



North Oakland Community Charter School

1000 42nd St. Oakland, CA 94608 (510)655-0540 www.noccs.org

March 15, 2018

Dear Measure G1 Application Review Panel,

I am attaching this letter to the North Oakland Community Charter School (NOCCS) Draft Application to request additional time to complete our Community Engagement meetings and Self Assessment, and to finalize our Application for your review.

Due to staff needing to care for family members of their own, NOCCS has experienced some unexpected office schedule changes this winter. We are also in a leadership transition year, and thus recent community meetings have focused on engaging our families in the process that will lead to the hiring of our next Head of School.

Despite this delay, we are confident that you will find—albeit in draft form—this 2018-19 G1 proposal to be consistent with our Mission and aligned with both Measure G1 guidelines and last year's grant. Several of the budget items, such as professional development for our Art Teacher and a set of musical instruments, take current-year projects to the next level (and were, in fact, included in our initial 2016-17 application but not able to be funded). Other items, notably in the areas of Retention and Safe and Positive School Culture, are projected priorities that we believe strongly will be reflected in our upcoming engagement meetings.

We anticipate completing these meetings by April 20 and submitting our final application no later than April 25. While we understand that accommodating this request may not be possible, we appreciate your consideration and are available to answer any questions you may have.

Thank you for your service to the students, teachers, staff and families of Oakland's public schools.

Sincerely,

David Bond

Operations and Enrollment Support
North Oakland Community Charter School
david.bond@noccs.org
510-551-7302



Checklist: Please check that you have completed the following tasks and that your application has all the necessary associated items. Applications with missing items will NOT be approved. For additional information and guidelines regarding Measure G1, please reference the [Administrative Regulations](#).

Complete	Checklist Item
Yes	<i>Established a Measure G1 Lead Team to develop the proposal collaboratively (not just the principal).</i>
Not yet	<i>Held meeting(s) with <u>school staff</u> where self-assessments in each of the five areas was conducted (agenda, minutes, and sign-in sheets attached) and meaningful input was documented in the minutes.</i>
Not yet	<i>Held meeting(s) with <u>school community</u> where self-assessments in each of the five areas was conducted (agenda, minutes, outreach flyers, and sign-in sheets attached), and meaningful input was documented in the minutes.</i>
Some	<i>Itemized a budget amount for each proposed activity (including FTE).</i>
Some	<i>Created measurable student outcomes for each proposed activity. For example, number of students served, or percent increase in math achievement for specific student group.</i>
Yes	<i>Aligned all proposed activities to one or more of the specific goals of the measure.</i>
Yes	<i>Ensured all proposed expenditures equal the total allocation amount.</i>

This signatures affirms that I, David Bond, have completed all the items listed above.
(print name here)

Signature

Draft as of 3/15/18
Date



**Measure G1
Grant Application
2018-19- Charters
Due: March 15, 2018**

School	North Oakland Community Charter School	Contact *	David Bond
School Address	1000 42nd Street	Contact Email	david.bondi@noccs.org
Principal	Stephen Ajani	Principal Email	stephen.ajani@noccs.org
School Phone	510-655-0540	Recommended Grant Amount**	\$6,857
Actual 2017-18 Enrollment (6-8) (20 day count)	74	Actual 2017-18 LCFF Enrollment (6-8) (20 day count)	24

*Measure G1 Communications will be sent to individual listed as the Contact for the organization. Please include principal's information as well, if they are not the same.

**Note: This is by no means a guarantee of funds. The recommended grant amount is still an estimate based on projected tax 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>		Budget Amount
1	Prepare classroom for use as Music Maker Studio (such as installing soundproofing and providing seating and instrument storage).	\$1,686
2	Increase Art materials budget to \$15/student.	\$1,000
3	Purchase <i>Realidades</i> Spanish Curriculum, including textbooks, workbooks, online access and teacher guide.	\$1,000
	Budget Total	\$3,686

DRAFT 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	Stipend for a teacher to revise Peacemaking and Anti-Bullying policies and curricula.	\$500
2	Teacher professional development and support to implement revised Peacemaking and anti-bullying program.	\$2,857

3	5th Grade to 6th Retention item TBD	\$1,000
4	Acquire instrument sets (drums, xylophones, recorders, ukeleles).	\$2,000
5	Art Teacher professional development	\$500
Budget Total		\$6,857

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
53%	47%	45%		11%	9%	92%

Student Body Ethnic Composition - to be updated by April 25, 2018

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial

Measure G1 Lead Team:	
Name	Role
Annette de la Llana	Interim Co-Head of School
Lehi Dickey	Interim Co-Head of School
Cori Belew	SPED Education Specialist
David Bond	Operations and Enrollment
Aleshia Reaves	Current Parent, Former FTO Co-President

School Vision: From *Vision 2020* (NOCCS Strategic Plan): NOCCS is an equitable, excellent, artfully innovative school as measured by multiple outputs. Our entire school community shares, holds, and “walks the talk” of Equity – it is an integral part of our school culture. We have leveraged and adapted our model, curriculum, and systems to best serve our most vulnerable learners. Additionally, and particularly relevant to Measure G1 Goals, our Graduate Profile articulates what we expect all NOCCS students to know and be able to demonstrate upon graduation. Among its four key expectations is that our students will “Communicate powerfully, and express their understanding in multiple forms (visual arts, poetry, song, dramatic performances, formal presentations, debates, etc.).”

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	Basic	To do	Access and Equitable Opportunity	Quality	To do
Instructional Program	Entry	To do	Instructional Program	Basic	To do
Staffing	Entry	To do	Staffing	Basic	To do
Facilities	Entry	To do	Facilities	Basic	To do
Equipment and Materials	Entry	To do	Equipment and Materials	Entry	To do
Teacher Professional Learning	Entry	To do	Teacher Professional Learning	Basic	To do
World Language (Rubric)	2016-17 (last yr)	2017-18 (this yr)			
Content and Course Offerings	Developing	To do			
Communication	Emerging	To do			
Real world learning and Global competence	Emerging	To do			

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)			Suspension	1	
ES Outreach Strategy Actions	Parent/guardian tour, student tour	Parent/guardian tour, student tour	Chronic Absence	1	
Programs to support ES students transition to MS	Student visit morning, Gr 6-8 Orientation	Student visit morning, Gr 6-8 Orientation	CHKS data (district only)		

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

Community Engagement Meeting(s)	
Community Group	Date
To occur by April 20.	

Staff Engagement Meeting(s)	
Staff Group	Date
To occur by April 20.	

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 total grant amount based on projected enrollment for 2017-18.

1. Music Program

Programmatic Narrative Based on Rubric

DRAFT: While we will not spend 17-18 G1 funds until they are received, our *temporary* outfitting of a Music Maker space and the use of loaned instruments this school year has confirmed the value in continuing to plan to make this space permanent, including the installation of soundproofing and instrument storage (using 17-18 funds), followed by the acquisition of a set of instruments (18-19). Our overall goal continues to be the creation of a comprehensive and sustainable middle school music program (over a period of several years).

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	Begin to acquire instrument sets (drums, xylophones, recorders, ukeleles)	Every middle school student will participate in a trimester music unit, during which these instruments will be incorporated, taught and played. There will also be one or more schoolwide performance opportunities for students to demonstrate their learning.

2. Art Program

Programmatic Narrative Based on Rubric

DRAFT: Weekly visual art classes have continued to be a relatively strong aspect of our middle school program, including instruction and practice in specific techniques and use of materials, as well as collaborative projects that integrate with core academic subjects. We anticipate that we will spend 17-18 G1 funds to pay for paint and materials to complete several thematic hallway murals begun this year. We plan to allocate 18-19 funds to provide our Art Teacher with tailored professional development opportunities; specifically, access to best practices in Art teaching and curriculum design and development.

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>
\$500	Provide art instructor with a least one professional workshop and release time to meet with an experienced highly regarded colleague at another school.	Every middle school student will do at least one <i>new</i> in-depth project in art class (at least 4 class sessions), based on the art instructor's work with a colleague.

3. World Language Program

Programmatic Narrative Based on Rubric

DRAFT: Per our midyear update, we have delayed our implementation of the Spanish Elective pending receipt of 17-18 funds, which we still intend to use to purchase *Realidades* Spanish Curriculum, including textbooks, workbooks, online access and a teacher guide. As a school which continues to enroll a relatively small bilingual student population, we do not anticipate that stakeholder engagement meetings will reveal additional priorities for 18-19 in this area.

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>
N/A		

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
<p>DRAFT: Despite a strong and experienced team of middle school teachers retained for 2017-18—who even began meeting to plan for the current school year last June—the unexpected departure of one teacher in October and another in March is likely to lead to another lower than average retention rate for 2018-19. A placeholder item has been added to this draft in anticipation of the upcoming meetings leading to a priority in this area.</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>
\$1,000	To be completed by April 25	To improve 5th to 6th grade retention by one third.

5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
<p>DRAFT: It is likely that improving the culture and climate of the middle school will be <i>the</i> top priority to emerge from our stakeholder engagement meetings and G1 self-assessments. Thus, we plan to roll-over our unfunded 17-18 G1 item to provide a stipend for a teacher to research, revise and re-publish our Peacemaking and Anti-Bullying policies and curricula. It will likely be proposed that 17-18 funds be used support teachers and staff in <i>implementing</i> these programs directly with students and 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>
\$500	Stipend for a teacher to research, revise and re-publish our Peacemaking and Anti-Bullying policies and curricula.	To do.
\$2,857	Funding to support teachers in implementing revised Peacemaking and anti-bullying program.	To do.

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