OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

Oakland School of Language

2016-17 Measure G1 Commission Presentation

Presented by Katherine Carter

Presented to Measure G! Commission

June 6th, 2017

Oakland SOL

A dual language, arts-integrated middle school

MISSION

Oakland SOL will provide a vibrant learning environment which reflects and embraces the full range of diversity and multilingualism Oakland provides, is highly valued by students, families, staff, and community members, grounded in the rich history of the communities it serves, prevents linguistic isolation, and transforms our city. Our students will learn to prevent cultural conflicts and build friendships across cultures and languages, embrace and celebrate difference, recognize and disrupt systems of racial oppression, and be leaders in their community and world.

VISION

All students will attain and staff will embody:

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 their own cultural identity, and an ability and openness to interact across cultures. Incorporates a lifelong commitment to self-evaluation and self-critique.

Social-emotional Skills Self-awareness, responsible decision-making, self-management, social awareness, and relationship skills.

Overarching Vision for G1 Funds

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Arts and Music

- SOL proposes to use G1 funding to contract with arts and music enrichment specialists to provide instruction during our 6th period elective class on Monday, Tuesday, Thursday, and Friday.
- Combined with other grant funding sources (ACOE Arts grant, City of Oakland Arts grant), this will allow all students to have access to art and music programming.

World Languages

- By scheduling electives during the 6th period, our Humanities, Spanish, and Science teachers will have a common collaborative planning period that will be used to coordinate the integration of the Spanish language across content areas.
- SOL also proposes to offer an Arabic class in our after school program through a community partnership

Grounded: School Wide Root-Cause Analysis

	Analysis of Need	What will success look like?
World Language	• SOL was designed as a late-entry access point to OUSD's growing PK-12 dual language pathway. • Given this, the World Language program is in the "developing" to "thriving" range.	• Full implementation of SOL's design will provide all students access to Spanish as a world language and a global education framework
Arts and Music	• SOL prioritizes arts-integration, however our small 6th grade class of 75 students does not generate enough staff or funding to offer art classes during the school day. • SOL is currently at an "entry" level on the rubric for arts and music	• All students will receive art or music enrichment during a daily elective period. • This will move SOL to a "basic" level on the visual arts and music rubrics.
6th Grade Transition	• SOl is a new middle school, and needs to work intensively to recruit and engage new families • SOL currently has 51 students enrolled, all of whom have had a 1:1 meeting or attended an open house • New students, including ELL newcomers, will enroll over the summer months	• All students will attend an open house or other community event before the beginning of school. • All students will receive a home visit within the first two weeks of school

2017-18 Measure G1 Budget Allocations

Expense	Description	Rationale
$16,000	Art and Music Enrichment Contracts	Providing music instruction within the school day as will increase the access and equitable opportunity to arts music programs from an “entry” to “basic” level on the arts and music rubics.

EVERY STUDENT THRIVES!

End slide with changeable photo. Please adjust opaque box **as best fits the photo**. This example above shows 35% white. Delete this orange box and text box!

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

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www.ousd.org @OUSDnews

Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Measure G1 Grant Application 2017-18

Draft Due March 1, 2017

School:	Oakland SOL	Principal	Katherine Carter
School Address	1180 70th Avenue	Principal Email:	
School Phone		Principal Phone:	
2017-18 Enrollment (6-8)	75	Anticipated Grant Amount*.	$16,000

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 6-8 enrollment on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents

Student Body Ethnic Composition

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

Measure G1 Lead Team (can be a pre-existing team such as ILT)	
Name	**Role**
Katherine Carter	Design TEam Leader
Laura Flaxman	Parent
Lamont Snaer	Parent
Simone Delucchi	Community Schools Manager

VISION

All students will attain and staff will embody:

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 their own cultural identity, and an ability and openness to interact across cultures. Incorporates a lifelong commitment to self-evaluation and self-critique. *(Tervalon & Murray-Garcia, 1998).*
Social-emotional Skills:	Self-awareness, responsible decision-making, self-management, social awareness, and relationship skills.

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)		***Art (Visual Arts, Theater, and Dance)***	
Access and Equitable Opportunity	entry	***Access and Equitable Opportunity***	entry
Instructional Program	entry	***Instructional Program***	entry
Staffing	entry	***Staffing***	entry
Facilities	entry	***Facilities***	entry
Equipment and Materials	entry	***Equipment and Materials***	entry
Teacher Professional Learning	entry	***Teacher Professional Learning***	entry
World Language (Rubric)			
Content and Course Offerings	developing		
Communication	thriving		
Real world learning and Global competence	thriving		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (SPF/SPSA/Enrollment)		*Safe and Positive School Culture (SPF/SPSA)*	
2016-17 Enrollment Data (projection vs. 20 day)	75	***SPF - Suspension***	N/A
ES Outreach Strategy Actions	individualized outreach to all DL ES, phone-banking of non-choosers, monthly open houses	***SPF - Chronic Absence***	N/A
Programs to support ES students transition to MS	homevisits advisory 2-week August welcome session	***CHKS data***	N/A

Please make sure to provide meeting agenda and minutes of the engagement meetings with this application.

Community Engagement Meeting(s)	
Community Group	**Date**
School Program Committee	2/22/17, 3/22/17
	2/9/17,3/9/17

Staff Engagement Meeting(s)	
Staff Group	**Date**
N/A	

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Identify the team (i.e. ILT function, community;SSC, PTA) to engage in self-assessments and generate a design plan for electives, 5th - 6th grade retention, and school culture . This Team will create the Implementation 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

2. 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.

3. Please explain how you plan on using the Measure G1 funds to develop strategic changes that meet the goals of the measure and that will lead to improved student outcomes.

4. Add additional lines if you would like to add additional budget items.

5. 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		
Our self assessment on the planned MS program for Oakland SOl indicated this was a critical area of growth. Oakland SOL does not provide any music education, and is at an entry level in all areas.]		
Budget	**2017-18 Activities**	**Anticipated Outcome**
$16,000	Contract with outside enrichment provider to provide music instruction within the regular school day.	Providing music instruction within the school day as well as in the after school program will increase the access and equitable opportunity to music programs to a basic to quality level.

2. Art Program

Programmatic Narrative Based on Rubric		
Our self assessment on the planned MS program for Oakland SOl indicated this was a critical area of growth. Oakland SOL content teachers (science, humanities, and Spanish) will integrate visual arts into their instruction.		
Budget	**2017-18 Activities**	**Anticipated Outcome**
0	Professional development in arts integration.	Humanities, Science, and Spanish teachers will integrate art into their project based learning curriculum.

3. World Language Program

Programmatic Narrative Based on Rubric		
World Language is a focus at Oakland SOL, and we scored developing to sustaining on this rubric.		
Budget	**2017-18 Activities**	**Anticipated Outcome**

2. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis		
Oakland SOL is a new school. Attracting and retaining new families is critical.		
Budget	**2017-18 Activity**	**Anticipated Outcome**
0	Phonebanking	Recruit 15-20 new families from the 5th grade non-chooser list.
0	Open Houses	Attract or confirm 15-20 new families for enrollment.
0	Home visits	Each family will receive a home visit within the first two weeks of school

3. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis		
No Existing Data		
Budget	**2017-18 Activity**	**Anticipated Outcome**

Oakland SOL Design Team Meeting and Open House

Thursday, May 11th, 2017, 4:30-7:30
Oakland SOL Campus! 1180 70th Avenue, Oakland, CA

Community Agreements:

- Be here now
- Assume positive intent
- Step up/step back - Shared leadership, shared voice
- Engage in Active Listening/Listen deeply to others
- Take risks, speak your truth, and practice self-focus
- Have an inquiry stance (ask questions to understand)
- Have fun!

Goals:

- Build relationships with potential families and incoming students
- Understand how the current budget crisis and political reality is impacting Oakland SOL
- Understand where we are with respect to being prepared for school opening
- Review Measure G proposal
- Determine our next steps for organizing
- Practice phonebanking to enroll families

Agenda for Open House & Dinner

4:30-5:40	**Meet and Greet (All)** ● Informal meet and greet, snacks ● Sign in, get name tags ● Tour of the campus and yard (have students & parents prepared to welcome) ● Get community feedback on brainstorms around space, travel ● Confirm Enrollment Status
5:40-6:00	**Dinner**

Agenda for Meeting

Present: Katherine Carter, Lamont Snaer, Simone Delucchi, Luz Alcaraz, Katy Nunez-Adler, Zaineb Alomari,
Absent: Laura Flaxman, Kenny Purser

6:30-6:40	**Opening Circle (Simone)** ● Welcome and Introductions ● Review agenda and Norms ● Assign roles (note taker - **scribe decisions** only!, timekeeper) ● Constructivist listening dyad: How is the current budget crisis and leadership transition impacting students across Oakland?

6:40 - 6:45	**Committee Updates:** **School Program Committee (Lamont and Simone)** **Updates on Measure G Grant:** Review of self assessments on World Language, Arts, and Music show arts and music as the greatest areas of need. Proposal to use Measure G funding for art and music enrichment contracts to provide elective programming during the 6th period. **Updates on Advisory Curriculum:** Cultural Humility Curriculum Scope and Sequence has been developed to be implemented during Advisory on Thursdays Wednesday rotation is still under development **Hiring (Katherine and Hiring Committee)** **Updates on Teacher Hiring:** Ms. Guerrero at Global: Katherine, Simone, Luz, and Katy want to make a recommendation to hiring committee to hire. Possible math candidate. **Updates on Principal Hiring:** Gabriela and Diane: Both had really strong performances. Still need to schedule with Jamila Sanchez next Friday or Monday. Reps meeting Monday to review feedback and make a firm proposal to see Jamila. If no clear favorite emerges, may need to come back to the design team. Not making decisions Monday. Leave that with a written summary for everyone. Type up English notes and Spanish notes. (Lillian can do it.) Can we wait until third candidate before we look at written notes? **For the hiring committee that is meeting Monday:** We recommend that you bring the notes typed up. (Lillian will type them up.) We recommend that you come out with a number one and number two on Monday. (Che and Katherine and Alex and Charles) We recommend that you have them all on the same plane. (Luz and Josh)
6:45-7:00	**Update on how current budget crisis is impacting Oakland SOL** (Katherine and Katy) A. Opening on the Rudsdale campus will cost $600-800,000 and will need approval from Board and new Supt. B. Possible Plan B is to open on CUES campus with reduced size

	OUSD Leadership will be reviewing our enrollment on 5/22 and making a recommendation to SUpt. and board. Next steps in terms of organizing 1) Meeting with the new superintendent and staff (Sara Stone, Pablo Villavicencio, Nicole Knight, etc.) 2) Meeting with Board members, starting with James Harris, Shanthi Gonzales and Aimee Eng or Nina Senn; followed by additional meetings 3) OCO Education for Liberation meeting on May 18th from 6 pm - 8 pm at the OCO office (need to build allies)
7:00-7:20	**Outreach (Katy)** 1) Upcoming Presentations: May 18 at 3:45 pm @ De Colores Head Start in Fruitvale Station, 1155 35th Ave, Oakland, CA 94601; May 24 from 9 am - 10 am @ Markham Elementary, 7220 Krause Ave, Oakland, CA 94605 2) Phone banking 2 lists: Newcomers and Non Choosers. Practice phone banking at the meeting. Complete 1-2 phone calls each 3) Other opportunities: Congregations, libraries, recreation centers, post in small businesses in neighborhood 4) NEXT Garden Day is on May 20 from 9 am - 12 noon - Charles Wilson from Student Assignment will be there at 10 am
7:20 - 7:30	**Closing Circle (Simone)** **A. Group Meeting Evaluation (Plus/Delta)** **B. Set up a time for One-to-Ones with New Families** **C. Written reflections** ○ Written reflections on this meeting (which will be synthesized and shared as patterns and themes at next meeting).

Reunión del Equipo de Diseño de Oakland SOL y Casa Abierta

Jueves, 11 de mayo de 2017, 4:30-7:30
Escuela Oakland SOL, 1180 70th Avenue

Acuerdos Comunitarios:

- Estar aquí ahora
- Suponer intención positiva
- El liderazgo compartido , la voz compartida
- Escuchar activamente / Escuchar profundamente a los demás
- Tomar riesgos, hablar su verdad y practicar el auto-enfoque

- Hacer preguntas para entender
- ¡Que te diviertas!

Metas:
- Formar relaciones con estudiantes y familias potenciales
- Entender dónde estamos en la preparación para la nueva escuela
- Determinar nuestros proximos pasos para organizar
- Practicar hacer llamadas para reclutar nuevos estudiantes

Agenda para la cena y casa abierta

4:30 - 5:30	**Conocer y Saludar (Todos)** ● Saludar y conocer informal, meriendas ● Firmar y agarrar etiquetas de nombres ● Hacer un recorrido de la escuela y la yarda (preparar a los estudiantes los padres estén listos a dar las bienvenidas) ● Recibir sugerencias e ideas sobre el espacio escolar ● Confirmar inscripciones
5:40 - 6:00	**Cena**

Agenda para la reunión

6:00 - 6:20	**Círculo de Abrir (Simone)** ● Bienvenida y Presentaciones ● Repasar la agenda y las normas ● Asignar papeles (solamente toma apuntes sobre el tomo de decisiones, mantener tiempo) ● Formar parejas para que se escuchen y hablen entre sí de manera profunda: ¿Como se está afectando el crisis del presupuesto y el cambio de liderazgo a la escuelas e estudiantes del distrito?
6:20 - 6:30	**Reportes de los Comité de contratación** - Contratación de maestros - Contratación de directoras
6:30-6:45	**Como el crisis del presupuesto está afectando a Oakland SOL** (Katherine and Katy) C. Abrir el programa en Rudsdale va a costar $600-800,000 y necesita ser aprobado por la mesa directiva y la superintendenta. D. Hay un plan B posible de abrir en el sitio de CUES con un programa reducido. El liderazgo de OUSD va a revisar nuestra lista de estudiantes confirmados el 22 de mayo para hacer una recomendación a la

	superintendenta y la mesa directiva. **Proximos Pasos** 1) Reunirnos con la nueva superintendenta y otros lideres del distrito(Sara Stone, Pablo Villavicencio, Nicole Knight, etc.) 2) Reunirnos con miembros de la mesa directiva Board members (James Harris, Shanthi Gonzales y Aimee Eng o Nina Senn) 3) Reunión de OCO Educación para liberación el 18 de mayo de 6 pm - 8 pm en la oficina de OCO
6:45 - 7:15	**Alcanzamiento a la comunidad (Katy)** **1) Presentaciones a familias:** 18 de mayo a 3:45 pm @ De Colores Head Start en Fruitvale Station, 1155 35th Ave, Oakland, CA 94601; 24 de Mayo 24 de 9-10 am @ Markham Elementary, 7220 Krause Ave, Oakland, CA 94605 **2)Hacer llamadas** Practicar cómo hacer llamadas durante la reunión **3) Otras oportunidades:** Congregaciones, bibliotecas, centros recreativos, negocios en la comunidad... **4) El proximo dia de jardineria** sera el 20 de mayo de 9-12. Charles Wilson de la oficina de inscripciones llegará a las 10 de la mañana.
7:20 -7:30	**Círculo de Cierre (Simone)** **A. Evaluación de la Reunión en Grupo** B**. Programar un Tiempo Para Hacer Uno-a-Unos Con Nuevas Familias** **C. Cosas Positivas, Mejoras Sobre la Junta** **D. Reflexiones escritas** - Reflexiones escritas sobre esta junta (van a ser utilizadas y compartidas para la próxima junta)

Measure G1 Commission Middle School Proposal Rubric

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Name: **Commissioner:**

	Area of Focus	Score	Notes
1.	Proposal keeps equity at the forefront		
2.	Includes all required components		
3.	Proposed use of funds is aligned to the intent of the measure		
4.	Supplementing existing program, not supplanting		
5.	Proposal accurately assesses strengths and growth areas in the domains		
6.	Clear alignment between self-assessments and proposed actions		
7.	Clear, measurable outcomes are articulated for each use of funds		
8.	Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
9.	Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
For the five lines below, only score the components that apply to a given proposal.			
10.	Plan for providing quality art programming is clearly articulated		
11.	Plan for providing quality music programming to students is clearly articulated.		
12.	Plan for providing quality world language programming is clearly articulated.		
13.	Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
14.	Plan for promoting positive school culture and safety is clearly articulated		
	Final Score (sum total /number of scored line items)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement