



**Measure G1
Grant Application
2018-19**

Due Date: February 13, 2018

| | | | |
|--|--|---|--|
| School | Hillcrest School | Principal | Maria McCormick |
| School Address | 30 Marguerite Drive Oakland, CA 94618 | Principal Email | Maria.mccormick@ousd.org |
| School Phone | 510-879-1270 | Recommended Grant Amount* | \$4,034 (includes \$3,817 2017-18 and \$217 2018-19) |
| Actual 2017-18 Enrollment (6-8) (20 day count) | 96 | Actual 2017-18 LCFF Enrollment (6-8) (20 day count) | 9 |

**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 | N/A - Application not submitted for 2017-18 | |
| Budget Total (must add up to Current Grant Amount) | | |

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 | Teacher Training in Restorative Practices | 1500 |
| 2 | Facilitation of student circles to support the implementation of Restorative Practice | 2317 |
| 3 | | |
| 4 | | |
| 5 | | |
| Budget Total (must add up to Anticipated Grant Amount) | | 3817 |

School Demographics

| Male | Female | % LCFF | % SPED RSP | % SPED Mild-Moderate | % English Learners | % Oakland Residents |
|------|--------|--------|------------|----------------------|--------------------|---------------------|
| 47 | 49 | 9% | 8% | 0 | 0 | 100% |

Student Body Ethnic Composition

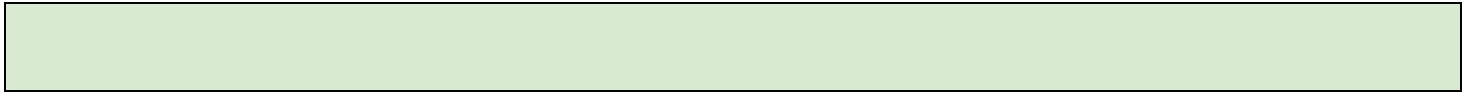
| African-American | American Indian/Alaska n Native | Asian | Hispanic/Latino | Filipino | Pacific/Islander | Caucasian | Multiracial |
|------------------|---------------------------------|-------|-----------------|----------|------------------|-----------|-------------|
| 10 | 0 | 10 | 10 | 0 | 0 | 60 | 10 |

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

| Name | Role |
|-------------------|--------------------------|
| Brendan Smith | Math Teacher |
| Claudia Staniford | English/History Teacher |
| Alia Dolan | Mental Health Specialist |
| Noah Canton | Science/History Teacher |
| Maria Mccormick | Principal |

School Vision (insert here):

Hillcrest provides ALL students with equity and access to the knowledge, skills and educational opportunities to achieve high academic standards in a changing global society.



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.

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

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) | 47 | 32 | Suspension | | 0 |

| | | | | | |
|---|--|--|----------------------------------|--|--|
| ES Outreach Strategy Actions | | | Chronic Absence | | |
| Programs to support ES students transition to MS | | | CHKS data (district only) | | |

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 |
| Middle School Parent Meeting | February 13, 2018 |
| | |

| Staff Engagement Meeting(s) | |
|------------------------------------|------------------|
| Staff Group | Date |
| Middle School Team | January 30, 2018 |
| | |

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 | | |
|---|---|--|
| | | |
| 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. Art Program

| Programmatic Narrative Based on Rubric | | |
|--|---|--|
| [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] | | |
| 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> |
| | | |
| | | |
| | | |

3. World Language Program

| Programmatic Narrative Based on Rubric |
|--|
| [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] |

| 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> |
|---------------|---|--|
| | | |
| | | |
| | | |

4. 5th to 6th Grade Enrollment Retention

| Programmatic Narrative Based on Data Analysis | | |
|--|---|--|
| [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] | | |
| 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> |
| | | |
| | | |
| | | |

5. Safe and Positive School Culture

| Programmatic Narrative Based on Data Analysis | | |
|--|---|---|
| <p>Students and teachers are realizing the positive effects of the first-year implementation of Restorative Practices grades 6-8. The purpose of implementing RP is to improve school culture and climate and to empower all students to grow in all SEL competencies, and manage conflict using restorative practices. Currently there is only 2 staff members (principal & school mental health consultant) that our trained in RP. G1 monies will be used to train the entire staff in Restorative Practices, and provide parent education.</p> <p>Measurement of progress toward improvement of climate and culture will occur via the annual California Healthy Kids Survey, (CHKS). Baseline data will be established with the February 2018 survey administration as compared to the February 2019 CHKS survey results.</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> |
| 3817 | Provide Restorative Practices training for all middle school staff, and continuation of Restorative Practice circles in all middle school grades. | <p>Middle school students will increase positive interactions between students as measured on CHKS (Climate and Culture 41 questions)</p> <p>Students will demonstrate the ability to solve conflict using restorative practices as measured by CHKS (Climate and Culture 41 Questions, Safety, Harassment & Bullying 17 questions).</p> <p>95% Students will rate Hillcrest school experience n as a positive s measure on CHKS (Climate and Culture 41 Questions) .</p> |

| | | |
|--|--|--|
| | | |
| | | |
| | | |

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

February 12, 2018
Agenda
Hillcrest G1 Community Input

1. Welcome
2. G 1 Grant
3. Discuss Needs of Students
4. Teachers input
5. Parent input

February 12, 2018
Agenda
Hilcrest G1 Community Input

1. Welcome

2. G 1 Grant

Informed parents that the grant is for World Languages, Art, Music and Climate and Culture. Hillcrest have the opportunity to apply for t \$3800. Ms. McCormick spoke about each of our offering for our students in art, music and language, and SEL curriculum. There is a limited offering because of our enrollment.

3. Discuss Needs of Students (CHKS)

Erika Longeran spoke about having more opportunity for ceramics in the Art program. Sarah Watson spoke about the access to Spanish for 6th grade.







4. Teachers reported that Restorative Practices are benefiting students, and would want to be trained in both the informal circles and formal accountability conference that are integral to Restorative Practices. .

5. Sarah Watson proposed that the money used for RP training, and to continue the RP circles with Alan Dolan.

2-13-18


Sign in

MS Parent Meeting

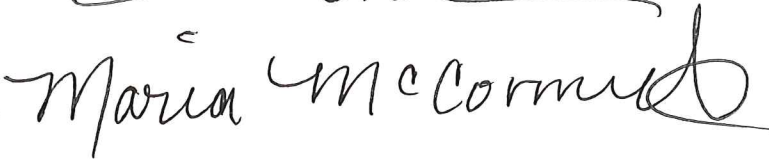
1. Sarah Watson 
2. Erika Lonergan 
3. Lauren Erbide 
4. Noah Cantan 
5. Claudio Staniford 
6. Deb Kaplan 
Sarah Hallman

1-30-18
Sign in
MS PLC

1. 

2. 

3. 

4. 

5.

6.

January 30, 2018
Hillcrest Middle School PLC
Agenda

1. G1 application process

Maria explained the G1 grant and the application process, and also informed the group that the money was not used this year. Brendan asked the amount of money available, and is it for next year.

2. Program needs

Music: Program needs to be aligned with state standards. Creating the conditions to do that would take possibly a shift to an OUSD music teacher.

Art: The current program receives parent backing. The teacher integrates other subject area to program

World Languages: Currently have one language. It was notes by the group that because of enrollment it would be hard to add another language.

RP: Year one of application. Only 2 people on staff trained in Restorative Practices. RP implementation is part of broader goal of implementing PBIS and SEL curriculum

3. Student Needs

Anecdotal conversations with students and data from Ms. Dolan suggest that students value the RP circles.

4. Direction of application

Middle school teachers would like training in RP thus helping the school shift to Restorative Practices.

January 30,, 2018
Hillcrest Middle School PLC
Agenda

1. G1 application process
2. Program --Electives
3. Teacher Needs
4. Student Needs
5. Direction of application