



**Measure G1
Charter Pilot Grant
Application 2017-18
SUMMER REVISE
Draft Due August 4, 2017**

Please note: This application serves as a proposal for **IF** funds are allocated in 2017-18. This is not a guarantee of funds being distributed in 2017-18. Allocation decisions for 2017-18 will be made by the Measure G1 Commission on August 14, 2017.

School:	North Oakland Community Charter School	Principal	Stephen Ajani
School Address	1000 42nd Street	Principal Email:	stephen.ajani@noccs.org
School Phone	510-655-0540	Principal Phone:	510-655-0540
2017-18 Enrollment (6-8)	88	Possible Grant Allocation Amounts*	50% Allocation: \$4,000 100% Allocation: \$8,000

*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 actual enrollment in fall (exact date TBD) and final tax revenue generated in spring 2018. The actual allocation percentage for 2017-18 will be determined at the Measure G1 Commission Meeting, August 14, 2017.

School Demographics

Male	Female	% LCFF	% SPED	% English Learners	% Oakland Residents
47%	53%	29%	6%	8%	93%

Student Body Ethnic Composition

African-American	American Indian/Alaska n Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
21%	.5%	4%	20%	1%	1%	36%	16.5%

Measure G1 Lead Team (can be a pre-existing team such as Instructional Leadership Team)

Name	Role
Stephen Ajani	Head of School
Cori Belew	Dean of Instruction
Annette de la Llana	Grades 6-8 Lead Teacher
David Bond	Director of Operations and Enrollment
Aleshia Reaves	Parent

School Vision:

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.

— from *Vision 2020 (NOCCS Strategic Plan)*

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. School Governance Body, 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	Basic	Access and Equitable Opportunity	Quality
Instructional Program	Entry	Instructional Program	Basic
Staffing	Entry	Staffing	Basic
Facilities	Entry	Facilities	Basic
Equipment and Materials	Entry	Equipment and Materials	Entry
Teacher Professional Learning	Entry	Teacher Professional Learning	Basic
World Language (Rubric)			
Content and Course Offerings	Developing		
Communication	Emerging		
Real world learning and Global competence	Emerging		

Measure G1 Data Analysis

5th - 6th Grade Enrollment/Retention (Culture Data/Site Plan Data/Enrollment)		Safe and Positive School Culture	
2016-17 Enrollment Data (projection vs. actual)	75% Proj. Retention Rate 59% Act. Retention Rate	Culture data - Suspension	1
Elementary School (ES) Outreach Strategy Actions	Yes. Parent/guardian tour, student tour	Culture data - Chronic Absence	5
Programs to support ES students transition to MS	Yes, student visit morning, Gr 6-8 Orientation	Survey data - families, students, teachers	My child feels physically safe at school = 88% My child's teachers successfully create a sense of community in their classrooms = 78% (Results from annual parent/guardian survey)

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

Community Engagement Meeting(s)	
Community Group	Date
Family Teacher Organization (FTO) Community Meeting	4/13/17
Head of School's Coffee and Conversation	4/14/17

Staff Engagement Meeting(s)	
Staff Group	Date
Leadership Team meeting	3/31/17

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; school governance body, 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. Please list all budget items in order of priority, in the event that a portion of the allocation is approved (as opposed to the full 100%).

1. Music Program

Programmatic Narrative Based on Rubric		
<p>NOCCS does not operate its own Music / Performing Arts Program at this time. On a trial basis, this year the school partnered with a youth arts organization (Get Empowered) to provide guest teaching artists who offer trimester-based courses in drumming, Capoeira and movement/dance to middle school students. This program has been praised by multiple constituencies, including teachers, parents/guardians and students themselves (all groups which have recognized—through annual surveys—the value of bringing high-quality music programming to NOCCS). Yet it does not include formal music instruction and relies on significant one-time and outside funding that is not secure. Thus NOCCS desires to invest the majority of its G1 allocation to design and implement (over a period of several years) a comprehensive and sustainable middle school music program, including the teaching of theory and practice, instrument and voice instruction, and regular opportunities for both individual and ensemble performance—and recording!</p>		
Budget	2017-18 Activities	Anticipated Outcome
\$2,000*	Prepare classroom (such as installing soundproofing and providing seating and instrument storage)	Music Maker Studio
\$3,000	Begin to acquire instrument sets (drums, xylophones, recorders, ukeleles)	Studio resources

2. Art Program

Programmatic Narrative Based on Rubric
<p>Despite our limited physical space and budget, the NOCCS Visual Arts program is relatively well developed, as it includes:</p> <ul style="list-style-type: none"> - Weekly classes for all students - Use of our Art Studio room - Essential supplies and materials (many of these items are currently donated) - An Instructor with Alameda County Office of Education Integrated Learning Specialist training - Art-integrated lessons supporting core academic learning at each grade level

Opportunities for exhibiting work, including displays throughout the building and 2-3 events per year. However, our current budget only allocates \$3/student for materials, the Studio needs updated technology, and our Art Teacher would benefit from additional professional development opportunities, specifically access to best practices in Art teaching and curriculum design and development.

Budget	2017-18 Activities	Anticipated Outcome
1,000*	Increase Art materials budget to \$15/student	Students will gain a deeper understanding of art history, concepts and making through the application of a full variety of materials in art lessons and projects.
\$500	Provide art instructor with a least one professional workshop and release time to meet with an experienced highly regarded colleague at another school.	Improved curriculum design and teaching pedagogy.

3. World Language Program

Programmatic Narrative Based on Rubric

The NOCCS World Languages Program currently offers Introductory Spanish as a two period per week Elective, taught by a teacher already on staff who is bilingual. As a school with a small bilingual student population, with annual parent/guardian survey results prioritizing Core Academics, Art and Music over language instruction, we are not prepared to invest significantly in this area at this time. However, given the limits of a minimal annual budget for this course, a one-time purchase of a textbook series and associated resources would clearly support teacher instruction and student learning.

Budget	2017-18 Activities	Anticipated Outcome
\$1,000*	Purchase Realidades Spanish Curriculum, including textbooks, workbooks, online access and teacher guide	Incorporating these resources will lead to higher Spanish proficiency and greater student interest and enrollment in the Spanish Elective course.

4. 5th to 6th Grade Enrollment Retention

Programmatic Narrative Based on Data Analysis

NOCCS typically retains 19 to 21 of its 27 students from 5th to 6th grade. Last year's retention rate was lower than average, with only 16 students returning for 6th grade. We believe this was due primarily to a high rate of teacher turnover in the Middle School (2 of our 4 Lead Teachers are new); with a lack of parent education about the programmatic differences and benefits of our Grades 6-7-8 program as a secondary factor. With departed staff being replaced by much more experienced teachers (each with a min. 5 years of previous lead teaching), and with several outreach efforts (parent and student tours) implemented earlier in the re-enrollment cycle, we project that retention rates will return to typical levels for the 2017-18 school year.

Budget	2017-18 Activity	Anticipated Outcome
0	None	NA

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5. Safe and Positive School Culture

Programmatic Narrative Based on Data Analysis

Since its inception, NOCCS has developed its own social-emotional curriculum designed to create a positive school climate that supports academic achievement. Known as Peacemaking, this program is a dynamic set of shared and intentional strategies, lessons, procedures, protocols, terms and language. The term that unifies our Peacemaking approaches is “REAL”, which stands for:

- R = Respect
- E = Equitable
- A = Accountable and an Ally
- L = Leadership

We “make it REAL” at NOCCS by explicitly talking/reading about, modeling, teaching and practicing these words, what they mean, and how our actions bring them to life.

As our Middle School grew from our Elementary Program, so too has Peacemaking been adapted from elements originally created for younger students. As such, and based on constituent feedback that Middle School Peacemaking is not as coherent, consistent and clearly communicated, we intend to update our Middle School model to reflect best practices in conflict resolution and conduct/restorative justice for this specific age group. One measure of our success will be when 90% or more of our students and families respond in agreement to the two questions shown above (in the Data Analysis Section).

Budget	2017-18 Activity	Anticipated Outcome
\$500	Provide stipend for a Teacher to lead initiative to research, revise and republish.	Revised Middle School Peacemaking Curriculum

Please submit this application by Friday, August 4 to Mark Triplett, at mark.triplett@ousd.org and Cc Linda Pulido-Esquivel at linda.esquivel@ousd.org.

Agendas / Notices of NOCCS Community and Staff Engagement Meetings Re: MeasureG1

(see bold blue text)

3/31/17 ADMIN LEADERSHIP RETREAT

Quick Updates: 5 MIN

- Nicole starts 4/10 with 4-5.
- EdTech data piece will be coming in regarding socio-emotional documentation and data collection.
- Food audit will be coming in to support our independent food regulation set up.
- Office Closed- Looking into getting Blue Iris.

Wrapping up 2016-2017: Misc items 5 MIN

- Week of 4/24: 26-28 Ajani at the EdLoc event
- CAST testing- Starting April 25th: 5th and 8th. Mornings are testing. Middle school needs abbreviated schedule.
- SBAC Testing- Starting May 1st (considering that May Day is May 1st), ending May 30th
- Get Empowered- no drumming for the three weeks
- PE Testing- Must be done at by May 31st. 5th grade on Fridays there no SBAC testing.
- Woolman- thinking of parents that can come- Sharon B, Wendy Mayr, Jai's mom and dad
- Spring Recital- May 25th, Mack's play will perform at the recital (Krea to talk to Mack)

Wrapping up 2016-2017: Events 10 MIN

- 8th/7th to Destiny- Mack and Annette to accompany
- Board retreat: Being planned, not sure who will be invited (poss David).
- Exhibition night- David takes on scheduling, Cori takes lead on content,
- Spirit week or month? Leadership organized
- Step Up Ceremony- recess schedule, for Tuesday
- Graduation- Legacy Award recipients
- Teacher/Staff Happy Hour- June 9th and possibly
- Clean drive up and get rid of old plans for events (end of the year) add MASTER to originals
- Field Trip- Thursday June 15th, Doyle Hollis 2-7, Jr. Coaches and Ms. Tara, dismissed from their spot.
- 8th grade trip- Stephen to attend, determine the time
- Staff close-out: 9-10a meet up, 10-3p clean up rooms and

- Go Girls Moves in the 17th and starts the 19th, MPR, Rm 9, Rm 6 Thingamajigs moves in on 19th, uses rm 1
- We will begin prepping teachers for end of the year activities, May 1st week pd

Measure G1 proposal: including music 15 MIN
- See all documents in Drive / Grants / Measure G1

Board Deliverables: State of School follow-up, including Survey results 10 MIN

Powerschool-Tri 3 5 MIN

- Class Schedule (confirm today)
- Class Rosters (confirm by ?)
- Taking Attendance every period (start April 10?)

4/11/17 E-Blast Announcements

People United Can Never Be Divided! Come to the last FTO Community Meeting of the year, **THIS THURSDAY 6 PM**. The topic will be Activism, with our very own Activist and Advocate, **Mia Birdsong**, who advocates for strong communities and the self-determination of everyday people. Her 2015 Ted talk, "[The story we tell about poverty isn't true](#)" has been viewed more than 1.5 million times and published in the Stanford Social Innovation Review, Slate, Salon and On Being. **We will also share information and collect feedback regarding newly available middle school funding (Measure G1)**. Childcare available, sign up in the Atrium.

6 PM Social & Brown bag dinner (bring your own)
6:30 Session

Coffee and Conversation 8:30 AM THIS Friday, April 14 Missed State of the School? **Want to give input on the use of newly available middle school enrichment funding? (Measure G1)** Join Mr. Ajani for this as well as general Q&A and discussion. *All welcome!*
& discussion

Measure G1 Commission Middle School Proposal Rubric



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)		
<i>For the five lines below, only score the components that apply to a given proposal.</i>			
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