



**Measure G1
Grant Application
2018-19**

**Due Date: February 13, 2018
Revised: April 13, 2018**

School	Oakland SOL	Principal	Katherine Carter
School Address	1180 70 th 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	Original Plan: Contract with outside enrichment provider to provide music instruction within the regular school day.	\$11,495
	Note: This funding was not spent. If possible, I would like to request a rollover of funding to the 2018-19 school year.	
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	\$2,000
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/Alaska n 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.

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

Measure G1 Data Analysis

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

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

Community Engagement Meeting(s)	
Community Group	Date
School Site Council Meeting (agenda and notes)	2/1/18
Student Focus Group	2/11/18

Staff Engagement Meeting(s)	
Staff Group	Date
Faculty Meeting (agenda and notes) Faculty Meeting Sign in Sheet	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. 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>
\$6,693	Contract with Oakland Public Conservatory to provide music classes during the school day.	<p>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.</p> <p>In 2017-18, 10% of students participated in a music class as part of the Extended Day Program. Our goal for 2018-19 is that 25% of students participate in the music program.</p>

2. Art Program

Programmatic Narrative Based on Rubric

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.

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

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.)

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

Programmatic Narrative Based on Data Analysis		
<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>		
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

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<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>		
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>
\$2,000	Team-building ropes course at CAL Berkeley as part of August Orientation. Funding covers transportation and course fees.	100% ofl 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) and Linda Pulido-Esquivel (linda.esquivel@ousd.org).



Oakland SOL Middle School

School Site Council Meeting

Date & Time: Thursday, February 1st, 5 pm - 7:00 pm
Location: Cafeteria

Present: Lamont Snaer, Simone Delucchi, Katherine Carter, Kavitha Kasargod-Staub, Che Abram

Agenda

5:00-5:30 Dinner

Do Now: Measure G Site Self-Assessment (art, music, world language)

Note: rubrics from self-assessment done during the meeting are in the SSC binder

5:30-5:40 Welcome

Checking In - What is one question you have about the role of the SSC in the site planning process for 2018-19?

Lamont: How can we get quorum? How can we make sure more perspectives are engaged in the process?

Che: How do we get more parent engagement on the SSC? Do we need a different day? Can we engage the students more?

Kavitha: What is the role of SSC in decision-making?

Katherine: Will the timeline allow for decision-making about different funding sources?

Simone: How can we engage student voice? Town Hall?? Parent engagement, mixed feelings about what this looks like in middle and high school. How much of this is a school culture issue?

5:40-5:50 Measure G1

Sharing of self-assessments & Recommendations for funding

The committee members reviewed the rubrics and completed a self-assessment in all three areas. The next step will be for Simone Delucchi, our Community Schools Manager, to set up a student focus group in this area. We will also get input from faculty at our meeting on 2/7/18

Kavitha - recommendation for Visual Arts.

Simone - Field trips that support arts, music, world language (Use of Spanish in the real world.)



Lamont - how can we integrate music into the school day, and different modalities

Simone - Oakland Public Conservatory (music) can happen during the school day. For a piano class, we need electric keyboards

6:00

How to increase engagement and representation?

- Creating an authentic SSC plan
- Create an authentic engagement plan for families
 - Working with students to lift up what would increase family engagement.
- If we have more students on the SSC then we don't have to re-establish the SSC
- Having students be the representatives
- **Next Steps: +Katherine (Check in with Jesus' and Ashley's parents about the SSC)**
- Next meeting SSC will need to approve the site plan
- Mills College conference
 - Use the workshops to increase student engagement and leadership at OSOL.
- Using advisory to teach students about SSC
- Goals:
 - At 2/22 approve Site Plan
 - Have families on SSC attend
- Using end of March meeting to set up a voting process to give feedback about SSC and the site plan.

5:50-6:15 Mid Year Data Report

Review mid-year reading data

Review [Gap Analysis](#) and Parent Survey summary

- Moving this to the next meeting after KC summarizes the parents surveys..

Discuss implications for resource allocation.

- How can we increase student motivation for reading? (Student choice of materials plus academic discussions.)
- Do we need an additional intervention program?

What data are we missing? (Spanish. Cultural Humility)

- Sharing

6:15-6:30 2017-18 Budget Updates

Review 2017-18 Budget, including Measure G expenditure plan

Review, prioritize, and approve proposed expenditures

- How can we make sure students use the levelled readers? (for example, 15 minute pull-out program in EDP OR during library/IR time)



- Can we provide audiobooks? Kid friendly pod cast with printed podcasts? (Kavitha will look into this)
- Katherine will look into intervention software (Read 180, Reading A-Z, etc.)
- Kavitha: Can we increase the allocation of \$ for technology, or will this happen with future funding? (Yes, it is designated with the new schools funding.)
- Simone: Spend \$350 this year on OMCA Field Trip
- All other funding allocations were approved.

6:30-6:45 2018-19 Site Planning Process

Review [2018-19 Site Planning Template](#)

Review Timeline & [Meeting Calendar](#)

Determine information and input needed from community in order to make decisions as representatives

6:45-7:00 Closing

Question - what do you think we need to prioritize in the 2018-19 site plan?

Meeting Evaluation (Plus/Delta)

Plus: Small but mighty group, people carry lens of whole school, not just own student. Feeling more alignment.

Plus: Moved here with my family bc I wanted to be part of authentic parent and community engagement. Plus Plus Plus that this is part of the design, authentic engagement is important. This is why I do this work.

Plus: Ditto. That's why we stayed so engaged in the process as parents. Love having the data (SRI), seeing it, having conversation based in data and students history.

Delta: May need to revisit mission (not just vision). We are sticking to it in our conversations.

Delta: would love to have done student data report side by side to show individual growth

Delta: Identify and label decision-making points in the agenda

Plus: Appreciate transparency in budget, also that budget crisis is not hitting us as hard, having data

Next Step/Delta: How do we tell our study about academic growth. (Katherine will create Side by side data that focuses on individual student growth. Send them to Che)

Appreciations

Appreciate hard work everyone does everyday, also that my son is happy at school. That's true of the kids I bring to school. They like having the freedom to grow up.



Oakland SOL Middle School

Reunion de concilio escolar

Fecha: jueves, 1 de Febrero, 5 pm - 7:00 pm
Lugar: Cafeteria

Agenda

5:00-5:30 Cena

Haz ahora: evaluacion de Measure G (Arte, música, lenguaje)

5:30-5:40 Bienvenida

¿Que es una pregunta que tiene sobre el papel del concilio escolar en la formación del plan de sitio de 2018-19?

Repasar Anuncios

5:40-5:50 Measure G1

Repasar las auto-evaluaciones

Recomendaciones para la alocaación de fondos

5:50-6:15 Informe de datos del mitad de año

Repasar datos de lectura

Repasar la [análisis de la brecha entra la visión y la realidad](#) y la encuesta de padres

Discutir implicaciones para la alocaación de recursos.

¿Que datos nos faltan? (Espanol. Humildad Cultural)

6:15-6:30 2017-18 Budget & Site Plan Updates

Repasar el [formulario del plan del sitio](#)

Repasar el presupuesto de 2017-18

Repasar priorizar, y aprobar, prioritize, y aprobar la alocaación de recursos

6:30-6:45 El plan de sitio de 2018-19

Repasar la línea de tiempo y calendario [calendario](#) de reuniones.

Determine information and input needed from community in order to make decisions as representatives

6:45-7:00 Cierre

Pregunta - que debemos priorizar para el año 2018-19?

Evaluación de la reunión

Apreciaciones



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

Present at Meeting:

All Faculty (Kavitha Kasargod-Staub, Kenny Purser, Fatimah Guienze, Chloe Rutter-Jensen, Simone Delucchi)

Objectives


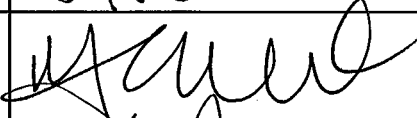
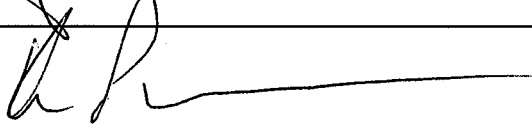

- Review Measure G goals, self-assessment, and recommendations
- Prepare to begin weekly progress reports next Friday (2/14)
- Review plan for SLP practice at Town Hall & practice Think Pair Share
- Cultural Humility Book Club
 - [Chapter 2](#): What's Culture got to do with it
 - [Chapter 3](#): This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

Time	Agenda
2:00-2:15	<p>Opening Check in: Rose and Thorn from Puberty Ed! News and Announcements</p> <ul style="list-style-type: none"> - Goal of SLP practice at Town Hall (Kavitha will model weekly) - February Retreat Agenda and Logistics (link to draft agenda) - Other???
2:15 -2:30	<p>Debrief Think Pair Share 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>Weekly Progress Reports 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"> - Grades will be ready for printing every two weeks <ul style="list-style-type: none"> - 2/16, 3/2, 3/16 - Students will review grades in content class on Friday - Weekly grades will be stapled to newsletter <p>As last period content teachers:</p> <ul style="list-style-type: none"> ● Distribute newsletter <p>Question - do we all want to commit to doing the SEL rubric in content classes on a bi-weekly basis as well?</p> <p>Next Steps:</p> <ul style="list-style-type: none"> - Consider having Advisory last period on Fridays next year - Have a SOL teacher pilot Sown to Grow this Spring <p>(Time to plan and review common documents)</p>
<p>3:00-3:45</p>	<p>Measure G1 Review Goals and Self-assessment Review recommendations from SSC Questions/Proposed revisions</p>
<p>3:45-4:00</p>	<p>Closing</p> <p>Plus</p> <ul style="list-style-type: none"> - Tight loop on SLP practice in town hall - Time to make anchor charts - Having Kenny as well as Simone! <p>Delta</p> <ul style="list-style-type: none"> - More time to work on new practices (example, weekly progress reports)

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

Sign In Sheet

Name	Signature
Kavitha Kasargod-Staub	
Fatimah Guienze,	
Kenny Purser,	
Chloe Rutter-Jensen	
Simone Delucchi	