



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

**Measure G1  
Grant Application  
2018-19**

**Due Date: February 13, 2018**

File ID Number: 18-0308 *Goals, Thriving Students*  
 Introduction Date: 2-22-18  
 Enactment Number: 18-0437  
 Enactment Date: 3-14-18  
 By: \_\_\_\_\_

School	Claremont Middle School	Principal	Jonathan Mayer
School Address	5750 College Avenue Oakland, CA 94610	Principal Email	<a href="mailto:Jonathan.Mayer@ousd.org">Jonathan.Mayer@ousd.org</a>
School Phone	510-654-7337	Recommended Grant Amount*	\$43,316
Actual 2017-18 Enrollment (6-8) (20 day count)	477	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	217

\*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	Three sections of Art Mr. Kimo adding a fifth class. \$9000 (Our AAMA teacher who will add a section of Art)	\$9,000
2	.2 FTE - Adding one section of Spanish to our master schedule - serving 25-30 students. We are hiring a new teacher who will .8 FTE of core classes	\$15,000
3	.3FTE for a Student Advisor position. The TSA will spend roughly 1/3rd his time, based on G1 Funding support, focus in on the Student Advisor Role. We will use some general funds to pay for the rest of this position.	\$30,870
<b>Budget Total (must add up to Current Grant Amount)</b>		<b>\$54,870</b>

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

2018-19 Proposed Expenditures from <i>Budget Justification and Narrative Section</i>		Budget Amount
1	Three sections of Art Mr. Kimo adding a fifth class. \$9000 (Our AAMA teacher who will add a section of Art)	\$9,500
2	.3FTE for a Student Advisor position. The TSA will spend roughly 1/3rd his time, based on G1 Funding support, focus in on the Student Advisor Role. We will use some general funds to pay for the rest of this position.	\$34,816
<b>Budget Total (must add up to Anticipated Grant Amount)</b>		<b>\$43,316</b>

### School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
54 percent	46 percent		18 percent	2%	5%	95%

### Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
32%		10%	20%			32%	6%

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

Name	Role
Jonathan Mayer	Principal
Edana Anderson	secretary
Chris Shrieber	PTA
Alyssa Walsch	SSC
Susan Thacher	ILT

### School Vision (insert here):

**We prepare students to leverage their grit to build academic stamina while building bridges across differences to create positive change. We explicitly teach and continuously reinforce rigorous and relevant instruction within a compassionate mindful and safe environment. We lead with learning as the main event, with equity, at the center and student voice as the driving force. We inspire our students and staff to continuously find ways to work collaboratively to spark curiosity for learning and to find the joy in the process.**

**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><u>Music</u> (Rubric Score)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>	<b><u>Art (Visual Arts, Theater, and Dance)</u></b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>
<b>Access and Equitable Opportunity</b>	3	3	<b>Access and Equitable Opportunity</b>	2	2
<b>Instructional Program</b>	2	2.5	<b>Instructional Program</b>	2	2.5
<b>Staffing</b>	3	3	<b>Staffing</b>	2	2
<b>Facilities</b>	1.5	1.5	<b>Facilities</b>	1	1.5
<b>Equipment and Materials</b>	2	2	<b>Equipment and Materials</b>	1	1.5
<b>Teacher Professional Learning</b>	3	3	<b>Teacher Professional Learning</b>	1	1.5
<b><u>World Language</u> (Rubric)</b>	<b>2016-17 (last yr)</b>	<b>2017-18 (this yr)</b>			
<b>Content and Course Offerings</b>	n/a	n/a			
<b>Communication</b>	n/a	n/a			
<b>Real world learning and Global competence</b>	n/a	na/			

**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>	410	445	<b>Suspension</b>	13	12
<b>ES Outreach Strategy Actions</b>			<b>Chronic Absence</b>	12.5	9.0
<b>Programs to support ES students transition to MS</b>			<b>CHKS data (district only)</b>		

**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
SSC	November 15, 2017
PTA Discussion on electives	December 7, 2017

Staff Engagement Meeting(s)	
Staff Group	Date
STAFF meeting - teachers and staff	2-12-18

### ***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

Our music program has expanded year over year with our numbers being that more than 30 students are in the 7th grade band and 28 students in the 8th grade band; Additionally, our 0 period jazz band has expanded to roughly 18-20 students, depending on the 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>
paid for out of site budget not G1		

### 2. Art Program

#### Programmatic Narrative Based on Rubric

This year we have gone from two to three art classes. This third art class has allowed a lot more flexibility for students with our master schedule. Additionally, we now have 75-80 students enrolled in art; the previous year we only had about 50. Student work is up in the hallways making our school a much more student centered environment. Students love art classes based on positive feedback and anecdotes.

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>
\$9,5000	This will help cover the cost of one period of Art, similar to our proposal from 2017-18.	Suspension rates continue to be lower than in previous years; chronic absence has dropped significantly, and we have been able to provide an additional art class for students not interested in band or computers.

### 3. World Language Program

#### Programmatic Narrative Based on Rubric

We still have no world language program, but I am looking to hire some someone for one or two classes.

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>
na/	n/a	n/a



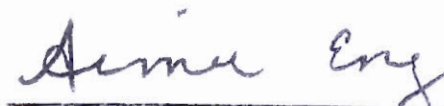
**4. 5th to 6th Grade Enrollment Retention**

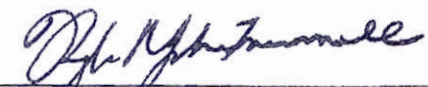
<b>Programmatic Narrative Based on Data Analysis</b>		
[Required: Please reflect on your self assessment here, as well as what was learned from your previous year's use of G1 funds, and how the learnings are being applied to this year's proposed expenditures]		
<b>Budget</b>	<b>Description of 2018-19 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>
n/a	n/a	we will continue with volunteer efforts to recruit 5th graders.

**5. Safe and Positive School Culture**

<b>Programmatic Narrative Based on Data Analysis</b>		
<p>Mr. Moore, who is in this position has been providing ongoing support for a very active student council; He has provided RJ and ongoing support as our 7th grade student advisory; Additionally, he is supporting the 7th grade team to have will continue supporting student led conferences with all students.</p> <p>We will continue having monthly assemblies to celebrate student successes as well as additional assemblies to re-focus students on schoolwide norms after breaks - such as Thanksgiving week and winter break.</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>
\$34,816	.3 FTE for a Student Advisor	Chronic attendance at Claremont has gone down from 13.5 percent to 9 percent this year as a result of our focus on chronic attendance issues. In gross numbers, that means that about 21-22 more students are not chronically absent out of our student body of 475 students!

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)).

  
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 Aimee Eng  
 President, Board of Education

  
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 Kyla R. Johnson-Trammell  
 Secretary, Board of Education



Sign In

Date: 11/15/2017

Name	Email
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Kellenne Kaiser	kella.elementaryts.org
Deb Berne	dberne@earthlink.net

## Notes From G-1 Discussion at PTA meeting on December 7<sup>th</sup>, 2017

Mr. Mayer presented to the parents, reviewing how this years monies were supposed to be spent - Spanish, Art, and Student Advisor; and how they were actually spent when Spanish teacher chose to not come to Claremont. So this year the G-1 monies, said Mr. Mayer are being spent on Art and Student Advisor;

Parents discussed band program: Several stated how much they like having a 7<sup>th</sup> grade band and an 8<sup>th</sup> grade band; love that all sixth graders take ½ year of band. There were some concerns raised about students in 6<sup>th</sup> grade not being able to play music at a challenging level. Mr. Mayer shared that there is a 0 period jazz band open to all, including 6<sup>th</sup> graders.

Art was discussed: Claremont has gone from two sections of art serving 50 students in 2016-17, to three sections, serving approximately 80 students. Parents shared that their kids love art;; they like to see the art up around the school; There was some questions raised about project based learning and can we integrate the art class more into the English and Social studies curriculum. It was agreed that three classes of art is great, and if there is more money it would be great to add a fourth and even a fifth section of art – full time art teacher – with G1 monies. People felt class size of 27 was good –but smaller class size for art would allow more individual instruction.

Student Advisor position discussed: Mr. Mayer shared about student council, assemblies and some of the attendance challenges going on as a result of student advisory on campus. Parents were very supportive – one shared that their child loves being on student council; another shared how their child loves helping give student tours as well as tours to rising 6<sup>th</sup> grade families. Unanimous support for this position.

Spanish: This continues to be a sore point. Mr. Mayer shared that it hard to find a good Spanish teacher, and even harder to find a good, credentialed part time teacher. However – parents were very clear that they would like Spanish at Claremont. They feel like it would attract more families and it gives kids more options when they get to high school to then take other electives.





**November 15th**

**SSC Meeting/ Measure G-1 Engagement Meeting**

**Claremont Middle School**

All parents and community members are encouraged to participate in the School Site Council.

**Date: Wednesday, November 15, 2017**

**Time: 7:30am - 8:15am**

**Location: Claremont Middle School, Library**

### **Agenda**

- Measure G-1 Activities discussion and feedback proposal
  - o Amount of the recommended allocation for 2018/19
  - o Review Self-Assessment and Rubric
  - o Proposal Presentation
  - o Community Feedback
- Review the Site Plan
- Update on the year so far
- Next meeting

*SSC. Good works. Great company. Free donuts.*



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## SSC Meeting & Measure G-1 Engagement Minutes

### Claremont Middle School

**Date: 11/15/17**

**Time: 7:30 am**

**Location: Claremont Middle School, Library**

Meeting commenced at 7:35 am

Present at meeting: Teachers: Sara Kahn Richard, Ian Kaferle; Jhunehl Fortaleza, Seth Maher, Parents: Alisa Walsh, Darryl Cobb; Kellene Kaiser, Rachel Friedman, Deb Berne, Jaime Eder, Maricella Morrish; Principal- Jon Mayer; other staff - Edana Anderson, Evelyn Hardy - alternate

1. Measure G-1 Activities discussion and feedback proposal
  - a. Amount of the recommended allocation for 2018/19 - Mr. Mayer shared that G-1 monies for 2017/18 are going towards art, computer animation, spanish, and to Mr. Moore's role as Student Advisor. Unfortunately, the spanish teacher we hoped to hire rescinded the offer so those monies are being allocated more towards Mr. Moore's work as Student Advisor.
  - b. Reviewed Self-Assessment and Rubric
  - c. Proposal Presentation - Mr. Mayer shared out about the proposal and that he would like to continue funding Mr. Kimo, Mr. Moore, and if enough money is available, to fund part of Spanish as well.
  - d. Community Feedback- There was strong interest for upping the efforts for finding a spanish teacher to teach at least 2 spanish classes daily for the 2018/19 school year. Additionally, there was a consensus that art classes were very successful and that we would like to continue to use G-1 monies to fund one or even two art classes. While Mr. Mayer explained that we were not currently using g-1 funds for band, the committee strongly advocated to continue with the music program and suggested if there were district cuts, G-1 monies should also be strongly considered for music. Finally, there was strong support for the Student Advisor position between student council, and all of the positive norm setting and school wide assemblies. They encouraged Mr. Mayer to continue funding this position as well.
2. Discussion of lead testing in water- Claremont water ok according to water testing
3. Review of Site Plan-

Literacy, Engagement, Culture and Climate are three main targeted areas

  - a. Culture and Climate-
    - a lot of focus on attendance (robocalls for attendance and tardiness)-
    - Suggested to make personal calls to parents
    - Attendance percentages improved from last year
    - School Dance

- Student council helping with middle school dance
- New clubs at lunch and after school
- Need for teacher retention

b. Literacy

- Silent reading in English, Advisory, Homework
- Discussion of readers that are below grade level

4. Voting on Site Plan- Jaime Eder made motion to approve site plan; Jhunehl Fortaleza seconded the motion; Council voted in agreement

5. Next meeting December 20th at 7:30- Everyone bring a friend if possible



G-1 Conversation

~~STAFF~~

Ethnic Studies ✓ supports other

Hands on Art for SDC students

Full inclusion

Vocational - Wood Working

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We Love - Leadership Student Adviser

Need Spanish to support H.S. transfer

Choir

Dance OR DRAMA

Library open - Homework Help

Intervention specials

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