



**Measure G1  
Grant Application  
2018-19**

**Due Date: February 13, 2018**

School	Oakland SOL	Principal	Katherine Carter
School Address	1180 70 <sup>th</sup> Avenue Oakland, CA	Principal Email	katherine.carter@ousd.org
School Phone	510-636-7992	Recommended Grant Amount*	\$8,693
Actual 2017-18 Enrollment (6-8) (20 day count)	53	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	45

*\*Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected revenue, and 20 day LCFF enrollment of Oakland residents. All recommended grant amounts are subject to Measure G1 Commission and School Board approval.*

**Summary of Approved Expenditures from 2017-18 ([link to 2017-18 full approved proposal](#))**

2017-18 Approved Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Contract with outside enrichment provider to provide music instruction within the regular school day.	\$11,495
Budget Total (must add up to Current Grant Amount)		\$11,495

**Summary of Proposed Expenditures for 2018-19 (listed in order of priority)**

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i> (add more rows if necessary)		Budget Amount
1	Contract with outside enrichment provider to provide music instruction within the regular school day.	\$6,693
2	Transportation and fees for Ropes Course at CAL Berkeley as part of August Orientation	\$2,693
3		
4		
5		
Budget Total (must add up to Anticipated Grant Amount)		\$8,693

### School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
25	30	85%	14%	0	38%	100%

### Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
16	0	1	34	0	0	3	1

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

Name	Role
Katherine Carter	Principal
Simone Delucchi	Community Schools Manager
Kavitha Kasargod-Staub	Teacher, SSC Rep
Lamont Snaer	Parent, SSC Rep
Che Abram	Parent, SSC Rep

### School Vision (insert here):

#### **Oakland SOL Vision**

##### **Academic Proficiency:**

Performance at or above grade level in all content areas.

##### **Bilingualism/bi-literacy:**

Ability to read, write, and speak in two or more languages.

##### **Cultural Humility:**

A positive sense of one's own cultural identity, and ability and openness to interact across cultures.

A lifelong commitment to self-evaluation and self-critique.

##### **Social-emotional Skills:**

Self-awareness, self-management, social awareness, relationship skills, responsible decision-making

**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.

<b>Music (Rubric Score)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b>Art (Visual Arts, Theater, and Dance)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>Access and Equitable Opportunity</b>	Entry	Basic	<b>Access and Equitable Opportunity</b>	Entry	entry
<b>Instructional Program</b>	Entry	Entry	<b>Instructional Program</b>	Entry	entry
<b>Staffing</b>	Entry	Entry	<b>Staffing</b>	Entry	entry
<b>Facilities</b>	Entry	Basic	<b>Facilities</b>	Entry	entry
<b>Equipment and Materials</b>	Entry	Entry	<b>Equipment and Materials</b>	Entry	entry
<b>Teacher Professional Learning</b>	Entry	Basic	<b>Teacher Professional Learning</b>	Entry	entry
<b>World Language (Rubric)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>			
<b>Content and Course Offerings</b>	developing	developing			
<b>Communication</b>	developing	sustaining			
<b>Real world learning and Global competence</b>	developing	developing			

**Measure G1 Data Analysis**

<b>5th - 6th Grade Enrollment/Retention (SPSA/Enrollment)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b>Safe and Positive School Culture (SPSA)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>2017-18 Enrollment Data (20 day)</b>	N/A	Enrollment projection was 75, 20-day count was 55.	<b>Suspension</b>	N/A	One student was suspended in 2017-18

<b>ES Outreach Strategy Actions</b>	N/A	Outreach visits and presentations at multiple elementary school	<b>Chronic Absence</b>	N/A	Chronic absence was 20% in the Fall, has declined to 16% by February 2018
<b>Programs to support ES students transition to MS</b>	N/A	2-week August orientation with team-building ropes course	<b>CHKS data (district only)</b>	N/A	in process

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

<b>Community Engagement Meeting(s)</b>	
<b>Community Group</b>	<b>Date</b>
<a href="#">School Site Council Meeting</a>	2/1/18
Student Focus Group	2/11/18

<b>Staff Engagement Meeting(s)</b>	
<b>Staff Group</b>	<b>Date</b>
<a href="#">Faculty Meeting</a>	2/7/18

### **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 recommended grant amount based on actual 2017-18 LCFF 20 day enrollment.

### 1. Music Program

Programmatic Narrative Based on Rubric		
<p>Oakland SOL is currently at an entry to basic level with our music program. We received our Measure G funding in December of 2018, and used it to purchase a piano and other equipment and to contract for music programming. Music programming is currently in the after school program, which makes it available to all students, however not all attend. The music courses we offer are currently at a single level - there are no advanced or novice classes.</p> <p>We would like to begin to have music programming within the school day. We plan to continue our contracts with the Oakland Youth Chorus (OYC) or Oakland Public Conservatory (OPC) as we expand our music programming. As our enrollment grows and our funding increases, and we will seek out a credentialed instructor who can work during the school day.</p>		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$6,000	Contract with Oakland Public Conservatory to provide music classes during the school day.	All students will have the option of taking a music class as an elective. Students will have access to both novice and intermediate level classes.

### 2. Art Program

Programmatic Narrative Based on Rubric		
<p>Oakland SOL is at an entry level on our visual arts programming. We would very much like to expand our programming in this area, however will not be able to do so using measure G funding. Instead, we hope to hire a classroom teacher with an art credential to provide visual arts classes during the school day.</p>		

Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
0	N/A	N/A

### 3. World Language Program

Programmatic Narrative Based on Rubric		
<p>Oakland SOL is at a developing and sustaining level for world language education. Although our vision is for the school to be at the thriving level, we are still building the course offers that will allow us to offer more than one language. We also need to do more to promote the seal of biliteracy, and to provide opportunities to use Spanish outside of the classroom (internships, service learning, project-based learning, etc.)</p>		
Budget	Description of 2018-19 Proposed Expenditures	Anticipated Student Outcome <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
0	N/A	N/A

**4. 5th to 6th Grade Enrollment Retention**

<b>Programmatic Narrative Based on Data Analysis</b>		
<p>Oakland SOL enrolled 55 students in 2017-18, which was 20 students short of our goal of 75 students. We have worked with the student welcome center and central office to ensure our school is included in the enrollment options system, and promoted at all elementary schools. We have also trained our students to be student guides, and provide tours to new families.</p>		
<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
0	N/A	N/A

**5. Safe and Positive School Culture**

<b>Programmatic Narrative Based on Data Analysis</b>		
<p>In 2016-17, Oakland SOL students attended a Ropes/Adventure course at CAL Berkeley. This was a very positive team-building experience, that helped establish a safe and positive school culture while at the same time promoting college awareness. SOL would like to continue the ropes course as a 6th grade tradition in order to onboard our incoming 6th grade class in a positive way. Feedback from students, teachers, and parents indicate that this is was a positive team-building experience.</p>		
<b>Budget</b>	<b>Description of 2018-19 Proposed Expenditures</b>	<b>Anticipated Student Outcome</b> <i>(Include measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.)</i>
\$2,963	Team-building ropes course at CAL Berkeley as part of August Orientation. Funding covers transportation and course fees.	All incoming 6th grade students will participate in a team-building ropes course at CAL Berkeley within the first month of school

**Please submit your 2018-19 Measure G1 application to Mark Triplett ([mark.triplett@ousd.org](mailto:mark.triplett@ousd.org)) and Linda Pulido-Esquivel ([linda.esquivel@ousd.org](mailto:linda.esquivel@ousd.org)).**



Oakland SOL  
Faculty Professional Development  
February 7th 2:00-4:00 p.m.

**Objectives**

- Review Measure G goals, self-assessment, and recommendations
- Prepare to begin weekly progress reports next Friday (2/14)
- Review plan for SLP practice at Town Hall & practice Think Pair Share
- Cultural Humility Book Club
  - [Chapter 2](#): What's Culture got to do with it
  - [Chapter 3](#): This is your brain on culture

Time	Agenda
2:00-2:15	<p><b>Opening</b> Check in: Rose and Thorn from Puberty Ed! News and Announcements</p> <ul style="list-style-type: none"> <li>- Goal of <a href="#">SLP</a> practice at Town Hall (Kavitha will model weekly)</li> <li>- February Retreat Agenda and Logistics (link to <a href="#">draft agenda</a>)</li> <li>- Other???</li> </ul>
2:15 -2:30	<p><b>Debrief Think Pair Share</b> What did she do before the TPS? What did she do after the TPS?</p> <p>Create Anchor Chart for TPS in your classroom</p>
2:30-3:00	<p><b>Weekly Progress Reports</b> Weekly progress reports will be sent home beginning next Friday.</p> <p>What is the goal of this practice? What do we need to do with our students before Friday? On Friday?</p> <p>What are our common agreements: As content teachers:</p> <ul style="list-style-type: none"> <li>- Grades will be ready for printing every two weeks           <ul style="list-style-type: none"> <li>- 2/16, 3/2, 3/16</li> </ul> </li> <li>- Students will review grades in content class on Friday</li> </ul>



	<ul style="list-style-type: none"> <li>- Weekly grades will be stapled to newsletter</li> </ul> <p>As last period content teachers:</p> <ul style="list-style-type: none"> <li>• Distribute <a href="#">newsletter</a></li> </ul> <p>Question - do we all want to commit to doing the <a href="#">SEL rubric</a> in content classes on a bi-weekly basis as well?</p> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>- Consider having Advisory last period on Fridays next year</li> <li>- Have a SOL teacher pilot Sown to Grow this Spring</li> </ul> <p>(Time to plan and review common documents)</p>
3:00-3:45	<p><b>Measure G1</b>  Review Goals and Self-assessment  Review recommendations from SSC  Questions/Proposed revisions</p>
3:45-4:00	<p><b>Closing</b></p> <p>Plus</p> <ul style="list-style-type: none"> <li>- Tight loop on SLP practice in town hall</li> <li>- Time to make anchor charts</li> <li>- Having Kenny as well as Simone!</li> </ul> <p>Delta</p> <ul style="list-style-type: none"> <li>- More time to work on new practices (example, weekly progress reports)</li> </ul>