49pm - Motion was made to adjourn. Motion was seconded. Adjourned.

Brenda Saechao

Brenda Saechao, SSC Secretary

DATE February 24, 2025



February 24, 2025

School Site Council (SSC) Meeting

Sign-In Sheet

Elected Members

Meeting Date:

Elected SSC Members	Category	Signature
1. Joao Solomon	Principal	<i>Joao Solomon</i>
2. Griffin Munzel	Teacher	<i>Griffin Munzel</i>
3. Zelda Allison	Teacher	<i>Zelda Allison</i>
4. Brenda Saechao	Classified Staff	<i>Brenda Saechao</i>
5. Bettye McMahan	Parent	<i>Bettye McMahan</i>
6. Liliana Hernandez	Parent	<i>Liliana Hernandez</i>
7. Tamu Bass	Parent	<i>Tamu Bass</i>
8. Marisela De Anda	Community Member	<i>Marisela De Anda</i>
9.	Student	



February 24, 2025

***Note: SSC must have a quorum (51%) to vote on agenda items. Alternates are not voting members, and do not count towards quorum. Please ensure your roster has parity (Equal ratio of school staff to parent/community members/students, with at least 1 student on the council).**

School Site Council (SSC) Meeting

Public Sign-In

Sign-In Sheet

Meeting Date:

Signature	Signature
1.	13.
2.	14.
3.	15.
4.	16.
5.	17.
6.	18.
7.	19.
8.	20.
9.	21.



February 24, 2025

10.	22.
11.	23.
12.	24.

Roosevelt Instructional Support Team
Measure G1 Staff Engagement Meeting
Agenda & Minutes

Friday, February 21, 2025

Present: Joao Solomon, Hannah Staiger, Adnana Redzic, Mike Attiyeh, Andy West

Today's Roles:	Person
Facilitator	Joao
Time Keeper	Andy
Note Taker	Hannah
Process Check & Follow Up	Adnana
On Deck	Mike

I. Second Round of PLCs

- Expectations for PE in PLCs?
- Agendas for PLCs during week after break:
 - [Math PLC agenda \(checked in with Munzel\)](#)
 - [Science PLC agenda \(Hannah will lead\)](#)
 - [Humanities PLC agenda \(Adnana will check in with Yolanda and Beltran\)](#)
 - [Electives PLC agenda \(Solomon will lead\)](#)
 - [SpEd PLC Agenda](#) (Manzo will lead)
- Solomon & Mia, can you look through your agenda/revised goal because you will need to facilitate the first two meetings of SpEd and Electives!
- Look at [new Walkthrough Tool](#) and norm on metrics in PLCs in January
- Berkeley PD info
- Potential for MP5: science+math+humanities by grade level PLC (same structure, facilitated by grade level admin), electives+sped

(same PLC structure of sorting student work, Hannah + Adnana facilitate these) *meet once a month

II. Measure G1 Review: What is it? (5 min) Parcel tax similar to N1

○ KEY GOALS

- Attract and retain school-site educators. does not need to be captured in application (occurs through a separate part of the fund which provides a bonus when staff return next year)
- 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. not relevant for GSP
- Create a more positive and safe middle-school learning environment.

IV. Review the 25-26 approved application (10 min)

- 5 min. to individually read then 5 min. whole-group share
 - Clarifying questions? What qualifies basic /entry on application. Depends on rubric, we will split and look closely for each one
 - What resonates? What wonderings do you have?
 - What does our staffing look like, it is attached to staff salary. If this is our focus, how can we leverage what the amount of the grant is and the purpose for it.

V. Draft 25-26 application

- Note: All expenses that have been approved in the past are likely to be approved again, so we should consider keeping those the same (to not risk a new large spend not being approved)
- Open discussion (10 min.)
- Any specific feedback we'd like from staff? (5 min.)